

**PRIMING INTERACTION TO FOSTER READING ENGAGEMENT
AMONG TERTIARY LEVEL ESL STUDENTS**

PUTERI ROHANI MEGAT ABDUL RAHIM

**FACULTY OF EDUCATION
UNIVERSITY OF MALAYA
KUALA LUMPUR**

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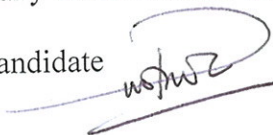
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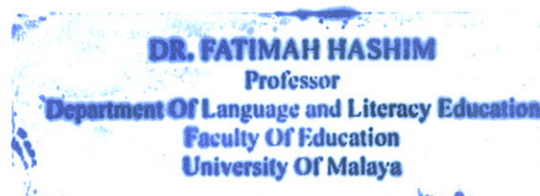


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Synopsis

This study examines the link between an interactive pedagogical approach and university students' engagement in second language reading. Recognizing the importance of university students acquiring effective reading skills, a considerable number of research on second language reading has been focussing on ways to facilitate students' engagement in reading through the employment of reading strategies. However, minimal research has explored lecturers' interaction as a strategy to promote students' reading engagement. This dissertation explores the potential usefulness of priming interaction in fostering students' reading engagement. The qualitative case study approach was employed in an ESL reading class at a university, over a period of 14 weeks. The study explored ways of strategically fostering interaction throughout the teaching and learning process. The methods used to gather data were observations, semi-structured interviews, collection of documents such as the in-class letters, out-of class letters; pre-teaching and post-teaching questionnaires; as well as the instructor's lesson plans and reflective notes. The data obtained from these sources were analysed and later triangulated using the constant comparative method. The findings from this research show that students responded positively when the learning environment provides opportunities for them to interact, to dialogue and to give voice to their learning experiences. In addition, the role of interaction has contributed to the participants' reading engagement because the elements under the pedagogical approach permitted the participants to experience reading in an engaging, meaningful manner. The primed interactions stimulate the students to become more aware and critical of their assumptions during the reading process. When students are given opportunities to experience concrete interactions through a planned and strategic pedagogical approach and when the learning environment is built on trust and care, their interest to learn seem to be fostered. However, findings also reveal challenges in planning interactions

strategically because of the students' culture of learning. As such the study is significant in advancing the knowledge base on teaching reading to ESL tertiary level students and it highlights the potential value of considering interaction strategically primed to foster engagement in reading.

PEMBENTUKAN INTERAKSI UNTUK MEMUPUK PENGLIBATAN MEMBACA DALAM KALANGAN PELAJAR BAHASA INGGERIS SEBAGAI BAHASA KEDUA PERINGKAT PENGAJIAN TINGGI

Sinopsis

Kajian ini menyelidik hubungan antara pendekatan pedagogi interaktif dan penglibatan pelajar universiti dalam pembacaan dalam bahasa kedua. Menyedari kepentingan pelajar universiti memperolehi kemahiran membaca yang baik, sebahagian besar penyelidikan tentang pembacaan dalam bahasa kedua memberi fokus kepada cara-cara untuk membantu penglibatan pelajar dalam pembacaan melalui penggunaan strategi-strategi membaca. Walau bagaimanapun, penyelidikan yang menerokai interaksi para pengajar sebagai satu strategi untuk menggalakkan penglibatan pelajar untuk membaca adalah pada tahap minima. Disertasi ini meneroka potensi membentuk interaksi dalam memupuk penglibatan pelajar untuk membaca. Pendekatan kajian kes kualitatif telah digunakan dalam kelas membaca dikalangan pelajar bahasa Inggeris sebagai bahasa kedua di sebuah universiti untuk tempoh 14 minggu. Kajian ini meneroka cara-cara strategik memupuk interaksi sepanjang proses pengajaran dan pembelajaran. Kaedah-kaedah yang digunakan untuk mengumpul data termasuk pemerhatian, temu bual separa berstruktur, dan pengumpulan dokumen-dokumen seperti: surat dalam kelas dan surat luar kelas; soal selidik pra-pengajaran dan soal selidik pasca-pengajaran; serta pelan pengajaran dan nota reflektif pengajar. Data yang diperolehi daripada sumber-sumber ini dianalisis dan seterusnya dianalisa melalui kaedah perbandingan. Hasil penyelidikan ini menunjukkan bahawa para pelajar memberi tindak balas positif kepada suasana pembelajaran yang memberi peluang kepada mereka untuk berinteraksi, berdialog dan menyuarakan pengalaman pembelajaran mereka. Disamping itu, peranan interaksi tersebut telah menyumbang kepada penglibatan pelajar dalam pembacaan kerana elemen-elemen dalam pendekatan pedagogi berkenaan membenarkan pelajar

mengalami proses membaca secara lebih bermanfaat dan bermakna. Kaedah pengajaran yang digunakan telah merangsang pelajar untuk menjadi lebih peka dan kritikal terhadap andaian mereka semasa proses membaca. Apabila pelajar diberi peluang untuk berinteraksi secara konkrit melalui pendekatan pedagogi terancang dan strategik dan apabila suasana pembelajaran dibina melalui kepercayaan dan keprihatian, minat mereka untuk belajar seolah-olah boleh dipupuk. Walau bagaimanapun, dapatan kajian juga mendedahkan cabaran-cabaran dalam merancang interaksi secara strategik disebabkan oleh budaya pembelajaran pelajar. Justeru, kajian ini penting untuk meningkatkan lagi pengetahuan dalam pengajaran kemahiran membaca untuk pelajar bahasa Inggeris sebagai bahasa kedua peringkat pengajian tinggi. Kajian ini juga menonjolkan potensi menggunakan interaksi yang dibentuk secara strategik untuk memupuk penglibatan dalam pembacaan.

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CHAPTER ONE

INTRODUCTION

1.1 Background

Pedagogical approach which promotes interaction among students is important in capturing their interest and understanding of reading (Haynes, 2009; Levin & Calcagno, 2008; McLaughlin, 2010; J. Van Manen, 2007; Zamel, 1992). This is because, as noted by McLaughlin (2010), Mezirow (1997), Mohr and Mohr (2007), and Trawick (2009), learning is best achieved when students have opportunities to experience concrete interactions throughout the learning process. These interactions increase students' familiarity with the material and concepts learned. Subsequently, the learning becomes more engaging and meaningful to students. Thus, they are more open to learning (Duke, Pearson, Strachan, & Billman, 2011). In addition, as posited by Duke, Pearson, Strachan, and Billman (2011), reading comprehension is an active and a collaborative process of constructing meaning. Therefore, it is crucial for reading instructors to provide opportunities for students to have concrete interaction with the printed text throughout the teaching and learning process using a suitable pedagogical approach.

Although scholars of reading (e.g., Bernhardt, 2003, 2005, 2011; Grabe, 2010; Pressley, 2000, 2006; Vaughn & Klinger, 2004) have stressed the importance of students acquiring effective reading skills for successful academic pursuits, several researchers found that university students struggle with their academic reading materials (Baldi, 2006; Burt & Peyton, 2003; Koda, 2005). These researchers discovered that the majority of the students have fallen below expected proficiency level in reading. In addition, as university students they encounter a large amount of information in university as well as outside the university daily. Thus, the need for strong reading skills continues to increase (Bernhardt, 2011; Grabe, 2010). This illustrates the urgency of the matter. The ability to comprehend reading materials in English is also another issue of

concern among educators and policy makers of higher education institutions because most of the reference and textbooks available are in English. Ahmad Mazli (2007), Isarji and Ainul Madziah (2008), Jamaliah and Faridah, (2001), and Samsiah (2011) reported that Malaysian university students have problems in approaching their academic reading texts. They face difficulties coping with the reading text because they do not really understand what they are reading and, as a result, they are unable to link appropriate ideas from their readings to the assigned tasks given (Ahmad Mazli, 2007; Faizah, 2004; Goh, 2004; Isarji, Ainol Madziah, Mohd Sahari, & Mohd Azmi, 2008; Jamaliah & Faridah, 2001; Kuldip Kaur, 2001; Samsiah, 2011; Wallace, 2007).

Recognizing the importance of being effective readers, most Malaysian universities offer courses to assist second-language learners (L2); they offer academic courses such as English for Academic Purposes (EAP) and English for Specific Purposes (ESP). These courses are designed to help improve and equip undergraduates' English language proficiency in the four skills of reading, writing, speaking, and listening. Although the courses seem helpful, they are insufficient in assisting non-native (L2) readers to address the nuances of academic reading texts (Ahmad Mazli, 2007; Alvermann, 2004; Bernhardt, 2011; Grabe, 2010; Grabe & Stoller, 2002; Nassaji, 2011; Samsiah, 2011). At present, in the context of the study the university requires students to enroll in reading courses offered at the university. The objective of the course is to prepare students in tackling academic materials in the course of their study. Assessment in this course focuses mainly on how to approach reading academic text critically. The on-going assessment is 60% and the final exam is 40%. However, reading skills are still far from satisfactory among university level students. Results in semester 1 and semester II 2007/2008 showed that there were students who obtained grade C+ and below. In the context of the study, the academic reading course offered puts emphasis on the end product rather than providing opportunities for students to

engage and make meaning of the texts they are reading. The students are assessed on their abilities to answer the questions at the end of the reading text. Although, the course does include elements of critical thinking, the students are not given opportunities to interact with the text meaningfully. Subsequently, this has affected the students' motivation to read.

One reason could be how reading is taught. For instance, the emergence of communicative approaches to L2 pedagogy over the last 2 decades has influenced the way L2 reading is taught (Han & Anderson, 2009; Nassaji, 2011). According to Bernhardt (2011), Han and D'Angelo (2007), and Grabe (2010), the prevailing trend of teaching L2 reading consists of pre-teaching vocabulary and relevant background knowledge to students, followed by post-reading questions. As a result, L2 reading instruction is limited to primarily extracting information from texts which has downplayed the role of students in constructing meaning with the reading text (Grabe, 2010; Han & Anderson, 2009; Smith, & Goodman, 2008; Zamel, 1992). According to Bernhardt (2011), Han and Anderson (2009), and Nassaji (2011) this pedagogical approach, which is inspired by top-down models, has not examined how students would benefit most through the employment of suitable pedagogical instruction such as the practice of priming interaction throughout the teaching and learning process and how such employment may facilitate students in becoming engaged readers. Haynes (2009), J. Van Manen (2007), and M. Van Manen (1991a) argued that encouraging interaction in a reading classroom such as through interaction with the instructor, text, and peers may help promote language, relationships, thinking, and contexts among students because all are interrelated and interconnected.

In addition, the emphasis of current teaching is on the end product, that is, the ability for students to provide answers to the questions posed at the end of the reading, without attention given to teaching reading as an active exploratory process which

involves the construction of meaning with the text. Furthermore, the teaching process has not considered human science pedagogy whereby instructors strive to understand the joys and challenges faced by students as they become more effective readers. As posited by Bodie, Powers, and Finch-Hauser (2006), Duke et al. (2011), Haynes (2009), and M. Van Manen (1991a, 1991b, 1994), when the instructor provides students with positive experiences such as caring for the students as persons and having concrete interactions with them, the students will feel safe and are more likely to be successful in their learning. Palincsar (2003), Pressley (2004), and Scull (2010) share the similar view that comprehension instruction is best achieved through the collaborative and conversational approaches which use the human science factor.

Furthermore, comprehension in a second language is far more complex than in a first language (Bernhardt, 2011). Koda (2005) stipulates that instructors of second-language students (L2) need to understand the challenges faced by the students because there are linguistic, processing, and socio-cultural differences between first language (L1) and L2 reading (Grabe & Stoller, 2002) which causes the inability for second-language learners to interpret the text as efficiently as their monolingual English-speaking peers (Bernhardt, 2005; Koda, 2005; Nassaji, 2007). According to Jetton and Dole (2004) and Stanovich (1986), when the problem is not tackled appropriately the gap between novice students and the students who have acquired such skills will increase.

As a result, many L2 students are labeled as having low motivation and/ or behavioral problems, but in reality these students face problems in managing the nuances of academic texts (Garcia & Godina, 2004; Tomlinson, 2004). Failure to take into account the challenges faced by L2 students might render their views of reading as ineffective and de-motivating process. Thus, reading instructors need to be aware and sensitive of the challenges faced by the students and provide avenues to interact,

facilitate, and scaffold learning. One way to tackle this is by providing students with opportunities to experience reading in a meaningful manner through interaction and exposure to a range of texts. According to Duke et al. (2011), Guthrie (2004), and J. Van Manen (2007), to foster reading engagement students need to view reading as a social process.

For L2 learners, the instructors of reading need to be selective in their pedagogical approach to teach reading and provide avenues for students to experience reading in an interactive manner (Grabe, 2010). In addition, the instructors also need to manage the students in a more tactful and understanding manner because of the learning complexities and intricacies students face such as language complexities, adjustment to academic literacy, and the social adjustment of being a university student. All of these factors affect students' progress as effective readers (Bernhardt, 2005; Koda, 2005; Nassaji, 2011). Teaching and learning is not simple. It involves seeing the student through their lenses as they experience the learning process (M. Van Manen, 1991a, 1991b, 2006). M. Van Manen (2006) asserts educators need to observe the students pedagogically. In other words, through the suitable employment of pedagogical strategies the instructor needs to determine whether the students are learning what they are supposed to learn. The instructor monitors the total existence of the students' development through constant interaction and dialogue with them (M. Van Manen, 2006) to ensure that students become engaged readers.

Interaction and dialogue provide opportunities for instructors to understand the problems faced by the students during the reading task. As a result, this may help raise the instructor's sensitivity in his or her pedagogical instruction when teaching reading (Bernhardt, 2011; J. Van Manen, 2007). When positive and concrete interaction exist between the instructor and students, student and student, student and text, the students' interest and motivation to learn is heightened (Guthrie, 2004; Haynes, 2009). Hence, it

is important for instructors of reading to engage, sustain, and inspire L2 students' positive attitude (Lei, Berger, Allen, Plummer, & Rosenberg, 2010) through a suitable pedagogical approach (Grabe, 2010; Guthrie, Wigfield, & Perencevich, 2004; Torgeson, 2000) that permits students to interact throughout the teaching and learning process.

In addition to the importance of teaching L2 students reading strategies, it is also essential for the instructor to understand and reflect on the teaching and learning process from the students' perspectives (Bernhardt, 2011; Nassaji, 2011). As asserted by M. Van Manen (1991a) the preparation of educators includes more than just the teaching of knowledge and skills. Educators need to be reflective during teaching because the pedagogy does not only address the head but also the heart of the student which embodies the whole person (M. Van Manen, 2003). M. Van Manen (2006) posits that students want to be seen and recognized; they want the instructor to understand that they are individuals with strengths and weaknesses. In other words, employing a pedagogical approach in a reading classroom that promotes interaction may assist the development of the hearts and minds of the students, as they progress to the status of engaged readers. As a consequence, this enables students to approach their reading in a more versatile and strategic manner (Duke et al., 2011).

Based on the preceding discussions, it is clear justification that more efforts are needed to assist L2 students in addressing their academic materials through suitable pedagogical approach and strategy. This denotes that more research is needed on possible pedagogical approaches to teach reading to L2 tertiary learners (Alvermann, 2004; Bernhardt, 2005, 2011; Grabe, 2010; Han & Anderson, 2009).

1.2 Statement of the Problem

The ability to read efficiently is critical for successful academic pursuit among university students (Alvermann, 2002; Bernhardt, 2011; Grabe, 2010). As asserted by

Guthrie (2004), reading is the window to all knowledge. In fact independent reading accounts for 85% of learning in higher institutions of learning (S. L. Pugh, Pawan, & Antommarchi, 2000). University students need to be effective readers to successful in their academic pursuit. Although researchers (e.g., Elfeinbein, 2006; Grabe, 2010) have recognized the importance of instructional approach in teaching reading comprehension, research on what instructional approach works best for students, particularly for L2 students, has yet to emerge (Bernhardt, 2011). According to Mohr and Mohr (2007), students need opportunities to interact in social and academic situations to speak English efficiently. This can be accomplished through a suitable pedagogical approach. Bernhardt (2011) states that a substantial number of students, particularly L2 learners, face problems in understanding the texts they read. Unless this issue is addressed, a considerable number of L2 tertiary level students will continue to struggle with their reading because they are unable to handle academic text (Ahmad Mazli, 2007; Bernhardt, 2011; Isarji & Ainul Madziah, 2008; Jamilah & Faridah, 2001; Wallace, 2007).

Past research on university students' reading comprehension has shown that the average reading level of university students is insufficient to meet postsecondary academic literacy demands (Pennsylvania Department of Education Report, 2004). According to Bosley (2008) and Isarji and Ainul Madziah (2008) university students' performance in reading is poor. A study conducted by the American Institutes for Research found that 50% of university students lack the skills to function as proficient and effective readers (Baldi, 2006).

In Malaysia, there are indications that a similar situation is experienced among university students (Ahmad Mazli, 2007; Goh, 2004; Isarji & Ainul Madziah, 2008). For example, a study conducted by Isarji and Ainul Madziah (2008) on 404 undergraduates at six Malaysian public universities reported most respondents

experienced reading problems. In addition, the students had poor academic skills such as vocabulary, identifying main ideas, and synthesizing important information. Although the findings of these studies show university students struggle in comprehending reading materials, there was focus on how to assist the students to develop as effective readers through interaction. A number of researchers (e.g., Duke et al., 2011; Guthrie, 2004; Haynes, 2009; J. Van Manen, 2007) have noted the importance of having students interact to foster reading engagement. It is thus important that more research is conducted to understand the challenges faced by L2 students on reading comprehension skill and provide the necessary assistance to them.

A considerable number of studies have been conducted on facilitating reading comprehension among first-language (L1) students (e.g., K. D. Allen, & Hancock, 2008; Pressley & Block, 2002). Over the past 3 decades, most studies on teaching reading have been conducted through cognitive approaches which focus on strategies to develop comprehension and vocabulary. Most of these studies used experimental designs providing training to students to employ reading strategies to determine the effectiveness of the comprehension strategies; typically, a new and innovative strategy is compared with traditional instruction (K. D. Allen & Hancock, 2008; Mokhtari & Reichard, 2004; Van Keer & Verhaeghe, 2005).

Similarly, in Malaysia, studies have also been conducted on L2 learners which directly address the issue of reading comprehension, and these too focused on explicit instruction using a specific reading strategy. Most of the studies investigated the use of metacognitive strategies (Chung, 2007; Goh & Fatimah, 2006; Nik Suraina, 2001; Samsiah, 2011). Strategy research both in L1 and L2 have focused on explicit instruction of reading strategies such as preparing students to become strategic readers and examining how they use various strategies. Many instructional interventions encourage students to be more aware of their reading processes. Such interventions

include training students to think aloud about passage meaning. As a result, there is a growing body of research on reading strategies using varied approaches such as summarizing (Block & Pressley, 2003; Friend, 2001), graphic organizers (Jiang & Grabe, 2007), metacognitive strategies (Mokhtari & Reichard, 2004), identifying main ideas, deriving meaning-in-context and vocabulary learning strategies (Trabasso & Bouchard, 2002).

While the existing body of knowledge includes the most recent research findings for L1 readers, the area awaits further conceptualization especially in the area of pedagogical approach which would assist L2 readers in their struggle to understand the linguistic nuances of their academic reading text. This is because there are differences in variables that affect L1 and L2 students in their reading comprehension development. In L2 contexts, the issue becomes more complex due to several factors faced by L2 students such as the linguistic and processing differences, individual and experiential differences, socio-cultural differences (Bernhardt, 2005, 2011; Grabe, 2010; Grabe & Stoller, 2002; Koda, 2005). Jiang (2011) stipulates that L2 readers have much wider ranges of language proficiencies as compared to L1 readers. In her research in 2011, she observed that L2 language proficiency attributed to an estimation of 27% to 39% of variance in L2 reading comprehension, while L1 had less than 6% of the variance. This shows that L2 students face more challenges when addressing academic reading materials.

In addition, studies exploring what works best with L2 learners are still limited (August & Shanahan, 2010; Bernhardt, 2011; Grabe, 2010). Studies exploring the complexities faced by L2 readers as well as whether the ability to be effective readers can be enhanced by pedagogical instruction are still poorly conceptualized (Bernhardt, 2011; Duke et al., 2011; Grabe & Stoller, 2002; Haynes, 2009; McLaughlin, 2010). Moreover, few studies on reading for L2 consider the employment of instructional

approach which emphasizes interaction as a strategy to promote reading engagement. This is a distinct contrast to the extensive investigations with L1 students (Alvermann, 2004; Bernhardt, 2011; Duke et al., 2011; Moje, 2002; Pressley, 2000). The present study is an attempt at bridging this gap that is what works best with L2 learners in becoming effective readers in the literature.

Also of interest to researchers studying reading is the potential usefulness of priming interaction in a reading classroom which may help students to increase their reading engagement. According to Duke et al., (2011) and Guthrie, Wigfield, and Perencevich (2004) when students are given the opportunities to experience concrete interactions throughout the learning process such as having small-group task, integrating reading and writing, having dialogue with the instructor and peers, they will likely be more engaged in reading. Reading efficacy may be increased in a class where the instructor includes interaction to develop both the cognitive, through the use of reading strategies (Guthrie, Wigfield, & Perencevich, 2004; Koda, 2005; Trawick, 2009). In addition, the interaction when primed strategically will permit students to progress as effective readers because the process of interaction permit the growth of students' hearts or emotions as engaged readers (Haynes, 2009; Keeling, 2006; J. Van Manen, 2007). This is done by considering the voice of the students and giving recognition to the joys and difficulties they face while approaching and interacting with their reading texts (Duke et al., 2011; McLaughlin, 2010; Trawick, 2009). The interaction puts emphasis on the instructor to be pedagogically sensitive to how individual students learn as well as being concerned about the development of both the student's mind and heart; for example, through the selection of activities and reading materials. Past studies such as Haynes (2009) and J. Van Manen (2007) were conducted focusing on the use of interaction to foster reading engagement.

Both studies showed that students' engagement in reading was fostered as the instructor strategically primed the interaction throughout the teaching and learning process. However, Haynes (2009) and J. Van Manen (2007) conducted the study on L1 students' reading experiences and not on L2 students. Haynes (2009) focused her studies on children and paying particular attention using narrative literary text. J. Van Manen (2007) used literary text rather than academic text. In addition, she used only written documents from her students to gain perspectives of their understanding of their literary texts. The findings in both Haynes (2009) and J. Van Manen's (2007) study showed that students' understanding of the literary text improved as they began to share their literary text experience with the instructor and when they recognized the instructor taught in a tactful manner that is by considering and listening to what was relevant to them. Such an approach not only allows students to enhance their understanding of the reading text but also permits the instructor to approach the students in a strategic pedagogical manner. Nonetheless, in their study they did not include how to facilitate the students to engage with the text strategically. As stipulated by Duke et al. (2011) exposing and teaching students to approach their reading text strategically would facilitate them to become more engaged readers. Although findings from studies (e.g. Duke et al., 2011; J. Van Manen, 2007) show that interaction can be primed strategically to foster learning, minimal research attention has been directed at considering the practice of priming interaction in a reading class which would oversee the development and progress of L2 students to become effective readers.

University students require a different teaching approach in order to sustain their interest and motivation in learning (Keeling, 2006; Mezirow, 1997). Researchers have pointed to the importance of the pedagogical approach and instruction in helping students better comprehend, critically examine, and respond thoughtfully to the plethora of reading materials found in the content areas and beyond (Alvermann, 2002;

Bernhardt, 2011; Grabe, 2010; Guthrie, Wigfield, & Perencevich, 2004), because as posited by Levin and Calgano (2008) pedagogy is at the heart of literacy instruction. Therefore, this study intends to close the gap by considering the practice of priming interaction to develop both students' cognitive and affective levels when approaching L2 university students.

Gaining this information may contribute to a better understanding of the employment of pedagogical instruction of teaching reading that best suits the L2 students and subsequently enhances their reading ability. Existing studies on reading comprehension have focused on one specific strategy and were primarily conducted using quantitative research design. In addition, most of the research conducted on reading as mentioned earlier focused on cognitive strategy instruction which has downplayed the important role of interaction in a reading classroom. Furthermore, qualitative investigations would allow researchers to gain the emic perspective of the students.

This illustrates there is a need to do further research in this area. Thus, the lack of research in the areas combined with my interest in exploring the phenomenon at hand is the main impetus for this study. Subsequently, this highlights the necessity of exploring the potential usefulness of priming interaction as applied to L2 tertiary level students in a reading classroom. Therefore, the aim of this research is to discover how interaction can be employed in one academic reading classroom. The study was conducted at one public university at the northern part of Malaysia which offers a course on academic reading.

1.3 Research Purpose

The purpose of this qualitative study is to explore the potential usefulness of priming interaction to foster reading engagement among tertiary-level English as a second language (ESL) students by:

1. Examining how the participants respond to the practice,
2. Investigating the role of priming interaction in fostering reading engagement,
3. Illustrating how the concept of priming interaction can be applied in a reading class.

1.4 Research Questions

This study will address the following questions:

1. How do the participants respond to the practice of priming interaction?
2. What role does priming interaction play in contributing to the participants' reading engagement?
3. How can the practice of priming interaction be implemented in a tertiary level academic reading class?

1.5 Significance of the Research

This study is significant in both theoretical and pedagogical aspects. From a theoretical perspective, this study contributes to the present body of knowledge on second-language reading research. This study hopes to add to the limited research base on L2 tertiary level students' reading comprehension by examining the potential usefulness of priming interaction to foster reading engagement among ESL tertiary level students. According to Bernhardt (2011), there is limited research which addresses second-language reading especially for students at higher education institutions. By exploring the potential usefulness of priming interaction, using qualitative approaches and involving students as co-researchers, a better understanding of the joys and

uncertainties L2 learners face as they tackle their reading text would be gained. With this enhanced understanding of the phenomenon, researchers and academics can develop an appropriate pedagogical approach and instruction to teach reading to L2 tertiary level students.

In addition, this study will contribute to the knowledge base of teaching reading among L2 tertiary level students. Given the importance of reading comprehension and its role in preparing students to adjust to their academic pursuits it is clear that the selection of suitable and appropriate pedagogical instruction in reading class is important. This research may extend current knowledge about interaction strategically primed to engage students in a reading class. From a pedagogical perspective, this study provides academics and language teachers (from high school to university) a better understanding of L2 students' learning experiences because of the established interaction between the instructor and the students. Thus, by approaching the teaching and learning process which considers students as partners in learning as well as taking into account students' learning experiences the instructors would gain an in-depth understanding of how L2 students approach their reading. It is beneficial for reading instructors to be familiar with the students' knowledge and conceptions because this would assist instructors in improving classroom teaching, instructional procedure and approach, and in providing more effective reading strategies for their language learners. Furthermore, it offers an additional perspective on how the teaching of reading can be approached by reading instructors.

Finally, the study will inform policy makers and curriculum designers on the appropriate and suitable curriculum which would benefit L2 students. With this understanding, curriculum designers and policy makers can design reading programs in a more relevant and humanistic manner that encourage interaction among students to help them become effective readers. There is an urgent need for curriculum designers to

approach reading course which promotes interaction to develop both the cognitive and affective of students that could eventually, produce proficient readers.

1.6 Definition of Terms

Priming interaction refers to providing and preparing students' opportunities to interact to foster reading engagement during the teaching and learning process. Priming is an effective strategy for increasing success in doing a variety of tasks in a relaxed atmosphere (Wilde, Koegel, & Koegel, 1992). The practice of priming interaction is established through the employment of a pedagogical approach by the instructor using a selection of activities such as: (a) small-group tasks, (b) letter writing, (c) journal writing, (d) exposure to a range of printed texts and reading strategies, (e) engaging students in discussion, and (f) integrating reading and writing (Duke et al., 2011; M. Van Manen, 1991a; Mezirow, 1997) as well as encouraging cooperative learning, scaffolding student learning, having a gentle, caring manner, interacting with students positively, making personal connections with students, making the classroom fun, encouraging creative and independent thinking by students and so forth (L. D. Raphael et al., 2001). The activities permit the students to experience concrete interactions with the text, peers, and the instructor throughout the teaching and learning process. When students interact with the text, they are able to construct meaning with the information in the text at a deeper level. As a result, they do not just read at surface level but also able to develop a higher order thinking skill. In addition, the practice of priming interaction is made possible when the instructor gives students the space to interact in order to foster an understanding of the reading materials (Haynes, 2009; J. Van Manen, 2007).

Reading engagement in this study is defined as the links between motivations, interactions with text, social interactions, conceptual growth, and use of strategies

(Baker, Dreher, & Guthrie, 2000). It is a process where readers read a text in a meaningful manner and are likely to approach a reading text in a strategic way by employing reading strategies, having motivation to read, wanting to extend existing knowledge, and viewing the process of reading as a social interactive process (Guthrie & Wigfield, 2000).

Academic reading text is a type of reading material, which is also referred to as expository text, contains a complex organization of concepts arranged in a certain order so that relationships such as cause and effect, compare and contrast, problem and solution, and sequence classification are conveyed (McCormick, 1995) as well as contain content-specific vocabulary (Merkley & Jefferies, 2001) that may be unknown to readers. In addition, expository texts are written for the purpose of knowledge sharing and thus the content is often informational (Koda, 2005). Students need to understand the elements of academic reading and how to approach the reading in a strategic and effective manner as well as to have explicit training on expository texts in order to progress as effective readers (Guthrie, Wigfield, Perencevich, 2004; Koda, 2005).

1.7 Overview of Chapters

Chapter 1 sets out the context and purpose of the study. This study investigated the potential usefulness of the practice of priming interaction to foster reading engagement in ESL tertiary level students. This chapter begins with the background of the study. This is followed by the statement of the problem. Chapter 1 also outlines the purpose of the study, and the research questions. The possible significance of the study is further discussed. This chapter also provides relevant definitions of terms pertaining to this study.

Chapter 2 provides a literature review of the study. The chapter begins with the definition of reading and curriculum research in reading. A thorough discussion of past research in reading is provided. This is followed by a discussion on the importance of reading comprehension and the challenges faced by L2 readers in addressing academic reading texts. A description of how reading engagement can be fostered in students is also presented in this chapter. Before the explaining of the employment of pedagogy of thoughtfulness in promoting the practice of priming interaction in a reading class is set, a description on the current pedagogical approaches in teaching reading is presented. Since the focus of this study is on interaction, a description of interaction to foster reading engagement is provided. This chapter also discusses the theories underpinning this study.

Chapter 3 takes up the explanation and justification of the research design of the study. A qualitative case study and rationale of choosing the research design is explained. This chapter also describes the role of the researcher, the site, and participants of the study as well as the elements of the pedagogy of thoughtfulness which promote interaction in the reading class. Discussions on collection of data and analysis of data are presented.

Chapter 4 and Chapter 5 provide the description of the findings. The findings for the study based on the three research questions will follow suit. Chapter 4 explicitly describes findings for Research Question 1. In the subsequent chapter, Chapter 5, the findings for Research Questions 2 and 3 are provided. Themes for the research questions are explained and supported from various sources of data gathered for this study.

Finally, Chapter 6 highlights the discussion of the findings. At the onset of this chapter, the general findings are summarized. The following section deals with the discussion of the three research questions for this study. After that, the chapter

highlights the theoretical and pedagogical implications of the study. The chapter concludes with several suggestions for possible future research.

CHAPTER 2

LITERATURE REVIEW

2.1 Overview

This chapter provides background information on reading, curriculum, and past research on reading, importance of reading to university students, challenges faced by tertiary level ESL students, promoting reading engagement, current approaches in teaching reading, employment of pedagogy of thoughtfulness to promote interaction, priming interaction to foster reading engagement, and theoretical framework of the study. The elaboration on the selected references on reading is presented first. It covers the definition of reading, explanation of curriculum research in reading, as well as past research on reading. It includes past research of strategies in reading, and integrating reading and writing. This is followed by the importance of reading to tertiary level ESL students and challenges of reading to ESL students. Next, a discussion on how important it is to foster reading engagement among students is presented. Discussion pertaining to approaches in teaching reading as well as the outlook on the current practice of teaching reading will follow suit. Following this section, the practice of priming interaction through the pedagogical approach will be covered. Finally, the theories which underpin this study are explained and a summary chapter is provided.

2.2 Definition of Reading

Reading is one of those terms that is difficult to define. It is an elusive concept (Robinson, 1977; Willis, 2008) that defies attempts to provide a simple definition because the meaning depends on the context (Grabe, 2010; Smith, 1983). As such, numerous definitions have been suggested by scholars of reading. Some definitions viewed it in terms of cognitive psychology (R. C. Anderson, 1984; Kintsch & van Dijk, 1978), some as a social process (Heath, 1983; Smith, 1983), while others view it as a

psycholinguistic process (Goodman, 1967, 1986). In fact some have described reading as the four-component approach which constitutes: alphabetic, vocabulary, fluency, and comprehension (Bernhardt, 2005; Droop & Verhoeven, 2003; McKeown & Beck, 2011). Additionally, some define reading as an act of powering response which impacts the reader and the text (Aebersold & Field, 1997; Freire, & Macedo, 1987). As pointed out by Gough and Tunmer (1986) and Grabe (2010), the complexity of defining reading is due to the concept of fluent reading, which consists of having a purpose in reading, interaction between the reader and the text, ability to decode and interpret the meaning of the text, and flexibility in employing strategies in reading. Gough and Tunmer (1986) further state that proficient reading consists of two primary components: (a) word recognition, and (b) linguistic comprehension. Therefore, defining reading in simple terms is difficult because it involves inclusive components.

One definition cited by many scholars is the one provided by Goodman (1967) who defined reading as a selective process. Goodman (1986) explained that reading is not primarily a process of picking up information from the page in a letter-by-letter, word-by-word manner; instead, readers undergo several processes as they approach the reading material. This means that the process of reading is never a passive one; the reader needs to be actively engaged regardless of the topic of the text being read. As explicated by Grabe (1991), in the process of reading readers use the knowledge they bring to the reading and then read by predicting information, sampling the text, and confirming the prediction. In other words, for readers to derive meaning from the text, they must first undergo several steps before constructing a plausible model that takes into account all the details in it. To Nuttall (1996), reading is an interactive process allowing readers to construct meaning by using information obtained from various knowledge structures. Pressley (2002) refers to this as the culmination of a series of processes that characterize reading as an active process of comprehending. The more

current definition used by scholars of reading is that reading is a meaning-making process involving complex interactions between the reader and the text (Pressley, Billman, Perry, Refitt, & Reynolds, 2007). Thus, reading in general is “a complex cognitive skill, involving many sub-skills, processes, and knowledge sources ranging from the basic lower level visual processes involved in decoding the print to higher level skills involving syntax, semantics, and discourse” (Nassaji, 2011, p. 173). Much of these contentions of reading have influenced the setting of the curriculum and research in reading.

2.3 Curriculum Research on Reading

The curriculum research in reading has evolved tremendously in the last 4 decades. Curriculum concerns in reading emanated from very different roots and for different purposes. Ideas made by learning theorists on reading have influenced the directions of research on reading. For instance, reading in the 1960s were influenced by Skinner’s (1969, as cited in Leahey & Harris, 2001) contention that learning can be conditioned and reinforced gradually by the environment outcomes. Through the behaviorist’s perspectives the theoretical model of reading concentrated more on the word-recognition processes (Pearson, 2009). As stipulated by Pearson (2009), the focus of teaching under this theory was exposing and drilling students to both a word- and phonic-centered environment to enable them to recognize the words as they read. From this perspective, reading is viewed as a passive act where a good reader is recognized by the ability to read rapidly without making flaws. However, Freeman and Freeman (2003) and Gee (2004) posited that students may become good at decoding but they are unable to comprehend what they are reading. Pikulski and Chard (2005) and Snow, Burns, and Griffin (1998) also argued that although reading decoding and fluency establish an essential foundation for understanding, these prerequisite skills do not

guarantee comprehension. Thus, this led to scholars and researchers in the field to dispute the theory.

The popularity of behaviorist theory was contested by Chomsky (1970) and Smith (1971), who posited that reading is a psycholinguistic process. In the early 1970s, several new curricula were developed on reading. For example, the publication of Chomsky's (1957) groundbreaking work in linguistics and his constant critique on the behaviorist views of language led to the paradigm shift on viewing reading. The psycholinguistics gave special attention to the influence of syntactic and semantic knowledge that readers bring to the reading situation (Langer & Allington, 1992) that involves both the nativistic (people born with a generic ability to learn language) and cognitive orientation (Pearson, 2009).

In the late 1970s, the nature of research in reading comprehension began to shift and it became the primary focus among researchers. At this time in the late 1970s, there was a resurgence of schema theory on comprehension which led to substantial body of research and curriculum development (R. C. Anderson & Pearson, 1984). The schema theory builds on the notion reader as builder (Collins, Brown, & Larkin, 1980)—an active meaning constructor. Schema theory accounts for the role of prior experience and knowledge in the mind (Nassaji, 2002; Pearson, 2009). The theory focuses on the constructive nature of the reading process which demonstrates the role of conceptual and background knowledge in L1 and L2 reading comprehension (Langer & Allington, 1992; Pearson, 2009). In other words, it is the reader who constructs meaning of what he or she is reading. Based on this theory, comprehension and recall of the information read depend on how the textual data matches the readers' background knowledge. Reading in this context is, therefore, viewed as an interactive process between the readers' background knowledge and the text.

During this period, there was an extension of work development on both schema theory and text analysis which is referred to as metacognition that emphasizes monitoring, control, and evaluation during the reading process (Pearson, 2009). This subsequently helped scholars and researchers understand that reading constitutes many different kinds of knowledge: declarative knowledge, procedural knowledge, and conditional knowledge (Paris, Lipson, & Wixson, 1983). Consequently, this body of research from the constructivist view also influenced both the development of curriculum materials and the design of instruction in reading (Langer & Allington, 1992). As mentioned by Pearson (2009):

The cognitive perspective allowed psychologists to re-embrace and extend constructs such as human purpose, intention, and motivation to a greater range of psychological phenomena, including perception, attention, comprehension, learning, memory and executive control or “metacognition” of all cognitive process; all of these would have important impact in reading pedagogy. (p. 12)

Pearson (2009) further asserted that the impact of cognitive research on reading instruction provides detailed information on what has been left out of the reading curriculum and subsequently the research informed the benefits of applying schema theory and metacognitive approach in reading instruction.

Additionally, the studies which focused on identifying strategies used by good readers, selecting appropriate methods for teaching the strategies, and evaluating the impact of effectiveness of the strategy instruction (T. Raphael, George, Weber, & Nies, 2009) have informed educators and scholars on how to assist students in becoming good readers. In fact, most research on the cognitive aspect enables educators and scholars to pedagogically experiment with different ways of teaching in order to allow students to practice reading comprehension strategies or activities.

The outcome of the research was the evolution of an instructional model which emphasizes the dynamic role of the instructor/teacher (Pearson, 2009). Through this model, Pearson (2009) asserts that teachers gradually release their roles that are “roles

of modeling and direct instruction to scaffolding and guided practice and onto facilitation” (p. 17) as the students begin to take a more active role in learning.

Nevertheless, reading comprehension during this period was not the main focus of attention among reading scholars despite the fact that comprehension is the core to understand reading. As posited by Smith and Goodman (2008), reading without comprehending is not reading. It was not until the 1980s that reading comprehension started to take hold in the field of theory, research, curriculum, and assessment (Pearson, 2009). Research in language acquisition and sociolinguistics affected research on the reading process (Langer & Allington, 1992) still with emphasis on the construction of meaning during the reading process (Chomsky, 1970; McDermott, 1977). This resulted in a new perspective in viewing reading that is the constructivist view of comprehension, referred to as cognitive psychology of reading (Smith, 1971), and it had dominated reading research from the turn of the century. Smith (1971) views reading as a social practice. The focus then had altered the initial view to depict comprehension. By emphasizing the affective dimension of viewing reading, it has resulted in presenting reading as a joyful experience of self-discovery (Sivasubramaniam, 2004). At this juncture, the role of the reader became the forefront of reading development and it put emphasis on the interaction between the reader and the text (Langer, 1986).

The 1980s saw a reprise of concerns about reading curriculum: the role of literature on reading comprehension (Walmsley & Walp, 1990), and the integration of reading and writing curriculum and instruction (Pearson & Tierney, 1984). However, in the middle of the 1990s, this dominant theory of comprehension processing (schema theory) began to taper. Scholars of reading referred to this period as moving beyond schema theory; they attempted to reconsider the weaknesses attributed to schema-theoretic accounts of reading comprehension (Pearson, 2009). As pointed out by Barr,

Mosenthal, and Pearson (2000) and Sivasubramaniam (2009), the instructional approaches that articulate schema-theoretic models of reading were only focused on cognitive frameworks directed at answering and lifting correct comprehension of the reading passages in the school-based texts rather than encouraging readers to make-meaning with the reading text.

The impact of schema theory on pedagogy began to lose its hold as the dominant theory of comprehension processing particularly due to the rise of social perspectives on reading and learning such as the socio-cultural and social historical perspectives (Pearson, 2009). Through this theoretical perspective, the social nature of learning and the role the teachers and peers play in facilitating learning are considered. Although, a considerable amount of classroom research was conducted between 1970 and 1990, minimal studies examined the intersection of curriculum and instruction (Langer & Allington, 1992). Nonetheless, the studies have resulted in calls for increased allocations of time to reading instruction and to reading itself (Allington, 1983). However, the demands for research and development of effective reading instruction continued because a substantial number of students both in schools and colleges still struggle with their reading materials (Bernhardt, 2005, 2011; Bosley, 2008). Therefore, the need to do research into the curriculum and its relationship to learning is necessary by taking into account the social, contextual, and cognitive factors that interact with curriculum (Langer & Allington, 1992).

The 20th and 21st centuries observe much effort has been spent in developing psychological theories of the reading process. At the turn of the century, reading scholars began to have an interest in exploring L2 learners' reading comprehension. The influx of ESL users has contributed to this phenomenon. The development of L2 reading research is considered a subset of L1 because L2 reading research depends largely on the theories and research of reading in English as L1. The underlying logic

of such dependence according to Bernhardt (2003) is that the L2 reading research community generally agrees with the viewpoint that the L2 reading process is the same as that of reading in English as a first language.

Currently, the socio-cultural perspective of reading continues to dominate the realm of research in reading (Pearson, 2009). However, it still leaves space for a pedagogical instruction that includes the cognitive and human science pedagogy in the pedagogical approach and instruction of teaching reading comprehension where students are encouraged to interact during the teaching and learning process. According to several academic scholars (e.g., Duke et al., 2011; Pressley et al., 2007) pedagogical instruction that promotes the practice of priming interaction permit students to engage with the reading text meaningfully. Subsequently, the process enables the students to progress as engaged readers (Guthrie, 2004). There is minimal research exploring an umbrella pedagogy or a unifying instructional principles in which the cognitive, contextual, and social aspect of learning are embedded particularly in L2 learners (Bernhardt, 2011) as well as research on whether reading ability can be enhanced by priming interaction because L2 learners face more complicated challenges compared to L1 learners such as background knowledge and linguistic complexities (Bernhardt, 2005, 2011; Koda, 2005). As stipulated by M. Van Manen (1991a), and van Worde (2003) the selection of pedagogical approach and instruction play a role in helping students to become engaged in learning. This illustrates that problems faced by students in addressing academic reading text still exist, particularly for L2 readers. Thus, this shows that it is important to examine the potential usefulness of priming interaction that can facilitate reading among tertiary level ESL students. To further understand the landscape of reading in the realm of education better it is important to look at the past and current research on reading.

2.4 Past Research on Reading

Previous research on L1 and L2 reading mainly focused on two areas: (a) exposing students to strategies in approaching reading, and (b) integrating reading with writing as a meaning-making process.

2.4.1 Employing reading strategy to facilitate reading comprehension.

A substantial number of research studies have been done on facilitating reading comprehension in L1 (e.g., K. D. Allen & Hancock, 2008; Mokhtari & Reichard, 2004; Pressley et al., 2001). Most of these studies particularly on L1 reading have focused on strategies to develop comprehension and on preparing students to become strategic readers as well as examining how students employed the strategies. For instance, a study was conducted by K. D. Allen and Hancock (2008) on 196 intermediate elementary students in 10 classrooms for 16 weeks. The finding showed significant improvement in comprehension on a standardized reading test, but not on an informal reading inventory. The study had employed a factorial design with three experimental levels through systematic metacognitive inquiry treatment. As a result, the teacher was able to enhance classroom practice by the individualized profiles created from the use of a valid and reliable cognitive instrument.

Mokhtari and Reichard (2004) conducted a study examining metacognitive awareness of L1 and L2 readers reading academic texts. The participants involved were 141 United States (U.S.) students and 209 monolingual Moroccan students in American and Moroccan universities. The results showed both groups of students illustrated similar patterns of strategy awareness despite experiencing a different academic environment. Both groups of students were found to have a moderate to high strategy awareness level on metacognitive strategies.

A different study by Caldwell and Leslie (2010) was conducted examining thinking aloud in expository text among 68 middle school students. The study focused

on the types of think aloud made by the students and the effects of think aloud on their reading comprehension. The students paraphrased the text as they thought aloud. From the findings, it was observed that the students made more inferences in recall as they thought aloud. However, in terms of comprehension it correlated negatively because the thinking aloud was associated with recalling rather than making meaning of the text. Nonetheless, the study showed that the process of think aloud may provide a better picture of how the students process their thinking. Another study conducted by Pressley et al. (2001) indicated that specific strategies such as skimming, scanning, and previewing were needed to teach reading so that readers are aware of their reading and able to comprehend better. This led the researchers to conclude that knowledge of when and how to use specific strategies was a stronger predictor of being an effective reader.

In another study on the employment of strategy, Friend (2001) investigated teaching summary on content area reading to 149 freshmen at three colleges. These students were randomly assigned to summarization instruction. The results indicated that the participants who were taught to summarize did significantly better than the control group. The participants claimed that the summarization strategy helped them to understand the reading text better.

Similarly, a considerable number of interesting studies have also been conducted on second language (L2) learners. These studies have contributed to the growing literature on the subjects of second-language learners (Carrell, 1984; Grabe & Stoller, 2002; Kelly, Gomez-Bellenge, Chen, & Schulz, 2008). The growing research on second-language learners provide avenues for researchers to examine how second-language learners process reading. In the L2 context, earlier research conducted by international researchers had focused on word-level issues in reading development which included word-recognition skills, automaticity, fluency, and vocabulary knowledge (e.g., Pulido, 2003, 2007; Rott, 1999). For example, in Pulido's (2007) study

on the relationship between text comprehension and second language, she investigated whether background knowledge moderated the relationship between passage comprehension and lexical processing outcomes, such as intake and receptive gain and retention of target-word meanings. The results showed that as learners become more efficient in engaging in the various activities during L2 reading, their linguistic memory is enhanced during reading such as orthographic forms and semantic aspects.

Pulido (2003) in an earlier study discovered that vocabulary gains were greater when participants read brief narratives on more-familiar topics in comparison to less-familiar topics. In another study done by Kelly et al. (2008) on grades 1 through 8, 581 ESL students and 121,961 native English speakers (NESs) investigated the efficacy of Reading Recovery. The result of the study indicated that 76% of NESs and 69% of ESL students who had completed the intervention program achieved grade-level performance. Reading Recovery in this context benefited the students, particularly ESL students, in accelerating them to reach average levels of performance.

A different study done by Sharp (2004) on a group of 490 Hong Kong school children examined whether differing rhetorical organizations affected comprehension. The result of the experimental study showed that organizational patterns do have a strong influence on reading. In addition, the study indicated that ESL students need to be taught and familiarized with rhetorical patterns as well as strategies in approaching reading text. Nonetheless, issues concerning which instructional approach would best benefit the students were not dealt with.

In another study, Karbalaei and Rajyashree (2010) investigated the impact of summarization strategy on university ESL learners' reading comprehension. A sample, of 63 students majoring in English, was selected to participate in the study; their findings showed that although there was no statistically significant difference between

the two groups of students the result indicated that summarization was effective in enhancing reading comprehension among the students.

Likewise, in the local setting, the interest in strategies is also evidenced. Several studies have also investigated the students' reading strategies and their effectiveness (e.g., Goh & Fatimah, 2006; Nik Suriana, 2001; Samsiah, 2011). In fact, most of the studies also focused on a specific employment of strategies. For instance, a study was conducted by Goh (2007) on two intact classes of ELS students with a total of 43 students. The study was conducted using a quasi-experimental design to investigate the effects of think-aloud in a collaborative environment to improve comprehension of L2 texts. The findings illustrated that the students in the experimental group showed statistically significant differences in their reading comprehension performance as compared to their counterparts in the control group. The results from the study provided further evidence on the usefulness of think-aloud approach in a collaborative environment of a small group for L2 reading instruction.

An earlier study by Goh and Fatimah (2006) on the use of L1 in L2 reading comprehension among 4 undergraduates, at one of the public universities in Western Malaysia, showed that L1 was used by all the students in the study. This was partly because L1 might have helped the students reduce affective barriers and they gained more confidence by using L1 to tackle the L2 texts.

Nik Suriana (2001) conducted a study on social science undergraduates' use of metacognitive strategies in reading English for Academic Purposes (EAP) materials. She discovered that the more proficient readers employed three types of metacognitive strategies which were planning, monitoring, and evaluating understanding as compared to the less proficient readers who ceased at planning and monitoring.

In a more recent study, Samsiah (2011)—using both quantitative and qualitative data collection on 372 students of public universities in Malaysia—investigated the

pattern of strategy use of high and low English proficiency science learners and the impact of metacognition, English proficiency and scientific prior knowledge on strategy use of two scientific texts. The findings showed that L2 proficiency remains the important factor in understanding L2 scientific texts but it is not the final predictor of good L2 readers. In addition, the study also indicated that scientific prior knowledge in reading scientific texts is vital to reading comprehension.

For the studies mentioned above, it could be concluded that reading strategies influence reading comprehension of L2 texts. Most of these studies focused on explicit strategy training aimed at improving comprehension and have proven to be successful in experimental settings. Nonetheless, this was contradictory to what Pressley et al. (2001) posited; they felt that an effective reader uses a combination of strategies instead of resorting to only one. They further noted that instructors of reading need to expose students to a culmination of strategies and teach them to be flexible in employing the strategies when approaching reading as well as provide students opportunities to experience concrete interaction throughout the teaching and learning process in order to progress as engaged readers. In addition, most of these studies focused on a specific reading strategy and investigated the impact of employing the strategy on reading without considering the instructional approach which would contribute and facilitate L2 students to become effective readers. The question remains whether the dominance of research on the effectiveness of employing one specific strategy rather than putting emphasis on engaging students in reading has allowed the problem of reading to persist among L2 readers.

To facilitate reading comprehension students need to be engaged with the text they are reading (Bernhardt, 2005, 2011; Guthrie, 2004). It is important to note that the adoption of this stance necessitates the importance of students becoming engaged readers in order to progress as effective readers (Duke et al., 2011; J. Van Manen,

2007). As posited by Guthrie, Wigfield, and Perencevich (2004) engaged readers interact with the printed text in a meaningful manner. They further asserted that as the students experience constant and concrete interaction throughout the teaching and learning process they perceive reading not as a chore to complete but as a process to enhance and broaden their knowledge. However, minimal study has looked into reading engagement and interaction among L2 learners although scholars (e.g., Guthrie, 2004; McLaughlin, 2010; Trawick, 2009) have indicated when students are engaged readers and when they are given opportunities to interact throughout the learning process they are most likely motivated to become life-long readers. Therefore, this illustrates that further research is needed to understand how to assist L2 students in becoming engaged readers. As posited by Bernhardt (2003), more research is needed to explore whether a different pedagogy is needed to understand the nature of reading development in a second language.

2.4.2 Integrating reading and writing to improve reading. Another area of study concentrated on reading as a meaning-making process; this was done through reading and writing. Most of this type of research investigated the relationship of reading and writing. Several eminent scholars such as Grabe and Stoller (2002), Pressley et al. (2001), and Shanahan (1993) noted the importance of integrating writing and reading. They proposed that in order to make reading comprehension more effective writing should be integrated with reading (Pressley et al., 2001).

Several studies which investigated the impact of reading on writing were conducted in the early 1980s. For instance, Eckhoff (1984) conducted a study on children's reading texts and writing samples of second-grade classes. The two groups of second-grade students were given different basal readers; basal A to one group was more complex in terms of linguistic structures, style, and format, while the other group was given a simplified version of basal reader. In her findings, Eckhoff (1984)

discovered that children who were exposed to more complicated linguistic structures in their reading tended to use them more often as compared to their counterparts using the simplified version of basal reader.

A study which showed that there was no evidence of improvement in composition skills even when it is integrated in a reading program alone was investigated by Shanahan and Lomax (1986). The study examined how reading facilitates writing. They examined the influence of reading on writing and the influence of writing on reading using structural equation analysis. They discovered that an interactive model in which reading and writing support each other was superior to a model in which reading skills caused writing skills improvement or a model in which writing skills caused reading skills enhancement. The findings showed that instruction in reading or writing may not replace each other if the goal is to develop both areas of reading and writing.

A few other studies have focused on reading ability and measures of syntactic complexity in students' writing (e.g., Corden, 2007; Falk-Ross, 2001; Shen, 2009). In a study investigating the impact of the reading-writing connection on first-year English as Foreign Language (EFL) college students conducted by Shen (2009), data were collected from the students' reading log entries, creative writing, and interviews. Although, the number of participants was not mentioned in the study, the findings indicated that the students showed progress in their linguistic prowess, critical thinking, as well as personal growth. The reading task given to the students helped them in their writing development. However, this study only used narrative text as the material to help connect the learners' reading and writing literacy.

In a similar study, Martin, Seagraves, Thacker, and Young (2005) conducted a study on three first-grade teachers and what their students learned while engaging in the writing process over the course of a year. Three classrooms each with 21 students took part in the study as well as three female teachers. Several types of data were collected

such as classroom observations, students' writing samples, teacher interviews, and student interviews. The findings indicated that as the teachers learned to use the writing process, they began to discover how writing can be extended across the curriculum, especially in the area of reading.

Several scholars have examined the correlation between reading and writing. For instance, Newell (1984) studied the effects of using note taking, study guide questions, and essay writing on learning from prose passages in science and social studies. He found that students involved in essay writing benefited the most. He also discovered that essay writing, as compared to note taking or answering study guide questions, involved more cognitive operations and reasoning. He concluded that the cognitive operations and reasoning involved in the essay-writing task contributed to the higher scores.

However, another study conducted by Bangert-Drowns, Hurley, and Wilkinson (2004) of 48 writing-to-learn research studies found that all writing is not equally effective in increasing learning. Both of these findings indicated that the type of intervention used played a role in influencing the outcomes. When the writing activities conducted focused more on personal writing compared to the employment of some level of metacognition that requires students to reflect and interpret, the results showed that there was no difference in the outcomes. Nonetheless, when the task employed activities which required students to think, the result showed an increase in learning. Thus, the choice of task that emphasizes cognitive ability and meaningful engagement is deemed important particularly in facilitating student learning.

A similar study that investigated the relationship between reading ability and writing quality was done by Koons (2008). She examined the relationship between grade-level reading comprehension and writing quality of students from multiple grades (from grade 4 to 12). She collected data in the form of two essay scores for each

narrative, informative, and persuasive writing from a total of 521 students and analyzed her data using the Rasch model. The findings indicated that a developmental trend in the relationship between reading comprehension and writing quality at the higher grades particularly at grades 8, 10, and 12 was obvious. The higher the level of thinking as a child develops the more likely for him or her to engage in higher order thinking skills which was illustrated in their writing output.

A different study conducted by Coady (2007) examined the reading-writing connection in the Reading First Classroom, where her subjects of study were 15 primary school teachers. She focused on how the reading framework affected the teaching of writing in primary classrooms. She analyzed the teacher's choice and investigated the strengths and weaknesses of the reading framework. The findings revealed that the teachers viewed reading and writing as connected processes in literacy instruction. Initially, the Reading First framework hindered the incorporation of writing into reading. The requirement from the Reading First prevented the teachers from involving children in extensive writing process instruction. However, the teachers' strong beliefs in the benefit of integrating both reading and writing spurred them into continued integration of writing regardless of the requirement of the Reading First program. Generally, according to Fitzgerald and Shanahan (2000) research has illustrated that reading and writing are parallel in the process of composing meaning, however the nature of the relations between reading and writing vary with age and grade levels of the learners.

Some studies investigated different perspectives of the reading and writing connection. For example, a study on ESL college students' beliefs, attitudes, and experiences on reading-to-write in an introductory college writing course was conducted by Al-Ghonaim (2005). He was interested in looking from the students' perspectives of connecting reading in a writing program. He conducted the qualitative study using

multiple methods of data gathering such as interviews, observations, and document analysis. The findings showed that the students have a positive attitude toward reading-to-write. In addition, the result indicated that explicit instruction of rhetorical structures has helped to enhance the students' writing competence.

A different study was carried out by Bosley (2008) examined how critical reading was taught in freshman composition courses. She interviewed seven composition instructors and obtained documents from the participants. The findings indicated that the pedagogy of teaching reading among the seven instructors varied widely. In addition, it was found that critical reading was not being taught explicitly by the instructors. It was also found that the more experienced instructors did provide more explicit instruction than the less experienced instructors. The study suggests that less experienced instructors should seek assistance in the form of mentoring from the more experienced faculty members since university students need to know how to read critically. The finding informed that teachers need to equip themselves with knowledge on how to approach students effectively and to integrate reading and writing in their reading/writing classroom. Nevertheless, the study has not included the perspectives of the students which might render a better understanding of how the curriculum of reading can be strengthened.

Although research paved the way for studies examining the influence of writing on reading and reading on writing as well as reading and writing as meaning-making, most of the studies has focused on L1 rather than L2 students. As a result, there is an increase in the number of studies on the reading and writing relationship using varied approaches particularly for L1 students. These studies looked at the value of reading as a prewriting resource, and they demonstrated that reading and writing are taught most effectively as an integrated process.

Nevertheless, writing is most often separated from reading programs. As asserted by Greene (1992), Shanahan and Beck (2006), and Zamel (1992), although writing and reading are parallel in the process of composing meaning, most educators place the reading skill as a more important skill to acquire compared to reading. They fail to see that the act of writing interwoven with the act of reading facilitates a reader in understanding the reading text better as both skills require an active process of composing meaning.

In addition, although much has been learned about reading-writing connections, many areas are yet to be explored. Currently, despite attempts to integrate writing with reading, most researchers presume it is the role of reading that helps make students better writers rather than the other way round. The assumption of the effect of reading as static and unidirectional on writing (Zamel, 1992) has hindered the integration of both these skills in facilitating students to become effective readers. This perception still remains intact as many reading programs do not include writing skills to reinforce students' reading skills.

A similar situation is experienced in the local setting. Most curriculums in reading either in school or higher institutions locally do not include other skills particularly writing in the curriculum (Ahmad Mazli, 2007; Harison, 2010). The focus as mentioned earlier is on students' ability to locate and lift information required based on the questions at the end of the reading passage. Although increased awareness of the benefit of connecting reading and writing has resulted, far less attention has been paid to how L2 tertiary level students can benefit from such an instructional approach. The current study also attempts to explore the benefit of integrating reading and writing, primed strategically to establish interaction between instructor and students as well as to listen to the students' learning experiences.

In short, research into reading comprehension began to increase as educators and researchers observed the benefits of teaching reading comprehension to students to promote effective reading. Nevertheless, many areas still remain unexamined. For instance, as postulated by Pressley and Block (2002), although there are a considerable number of studies on the effectiveness of employing cognitive strategies instruction, in reality very little has examined the type of instruction observed in the school or classroom setting which encourage the reading engagement among students. This according to Vaughn and Klinger (2004) is obvious in the ESL setting. The point of emphasis at such a position is that it is imperative to explore and conduct research in the ESL setting to gain an in-depth understanding how to assist ESL learners in their academic pursuit because reading is the most important of the four skills in a second language (Carrell, 1988).

2.5 Importance of Reading Comprehension Skill to Tertiary Level ESL Students

Reading is an essential skill for students of English as a second or foreign language and for many, reading is the most important skill to master out of the four skills in a second language (Alvermann, & Earle, 2003; N. Anderson, 1999; Bernhardt, 2003, 2005, 2011; Carrell, 1988). A report from the U.S. Department of Education (as cited in Kamil et al., 2008) indicated that reading ability is the key predictor of achievement and currently, the global information economy requires that the present generation have far more advanced literacy skills than those required by any previous generation. Additionally, readers with strengthened reading skills will make greater progress and attain greater development in all academic areas (N. Anderson, 1999; Bernhardt, 2005, 2011; Burt & Peyton, 2003; Grabe, 2010; Grabe & Stoller, 2002; Nassaji, 2011). Undeniably, university students who are effective readers can progress well in their academic pursuits.

Grabe (2010) sees the ability to read English fluently as critical for the work of academic scholars, business professionals, research scientists, and engineers. He further notes that strong reading abilities in English represent a resource that will be very useful to people in those fields who need to exchange information internationally or who need to use information from internationally based references and materials. Moreover, English language is seen as the language used in higher education, technology, and business (Graddol, 2006). In fact, currently, English is the medium for 80% of the information stored in the world's computers and over 80% of the world's scientific and social science literature ("English Language Statistics," 2007). This indicates that those who are not proficient in English would find it difficult to comprehend the vast amount of scientific and technological literature available. Therefore, it is necessary for students to cultivate strategies and interact with the texts meaningfully when approaching reading tasks (Bernhardt, 2005; Koda, 2005).

Furthermore, according to Grabe (2010), Graddol (2006), Jetton and Dole (2004), S. L. Pugh et al. (2000), and Sivasubramaniam (2009), most of the reading materials at institutions of higher learning require students to synthesize the information found in the texts. However, the students are not compelled to read beyond the language printed in the text to be able to comprehend and get the gist of the information available. This may have hindered the students to construct meaning with the texts. As posited by Johns and Davies (1983) in English for Academic Purposes (EAP) texts are *vehicles for information* and not linguistic objects. They believe for readers to be able to read and comprehend written text, readers should focus on the information in the text and not on the linguistic form. However, the current teaching approach that is to extract information to answer the questions that follow the reading passages has hindered the students to experience reading as a meaningful process (Grabe, 2010).

In the context of higher learning, undergraduates are increasingly required to read numerous textbooks in English. Hence, success in undergraduate work is becoming more and more related to the ability to read the appropriate literature in English (Jetton & Dole, 2004). Sweet and Snow (2003) remind that the importance of university students to equip themselves with good strategies in reading because reading comprehension provides the basis for a substantial amount of learning. Thus, it is necessary for students to cultivate strategies when approaching reading tasks. Without the skills of reading comprehension, students' academic progress is limited and some may not be able to follow through their academic subjects successfully (Alvermann, 2004; Alvermann & Earle, 2003).

Given the current prevalence of English in work and professional fields internationally, the Malaysian Ministry of Education has emphasized that university students need to attain a solid command of English language as one of its ultimate goals in the National Higher Education Strategic Plan in 2007 (National Higher Education Action Plan: 2007-2010, n.d.). Additionally, to be commercially viable in the world economy, Malaysians need to develop a *knowledge economy* based society (National Higher Education Action Plan: 2007-2010, n.d.). Therefore, to ensure Malaysians are proficient in the language, the ministry has included English language as part of the curriculum in school and tertiary level institutions. Some universities in Malaysia have also taken the initiative to introduce English for Specific Purposes (ESP) courses in their curriculum to tailor to the highly competitive industry and global needs. Educators and university academicians in Malaysia are urged to equip students with a strong base in English. Thus, one aspect which needs consideration in preparing university students to adjust to their academic pursuit is having an effective reading comprehension skill, an important skill which they need to acquire for academic success (Bernhardt, 2005, 2011; Grabe, 2010; Isarji & Ainul Madziah, 2008; Samsiah, 2011).

This illustrates that in order to succeed in the global economy and workplace as well as in academic pursuits the present generation of students has to be equipped with the necessary strategies to approach any reading materials. Consequently, success in following tertiary level courses will enable students to satisfy workforce demands and at the same time assist the country's aspiration to become a full-fledged developed country (Abdul Halim, 2005, 2006).

Based on the preceding discussion, there is a need for tertiary level students to be effective readers to succeed in academic pursuit. Thus, mastering English in order to fully understand reading materials available at the university is deemed necessary. However, much research suggests that to facilitate students in becoming effective readers they need to be taught critical reading strategies explicitly, and these strategies must be reinforced through practice. In addition, students need to be taught that reading is not a static process (Pressley & Block, 2002; Wyatt, 2003). However, in reality the current scenario at institutions of higher learning does not portray this (Abdul Halim, 2006; Samsiah, 2011). The problem faced by students in approaching academic texts still persists (Bernhardt, 2005, 2011). Thus, as educators we need to understand the challenges experienced by the students when tackling academic texts.

2.6 Challenges in Tackling Academic Reading for Tertiary Level ESL Students

Educationists and scholars of reading recognize the value of university students having effective reading comprehension skills. University students who are effective readers do better academically compared to their counterparts who have inadequate reading comprehension skills. However, several study findings indicate that university students do not have the necessary skills to function as proficient and effective readers (Bosley, 2008; Burt & Peyton, 2003; Noorizah, 2006). The students face problems in understanding academic materials (Bernhardt, 2005, 2011; Kuldip Kaur, 2001). As

asserted by Best, Floyd, and McNamara (2008), comprehension problems become more apparent when students are faced with challenging and knowledge-demanding text because they may lack the requisite knowledge and strategies to overcome such challenges. Text structure in expository material contains a complex organization of concepts arranged in a certain order (McCormick, 1995), as well as specialized vocabulary which makes expository passages difficult for readers to comprehend (Merkley & Jefferies, 2001). This illustrates that students need to be exposed and taught how to tackle this type of text.

A considerable number of college students in the United States face this problem. This can be seen in the *Nation's Report Card* which is put together by the National Assessment of Educational Progress (2006). One study, conducted by the American Institutes for Research, found that university students did not have the needed skills to function as proficient and effective readers (Baldi, 2006). The Nation's Report Card indicated that nearly 70% of adolescents in the United States are reported to read below proficiency (National Assessment of Educational Progress, 2006). This report suggests that many students do not possess the necessary strategies to comprehend text, and these reading difficulties may lead to difficulties in tackling reading materials across all subject areas. Thus, when they enter the higher institution of learning the problem still persists. As a result, the number of university students struggling to cope with a lack of reading comprehension skills is alarming (Baldi, 2006; Bosley, 2008); however, this problem is not unique to the United States.

A similar situation is experienced at higher institutions of learning in Malaysia (Abdul Halim, 2006; Ahmad Mazli, 2007; Jamaliah & Faridah, 2001; K. S. Lee, 1994; Noorizah, 2006). Ahmad Mazli (2007) who conducted a study on 133 undergraduates at one of the Malaysian public universities reported that most respondents had poor academic reading skills. Likewise, Isarji and Ainul Madziah (2008), in a study on 404

final year students at six Malaysian public universities, observed that these students were unable to meet reading requirements and they faced difficulties in evaluating critically what they read as they often read at a surface level only. The findings also illustrated that they faced difficulties and were unable to synthesize information in reading texts. As a result, they are unable to perform demanding cognitive tasks such as being able to evaluate and critique a text. This indicated that they lacked the ability to employ higher order reading comprehension skills.

A similar study done by Jamaliah and Faridah (2001) revealed that out of 1117 respondents, 59.9% claimed that reading English academic works was difficult. The students reported that they faced difficulties in understanding the author's opinions and the main ideas as well as comprehending the vocabulary and sentences. Another study conducted by Samsiah (2011) examined the strategy use of high and low English proficiency university science learners. It revealed that the students do face problems in reading academic text particularly science texts. An earlier study conducted by K. S. Lee (1994) indicated that 84.2% of Malay undergraduates found it very hard to read professional journals and textbooks while 65.8% said that reading chapters in reference books was difficult.

Another study was conducted by Noorizah (2006) on 6 ESL students at one public universities in Malaysia, Universiti Kebangsaan Malaysia (UKM). She examined their awareness and experiences of reading academic text. The findings revealed that variations do exist in these ESL students' approaches to reading an English academic expository text. There is a difference between deep and surface reading among the learners. Deep learners approached their reading more strategically; they have intrinsic motivation as compared to surface learners who have poor application of reading techniques and strategies and are normally extrinsically motivated. In addition, it was discovered that students' existing negative perceptions of reading (such as the text

being lengthy and wordy) would impede their interest in reading the text further. The foregoing discussion illustrates the need to understand the phenomenon further because problems with academic reading still persist among Malaysian undergraduates.

Several reasons have led to this problem. One factor is many university instructors assume that students entering a university can read, but much research suggests that some students must be taught explicitly how to approach their reading strategically, and such instruction must be reinforced through practice (Nist & Holschuh, 2000; Wyatt, 2003). Jetton and Dole (2004), and Jiang and Grabe (2007) echoed the same statement that students need to be taught on the strategies in reading and they must practice the strategies to become good readers throughout their educational career.

Studies have shown that L1 readers who have well-developed content schemata will understand and remember learned information better than readers who do not (Carrell, 1988; Rumelhart, 1980). Nevertheless, students need to be taught the strategies in reading and they must practice them to become good readers (Bernhardt, 2005, 2011; Nassaji, 2007; Pressley et al., 2001). The students who were exposed to reading strategies were found to be able to cope with their reading better (Chung, 2007; Goh, 2004; Jamilah & Faridah, 2001; Nik Suriana, 2001) than their other counterparts. Similar findings were also evidenced for L2 learners. For L2 learners the reading process is not a psycholinguistic guessing game as they are hindered by knowledge of the target language (Koda, 2005). Koda (2005) opines second-language learners (L2) may not and most likely are not able to make use of all the available cues in the text to form and test the necessary hypotheses. In fact according to Bernhardt (2011), Hudson (2007), Koda (2005), and Nassaji (2011) the complexities faced by L2 learners such as linguistic, cognitive and socio-cultural variables involved in reading would further

complicate the transition of understanding between the text and the reader as compared to L1 learners.

Another reason why students are failing reading is the knowledge of the instructor. Banks and Banks (2003), Ivey and Broaddus (2007), and Walker, Shafer, and Iiams (2004) argued that some teachers of second-language students may not have well-developed and coherent theories on instruction. As stipulated by Jetton and Dole (2004), factors affecting student reading ability included (a) teachers or reading instructors lack the knowledge to effectively instruct students to handle complex content-area texts, (b) the increased difficulty of texts, (c) the growing amount of information in the world from books and the Internet, (d) the diversity of literacy skills the learners possess, and (e) the English language not being the students' native language (Bernhardt, 2005, 2011; Garcia & Godina, 2004; Nassaji, 2011).

In addition, teaching is resorted to one way communication where students' voices are not heard and considered (J. Van Manen, 2007). We know little about the struggles these students face as they approach reading and how to help these students who do not develop as fluent readers (Bernhardt, 2011; Kuhn & Stahl, 2003; Pressley, 2004) as well as to have them receive feedback on their reading from the instructor (Kuhn & Stahl, 2003). Currently, the students are regarded as the silent party in the class while they sit and listen attentively to what is taught; Sivasubramaniam (2009) referred to this as denial of space for students to engage meaningfully with the assigned reading text. According to Ahmad Mazli (2007) and Harison (2010), reading curriculum at the higher institutions of learning need to be revised to enable students to experience reading in a constructive manner. The typical approach of teaching reading that is to lift specific information to answer the questions at the end of the text has hindered students from experiencing reading engagingly, As such, this has not helped the students to

become effective readers and engaged with their texts; in fact they become bored with the traditional reading classroom, and this contributes little to improving any students' reading performance (Eskey, 2005; Luke, 2011).

Scarcella (2003) shares similar opinion on this matter; she describes the complexity of academic text involving “not only the ability to use academic English, a variety or register of English used in professional books and characterized by the specific linguistic features associated with academic disciplines, but also higher-order thinking, including conceptualizing, inferring, inventing, and testing” (pp. 18-19). She further argued that the complexity of academic English is an obstacle as they struggle to develop higher-level reading and writing skills. These differences have profound implications for understanding how L2 learners approach reading comprehension and how reading comprehension should be taught.

Nevertheless, as noted by Nassaji (2007), this does not imply that L2 learners are unable to progress as good readers. In fact, as aptly put by Bernhardt (2011) and Nassaji (2007), L2 learners can reach the level of effective readers but the students need to be exposed and taught how to tackle their reading strategically. However, to implement a one-size-fits-all reading curriculum which caters to the diverse reading and language proficiency levels of many second-language learners is a struggle for teachers and reading instructors (Avalos, 2003) as most of them are not well-equipped and lack the knowledge to facilitate students (Jetton & Dole, 2004). Subsequently, this denotes that L2 readers face challenges in tackling the nuances of academic text. Thus, recognizing the importance of reading to university students, a considerable number of researchers have conducted studies on facilitating student reading. This illustrates that it is of vital importance for the instructor to assist and facilitate students in tackling the challenges of academic reading text by selecting an appropriate pedagogical approach and instruction

to teach reading (Bernhardt, 2011; Grabe, 2010; Guthrie, Wigfield, & Perencevich, 2004; Nassaji, 2011).

2.7 Fostering Reading Comprehension Through Reading Engagement

The definition of engagement by Lutz, Guthrie, and Davis (2006) is based closely on the definition by Fredricks, Blumenfeld, and Paris (2004). Lutz et al. (2006) admit the importance of viewing engagement as multidimensional. They concurred with Fredricks et al. (2004) that engagement be viewed as multidimensional, involving students' behavioral, cognitive, and affective dimensions. Lutz et al. (2006) refer to behavioral engagement as active participation in academic activities such as paying attention, asking and answering questions. They view cognitive engagement as encompassing mental investment in learning and employing strategies to regulate reading. They regard affective engagement as the physical display of emotion by the students during learning. However, unlike Fredricks et al. (2004), they have included social engagement as another dimension of involvement in classroom learning. In this dimension, they view the exchange of interpretations of text and other ideas about reading and writing as important social behaviors of students who are engaged in reading.

Reading engagement has been referred to as the integration of motivations and strategies in literacy activities (Guthrie et al., 2006). Several studies have explored relations between some of these dimensions of engagement and the effects of engagement (e.g., Guthrie, Schafer, & Huang, 2001; Guthrie, Wigfield, Barbosa et al., 2004). To Guthrie (2004) and N. Anderson (1999) reading should be conceptualized as engagement. They further noted that readers need to be motivated in order to be engaged with reading. Schumacher (2001) who shared a similar opinion regarded motivation as a process that encourages readers to proceed along the continuum bound

for engagement. She explained that when students are motivated to read they will be entranced and involved, and subsequently, become engaged in reading. Engagement is then the final outcome of the activity of reading when students perceive the activity as enjoyable and interesting. Within the domain of reading instruction, engagement has been found to be a critical variable in reading achievement (Brozo, Shiel, & Topping, 2007).

Lutz et al. (2006) for instance found that situational interest, rather than choice or topic of interest, promotes engagement. Engagement has been found to be a critical variable in reading achievement (Brozo et al., 2007). Kirsch et al. (2002), for instance, conducted a study on the youth reading performance of different socioeconomic status (SES). The findings from the study indicated that engagement in reading was the student factor with the third largest impact on performance. The students from the lowest SES who were highly engaged readers performed as well on the assessment as those from the middle SES group. The findings also indicated that engagement is a necessary element to foster interest in reading. Students who are engaged readers are highly motivated to read; they read not because they are asked to do so but because of their own interest and pleasure in reading to gain knowledge.

Guthrie, Wigfield, Barbosa et al. (2004) investigated concept-oriented reading instruction (CORI) which combines strategy instruction on third-grade students from four schools with the assistance of 19 teachers. They conducted two studies. For the first study, they examined the extent of motivation-supporting practices and cognitive strategy instruction on students' reading comprehension, strategy use, and motivation. In the second study, a second comparison group, traditional instruction group, was included. The results showed that students in the CORI classrooms were more motivated than students who only received traditional instruction and strategy instruction. Additionally, it was also observed that students in the CORI classroom

were more strategic readers than were students in the traditional instruction or only one strategy instruction classrooms. In short, students who were explicitly taught and exposed with multiple strategies in reading gained better measures in their reading comprehension, reading motivation, and reading strategies. Schunk and Pajares (2002) asserted that students' self-efficacy for reading improve when they are taught reading strategies and have opportunities to practice what they have learned.

In a similar study, Guthrie et al. (2006) conducted a study to compare reading comprehension instruction consisting of support for motivation and cognitive strategies in reading with alternative reading comprehension instruction. The result indicated that reading comprehension instruction that explicitly combines motivation practices with strategy instruction increases reading comprehension compared with using one strategy of instruction only.

A different study on reading engagement by Ivey and Broaddus (2007) was conducted investigating literacy engagement among adolescent Latino students, 7 eighth-grade students using formative experiment. The finding from the study provided insights about pedagogical interventions to increase engagement in reading and writing among adolescent second-language learners. Factors such as selecting appropriate reading materials, connecting reading with writing, oral language, and content knowledge with the languages and dialects, permitted the students to be comfortable with the process of reading. Thus, certain instructional practices were found to help the students become more engaged in reading and writing.

These studies illustrated that motivation together with cognitive aspects does contribute to students' reading engagement. However, most researchers study a single cognitive strategy, rather than conducting a long-term study of multiple strategies (Guthrie et al., 2006) and a considerable number of studies on reading engagement have focused on elementary school children rather than English as a second language

(ELS) for tertiary level students (Sivasubramaniam, 2009). In addition, the studies emphasize the cognitive aspect that is teaching explicitly reading strategies in tackling science materials, rather than a balanced instruction which combines the cognitive and human science factors that allow students to experience concrete interactions in becoming engaged readers throughout the teaching and learning process. Another thing to consider is although motivation is seen as an important variable in facilitating students' reading engagement, minimal research has looked into ways to include motivation as one factor to influence students' learning. Most studies, to date have looked either at the relation of motivation variables to reading or the relation of cognitive variables to reading comprehension. Studies have shown that both motivational and cognitive variables predict reading comprehension (Guthrie, 2004). According to Guthrie (2004) only when students are extrinsically motivated can learning take place. Moreover, relatively little research has been conducted on instructional practices that combine both the cognitive strategies and human science pedagogy into teaching frameworks sustainable in long-term classroom practices. As stipulated by Bernhardt (2011), Grabe, (2010), and Nassaji (2011) instructional context is important in increasing student engagement in reading. Therefore, instructors of reading need to have a sound understanding on ways to approach L2 learners and subsequently provide effective pedagogical instruction in helping raise L2 university students' engagement in reading both through the mind and heart/emotion. This is because the current pedagogical approaches do not provide opportunities for students to interact with the printed text, peers, and the instructor during the learning process.

2.8 The Current Pedagogical Approaches in Teaching Reading

Noting the importance of acquiring English language, many countries have included English language in their curriculum planning (Graddol, 2006). Ultimately,

academicians and educators are constantly being urged to employ new innovative approaches in teaching English language. The pedagogical approaches in teaching language are no longer seen as a static and fixed process (Richards, 2002). Presumably this affects the pedagogical instruction of the four skills (reading, writing, speaking, and listening). Therefore, new curriculum approaches currently being employed in the educational setting in different parts of the world include task-based, genre-based, and context-based models (Hinkel, 2006).

In the past, approaches to language teaching have been based on skill-building (Krashen, 2008). According to Krashen (2008), the skill-building hypothesis emphasized studying rules and learning vocabulary of the English language first. The assumption of this hypothesis is that acquisition of language will come automatically once a learner applies and practices using the skills over time. However, Krashen (2008) asserted that the skill-building should not be the main means of producing competence in language as language development is a complex process. The 1970s were seen as the era of change and innovation in language teaching methodology. Most of the earlier method in approaching the teaching of language focused on skill building such as the Grammar Translation Method, the Direct Method, the Total Physical Response Approach, the Silent Way and Suggestopedia (Krashen, 2008). Richards and Rodgers (2001) claimed that many of the more innovative methods of the 1970s had a very short shelf life although the approaches continued to be used in the 1980s. They posited that the roles of the teachers and learners as well as the activities through this method were generally prescribed. For instance, good teaching was regarded as a correct use of the method. As a result the teachers were not flexible in prescribing other methods of teaching; instead they have to adhere to the prescribed principles and techniques of the method chosen (Richards & Rodgers, 2001). Hence, the role of the learners through this approach was viewed as passive recipients.

The resurgence of fulfilling learner needs in the 1990s has paved a way for many new approaches such as Content-Based Instruction, Cooperative Language Learning, and Task-Based Instruction. Many scholars in reading (e.g., Bernhardt, 2003, 2005, 2011; Grabe & Stoller, 2002; Pressley, 2000, 2002) recognize the importance of pedagogical approach and instruction in teaching reading. Richards (2002) noted that currently rather than ascribing a central role to methods as the key to successful teaching, the emphasis has now switched to the processes of learning and teaching. In other words, as language teaching moved away from the search for a perfect method, attention has now shifted to how teachers can help and assist students in their learning. Richards (2002) stipulated that the paradigm shift among educators has encouraged teachers to develop and explore their own teaching through reflective teaching. This was reflected in the area of reading. A considerable number of studies has investigated strategies used by readers during reading (N. Anderson, 1991; Carrell, 1992) as well as examining the effectiveness of instructional practice for reading (e.g., Jiang & Grabe, 2007; McElvain, 2010; Pressley et al., 2001). Such studies have spurred other researchers and instructors of reading to search for effective instructional practices in assisting L2 students in becoming better readers.

The English language is highly valued in Malaysia. Thus, the English language subject is made a required subject from pre-school to the tertiary level. Nevertheless in Malaysia, the secondary EFL curriculum does not seem to adequately prepare students for their academic reading (Harrison, 2010). Subsequently, the lack of academic reading skill is strongly experienced among students where the medium of instruction in the higher institutions of learning is in English (David & Govindasamy, 2006). Additionally, the current pedagogical approach in teaching reading in Malaysia has also hindered the students' development as engaged readers. Nambiar (2005) noted that it is normal in the Malaysian L2 reading classrooms that the teachers' instructional focus is

primarily on teaching students strategies to answer comprehension questions in order to prepare them for examinations. This is a typical comprehension-based in nature, where the main aim is for students to get the right answers. This has hindered students from experiencing reading as a meaning-making process.

Nonetheless, despite the wide-reaching changes in reading theories, reading instruction in schools and universities has changed relatively little (K. D. Allen & Hancock, 2008; Pressley & Block, 2002) particularly so in the L2 setting (Bernhardt, 2011; Vaughn & Klinger, 2004). The same style of instruction is being imposed on students, where teachers or instructors ask questions about the texts, and students offer short responses, which are usually followed by teachers' evaluations and elaboration (Applebee, 1994; Grabe, 2010; Smith & Goodman, 2008; Zamel, 1992). This is also experienced in Malaysia. The students are not given the opportunity to experience reading in an engaging and meaningful manner, which has affected their motivational level and perception of reading English materials. Many past studies on L2 reading within the Malaysian setting found that university students' academic performance correlates with their EFL reading ability in content areas (e.g., Faizah, Zalizan, & Norzaini, 2002; Nambiar, 2005, 2007). The traditional approach of teaching reading is where students are required to lift important information in the text in order to answer the questions at the end of the text. Consequently, this type of training encourages students to merely answer short-answer questions and recall literally, but fail to demonstrate the ability to infer and make connections among text ideas, a skill that is required in content area reading (Nambiar, 2007). The persisting L2 reading issues within the Malaysian tertiary setting suggests that university students are lacking in the ability to process and comprehend expository texts (Ahmad Mazli, 2007; Isarji & Ainol Zubairi, 2008; Kuldip Kaur, 2001). Relatively minimal research has looked closely at the benefits of different instructional approaches for the teaching of reading especially a pedagogical instruction

that promotes concrete interactions (Ahmad Mazli, 2007; Applebee, 1994; Bernhardt, 2011; Nambiar, 2007).

In fact such an approach is deemed necessary particularly when the present practice of teaching reading at university level focuses only on the reading skill which emphasizes retrieval of factual information found in the text (Olson & Land, 2007). Smith and Goodman (2008) noted that much of the current reading instruction is presented to learners in a static manner and does not provide them opportunity to grasp what is being taught. As observed by K. D. Allen and Hancock (2008), Smith and Goodman (2008), and Zamel (1992) this approach has been used regularly to test students' understanding of the text. As such, this has not helped them to become effective readers because the transmission model of reading only encouraged students to locate and retrieve information stated in the text; this approach prevents them from experiencing reading as an active exploratory process involving the making of meaning (K. D. Allen & Hancock, 2008; Bernhardt, 2011; Smith & Goodman, 2008).

In addition, this ritualized approach in tackling reading has also influenced students' perceptions of reading and has not encouraged them to develop as effective readers. They focus more on pursuing achievement goals rather than mastery goals. As a result, they view reading as a chore, which is to answer the questions given rather than to make meaning of what they read. D. D. Allen, Swearingen, and Kostelnik (1993) posited that students have come to view the purpose of reading a text as just finding the answers to the questions that follow text; and by answering the questions correctly, they illustrate that they have understood the reading text well. Hence, the way the lesson is taught may influence and affect the students' motivation and interest to learn because the students observed that the same method was employed in their secondary and university education (Levin & Calcagno, 2008). Subsequently, the act of

reading is reduced to finding a particular idea rather than as an engaging activity by the student.

Furthermore, there is a need to gain a better understanding from L2 students' perspectives on their comprehension of reading. By understanding the students' perspectives on reading the instructor is able to design a better instructional approach to facilitate their transformation into better readers. Several researchers asserted that it is necessary to consider the students' voices in the learning experience because as they express their joys and uncertainties in learning the instructor is able to pick up and provide assistance in a discreet manner (Giroux, 2005; Tejeda, Martinez, & Leonardo, 2000; M. Van Manen, 2003, 2006; Wink, 2005).

As asserted by Klinger and Vaughn (2004), teachers or instructors of reading must be aware of the challenges the students face, and the methods of teaching them to be effective readers in content-area classrooms. In fact the International Reading Association (2007) described a best practice for teaching reading is for the teachers to "connect literacy curriculum with the lived lives of students" (p. 2). In other words, allowing students to bring their lives or experiences at home and in the community into the classroom enables them to make connections and develop relationships with instructors and peers. This aspect is referred to by M. Van Manen (1991a, 2003) as human science pedagogy which can be attained through the employment of pedagogy of thoughtfulness.

2.9 Employing Pedagogy of Thoughtfulness to Promote the Practice of Priming Interaction

Teaching university students requires a different approach because they already have a basic foundation of knowledge; at the university level the students need to reinforce the existing frame of references of the knowledge required and this can be

accomplished through a suitable pedagogical approach (Keeling, 2006). Students at higher institutions need both understanding and reinforcement of knowledge from lecturers because they are experiencing a different learning culture (Mezirow, 1997). They need to learn to adjust so that they will be able to follow through their academic pursuit successfully. Conversely, an approach to education has been on technological or mechanics of generalizing how students perform in their subject matters (M. Van Manen, 2008). M. Van Manen (2008) argued that teaching needs to consider a reflective relation which includes “the critical, perspectival, and cultural nature of scientific theories, as well as the implications of the psychological (cognitive) and the social (ideological) genesis of knowledge for the living reality of pedagogical relations” (p. 14). This indicates that in education the mechanics of acquiring knowledge need to be balanced with the cognitive and social aspect of the learners. However, currently the progress and performance in education is pervasively viewed within a calculative rationality such as how many “As” are obtained by the students, how well the school performed, and so forth.

Henceforth, as argued by Thomson (2005), this leads to a thoughtless and inattentive onto-theology where the practice of educating is grounded to a quantitative concern where excellence in education can be measured in terms of outcomes, observables, and standards. Due to this disparity, M. Van Manen (1991a, 2008) suggested the notion of pedagogical thoughtfulness as another option because it possesses its own epistemological structure. In other words, tact or thoughtfulness does not prescribe to a specific theoretical form of knowledge; instead, it contains a “social and cultural ethical notion” (M. Van Manen, 2008, p. 15) that provides a richer understanding of the uniqueness of each individual student in the class. The elements under the pedagogy of thoughtfulness enable students to experience learning better because the elements promote meaningful interaction and relationship between

instructor and students throughout the teaching and learning process. This can be established through an establishment of concrete interactions between the students, texts, and the instructor throughout the teaching and learning process.

This pedagogy of thoughtfulness is concerned with the human science pedagogy in tackling learners. As posited by M. Van Manen (1991a) the pedagogy requires “a phenomenological sensitivity to students’ experiences (students’ realities and life worlds)” (p. 2). In other words, the pedagogy requires that the teacher/instructor be able to recognize and make sense of the phenomena the students are experiencing so that the instructor can make meaning and use the information gained to see the pedagogic significance of the situations in order to interact, assist, and facilitate them. As aptly put by M. Van Manen (2003), this element is not evidenced in the traditional classroom. A pedagogical approach which employs thoughtful classroom differs from traditional classrooms in their enactment of curriculum and pedagogy. In thoughtful classrooms, both students and instructor play active roles in the teaching and learning process. Students in the thoughtful classroom are “more fully engaged with the subject content, each other, and the teacher, in order to truly understand the topic being taught” (Di Camillo, 2006, p. 16), and they demonstrate genuine involvement in class discussion, whereas in the traditional classroom the teacher takes center stage.

An existing study which explored the use of pedagogy of thoughtfulness in the educational setting was carried out by J. Van Manen (2007). She, for example, conducted the study on L1 students’ reading experiences through the lens of this pedagogy; however, she had used literary text rather than academic text and she used only written documents from her students to determine students’ understanding of their literary texts. In this study, she explored how her students develop and redefine their identities through writing about their literary experiences with novels. She collected and selected letters of her grade 8 and 9 junior high school students. She discovered

that her findings lead to richer insights on the pedagogical instruction of reading. However, although her study was conducted as a longitudinal study, she had analyzed her data using only one technique which was obtained from documents in the form of student letters. There were no observation and interview techniques employed for the study. In addition, she only focused on L1 students in high school.

According to Patton (1990, 2002) gathering and analyzing data through various techniques such as observation, interview, and document mining allows the researcher to get a more holistic picture of the phenomenon. It also helps to validate and cross check the findings gathered. Furthermore, in her study J. Van Manen (2007) was more interested in how her students redefine their identities by associating through the literary text compared to expository text. In fact, expository text is most often used in the academic setting particularly at university level. Thus, the employment of this type of genre for the study is deemed necessary and appropriate and it enables the researcher to explore how the students understand expository text from the emic perspective.

Another study by De la Ysla (2007) was conducted on six writing teachers at two large public universities. The study explored the pedagogical instruction of thoughtfulness by the six teachers as they taught the subject of writing to the university students. The results showed that the teachers needed to accept and explore their pedagogic identity before they approach the teaching of writing. When the teachers are able to accept their pedagogic identities, it enables them to better foster learning among the students. Subsequently, this resulted in students' obtaining better results in writing tasks. However, this study is only limited in seeing the phenomenon from the lens of the teachers rather than the students themselves. Di Camillo (2006) did a study exploring the characteristics of classroom thoughtfulness at three high school U. S. history classes. The focus of the study was overseeing the characteristics of the classroom as the teacher employed the pedagogy of thoughtfulness. The findings

showed that the teachers' level of understanding of curriculum, pedagogy, and beliefs prevented classroom thoughtfulness from taking place. Their focus on completing the syllabus and ascribed to syllabus structured by the school has hindered them to employ the pedagogy of thoughtfulness freely. As a result, the students were unable to cultivate higher order thinking in their history classes. The students were found to extract information from their history text; however, they did not show the ability to reflect on the history lesson against their background knowledge. In other words, they absorbed the lesson without being critical and reflective regarding the information gained. The study displayed that the pedagogy of thoughtfulness, if properly employed, might resulted in students' high order thinking which subsequently enables students to be more critical and analytical.

The findings of the studies illustrate that the choice of pedagogical approach do influence students' learning. If the instructor is able to apply the pedagogy of thoughtfulness fully in their lessons the students would be able to experience learning in a meaningful way. According to Keeling (2006) and Mezirow (1997), a pedagogical approach which prepares interaction for both the heart and the mind of the students is important in facilitating university students' learning development. Hence, the idea of utilizing priming interaction which serves to develop both the mind and the heart of the students is considered in the study. This is derived from M. Van Manen's (1991a) pedagogy of thoughtfulness.

2.10 Priming Interaction to Foster Reading Engagement

Priming interaction can be defined as an intervention strategy to prepare students for upcoming activities with which they may have difficulty (Wilde, Koegel & Koegel, 1992). As aptly put by Wilde, Koegel and Koegel (1992) and Duke et al. (2011), the practice of priming interaction will likely increase students' success of learning due to

exposure to a variety of tasks such as comprehending new material, writing their comprehension and interacting with others. Additionally, the interaction familiarizes the students with the material or concept learned. As a result the students will feel comfortable and therefore more ready to learn.

The interaction enables students to experience learning in a meaningful manner because they have the opportunity to experience concrete interactions with the reading text, with peers, and with the instructor throughout the teaching and learning process (Duke et al., 2011; Pulido, 2007; Pressley, 2002). Duke et al. (2011) and Pressley (2002) opine that one possible way to promote to prime interaction is through a suitable pedagogical approach and this can be established through the employment of pedagogy of thoughtfulness (J. Van Manen, 2007). The pedagogy of thoughtfulness is a human science pedagogy. The elements under the pedagogy enable the instructor to be more aware and tactful or thoughtful of students' experiences in learning as well as create avenues for students to interact.

According to Richards (2002), the emergent idea of learning through interaction by Vygotsky (1978) is seen an alternative to learning through repetition and habit formation. Learning in this context is seen as both social process and cognitive. The learning occurs through interaction and negotiation between the learner and a more advanced language user (Lawrence & Snow, 2010). The instructor provides the scaffolding to students as they progress and become able to take charge of their learning independently.

Research in pedagogy has widely recognized the centrality of key learner variables and the essential roles of the instructor/teacher in ensuring success in learning (Hinkel, 2006). In other words, there is no denying the significant roles of the instructor/teacher and the learner in the language of pedagogy. In the context of this study, the roles of the instructor and the students are important as they interact with one

another in and outside of class. Torgeson (2000) shares this view. He argued that a considerable number of students will fail to understand without proper reading instruction. In addition, the students' desire, attitude, and motivation of wanting to learn are influenced by the instructor's teaching style (Schultz, 2002) and the teacher's choice of pedagogical instruction (Bernhardt, 2011; Grabe, 2010; Guthrie, Wigfield, & Perencevich, 2004). This shows that the role of the teacher and instructor as well as the selection of pedagogical instruction play a major role in making the class relevant, stimulating, and interesting to the students. Hence, interaction can be fostered by teaching reading strategies for comprehension, facilitating collaborative reading comprehension activities, providing exposure to a range of texts, engaging in discourse, and integrating reading and writing (Duke et al., 2011), as well as creating a positive learning environment that promotes positive interaction between instructor and students (Keeling, 2006; M. Van Manen, 1991a).

2.10.1 Teaching and modeling the use of reading strategies. To be engaged with reading, students need to be exposed to a variety of strategies in tackling reading (Bernhardt, 2011; Grabe, 2010; Guthrie, 2004). Without engagement, learners will shun opportunities to read (Belzer, 2002). Hence, enthusiasm and engagement are vital in developing reading proficiency (Verhoeven & Snow, 2001). Grabe and Stoller (2002) opined that instructors should select and design lessons which give the students an opportunity to grasp reading strategies to tackle academic reading texts. As posited by Guthrie, Wigfield and Perencevich (2004) the role of the instructors of reading is important in providing the necessary strategies to students. Pressley (2000) is of the opinion that reading comprehension instruction needs to include explicit cognitive strategy instruction in the teaching and learning process so that students are exposed to approaches in reading particularly those related to academic reading texts.

The strategies may include generating questions, monitoring comprehension during reading, summarizing text, organizing information graphically, and so forth (Guthrie, Wigfield, & Perencevich, 2004). Additionally, Guthrie, Wigfield, Barbosa et al. (2004) posits the instructor needs to expose and model to students how to employ the strategies. This is because the strategy training modeled by the instructor provides opportunities for students to learn and use the strategies. Subsequently this can increase students' competence in using the strategy, awareness of the strategy, and comprehension of text (Grabe, 2010). Guthrie, Wigfield, and Perencevich (2004) posited that the meaningful conceptual content in reading instruction do affect and influence students' motivation for reading and text comprehension.

For instance, Rott (1999) examined the relationship between text comprehension and vocabulary gains and retention with intermediate learners of German. In the study, she used brief narrative passages (60 words). The study showed that the relationship between text recall and incidental vocabulary acquisition strengthened over time. The results of the study also corroborate that of other studies on incidental vocabulary (e.g., Hulstijn, 2001; Jacobs, Dufon, & Fong, 1994) illustrated the reciprocal relationship between L2 vocabulary knowledge and reading comprehension. The findings illustrated the ability to recognize words in meaningful context are important. However, it is also found that low-proficiency L2 students face difficulties recognizing words in meaningful context. Thus, from the studies observed there is a shift in attention from focus on word recognition to process-oriented research emphasizing the incorporation of effective reading strategies that students can use while reading.

In another study by McElvain (2010) investigated 75 fourth to sixth grade (9-12 years old) students on the connection between transactional literature circles and the reading comprehension of English learners in the mainstream classroom using a mixed-method research design. There was no significant performance difference between the

control and experimental groups. The result may be due to ethnicity and socioeconomics. Nevertheless, the study suggests that the combined use of collaborative conversations and strategic strategy instruction resulted in improved reading comprehension and writing skill development. This illustrates that students need to experience reading through cognitive interaction in order to progress as engaged readers.

2.10.2 Facilitating collaborative reading comprehension activities. Engaging students in conversation among themselves during reading activities may help improve students' reading comprehension (Almasi, 2002; Fung, Wilkinson, & Moore, 2003; Guthrie et al., 2006; Kamil, 2004). According to Guthrie et al. (2006) and B. Taylor, Pearson, Peterson, and Rodriguez (2003), teachers who engage their students in learning through small group instruction produce students with better reading skills. As students engage in group discussion, they are more able to consolidate their understanding of the content. Almasi (2002) and Guthrie (2004) argue that students need to be given the opportunities to solve problem, discuss, negotiate, and think with their peers because through these acts they are able to strengthen their understanding of the text. In addition, by providing and facilitating students to collaborate during reading comprehension activities, the instructors are then able to gradually release their roles. As a result the students become more independent as they assume a bigger responsibility in taking charge of their own learning (Duke & Pearson, 2008-2009), and subsequently, the process of gradual release of responsibility to the students facilitates their reading comprehension (Lloyd, 2004) and literacy outcomes for second language learners (Kong & Pearson, 2003).

A study by Gonzalez (n.d.) on 41 freshmen students at a Maryland high school showed that students' reading comprehension increased when they were given the opportunity to collaborate during reading comprehension activity. The process enabled

them to discuss their thoughts openly with their peers and subsequently, it reinforced their understanding of the text. They became more interested in reading. In a study by Berne and Clark (2006), which focused on 29 students in the ninth grade, findings showed that the peer group discussion led to an improvement in students' reading comprehension. However, the findings also showed that students, especially young children, need to be taught how to participate in group discussion. Both the findings of the study showed that engagement in reading and positive attitude toward reading can be fostered through collaboration during reading activities.

Another study carried out by Zoghi, Ramlee, and Tengku Nor Rizan (2010) on collaboration as a strategy to facilitate reading to 42 university level EFL students showed there was a varying result. The quantitative result showed that the students did not display significant gains in reading comprehension skills. However, the qualitative data indicated that students had a positive perception toward collaborative strategy in reading. This corroborates Noel's (2003) view that students' attitude and motivation can be enhanced through an appropriate pedagogical approach. Therefore, there is an urgent need for reading instructors to gain a better understanding of the intricate problems that L2 tertiary students experience in their academic pursuit (Jetton, & Dole, 2004) such as language socialization, discourse socialization, and linguistic complexities of academic texts (Alexander & Jetton, 2003; Duff, 2005) in order to prepare and assist them in developing as effective readers. Consequently, the information gained through the act of sharing the information with the students may yield a better understanding of how to help them progress as effective readers (J. Van Manen, 2007).

2.10.3 Providing exposure to range of texts. According to Alderson (2000) text type, topic, genre, and writer's style have been recognized as factors affecting students' reading comprehension. In instructed L2 environments, instructors need to provide comprehensible input (J. Lee & VanPatten, 2003) in order to facilitate students'

background knowledge of printed materials. This can be established when the students are exposed to a range of texts in the reading classroom. As posited by Pulido (2007), “The greater the level of comprehension, the greater the chances of making form-meaning connections for new lexical items encountered through reading” (p. 186). A study done by Sharp (2004) supported the claim. She conducted an experimental study to a group of Hong Kong school children. The participants in her study faced comprehension disability when they were unable to digest the content of the text. The results demonstrated that organizational patterns of reading do influence students’ reading comprehension.

In another study conducted by Pulido (2007) on 99 adult learners of native speakers learning Spanish as L2, the finding showed that the more students were exposed to range of texts and the mechanics of written texts the more likely they were able to retain memory of linguistic elements encountered during reading. Subsequently, this facilitated the students’ reading comprehension. Both the findings of the two studies showed that to be effective and engaged readers, students need to be exposed to a range of texts. The students need to be able to see that reading materials have rhetorical patterns. When the students are exposed to a range of texts, they read better because they are exposed and familiarized to the mechanics of writing in printed texts. This enables students to see the relevancy of being exposed to a range of texts.

Thus, when students understand the content goals of learning which the instructor provides in the class, they will focus on gaining meaning and understanding of the reading material assigned rather than gearing to obtain rewards and skills. Student motivation increases when students know why they are learning the material and how it relates to the real world (Guthrie, Wigfield, Barbosa et al., 2004). Affording students choices of texts, small-group tasks, and writing are examples of motivation-supporting practices (Guthrie, Wigfield, & Perencevich, 2004).

If the students experience too many constraints in understanding a given texts due to unfamiliarity of the terms or words used then the students are more likely to process the words or terms at a more superficial level (Laufer & Hulstijn, 2001). Thus, it is vital for instructors to expose students to a range of texts. As stipulated by Reed, Schallert, Beth, and Woodruff (2004), when students observed that the tasks and lessons provided are relevant and important to them they are intrinsically motivated to engage in those tasks. Hence, it is important to find instructional methods that can promote improved outcomes (Perin, 2011) through the provision of a range of texts.

2.10.4 Engaging in discourse. Abramson (2007), Haynes (2009), Kucan (2003), and Zamel (1992) posit that engaging in discourse either verbally or through writing of a reading material improves reading comprehension. For effective reading instruction, instructors should allow students opportunities to interact and engage with the text in a meaningful manner (Grabe, 2010; Kucan, 2003; Pressley, 2002). According to Grabe and Stoller (2002), instructional approach in reading should create space for the students to interact and make meaning of the reading text. Additionally, the pedagogy employed should allow students' voices on the learning experience be heard which can be achieved through suitable pedagogical approach (M. Van Manen, 2003). This is achieved by encouraging dialogue and ensuring equal participation among the learners. They further posit that providing and encouraging dialogue fosters learners' critical reflection and autonomous thinking. Subsequently, the students feel comfortable to share their learning experiences with the instructor, which in turn enable the instructor to facilitate and scaffold the pedagogical instruction in order to meet the students' needs (J. Van Manen, 2007; van Worde, 2003).

Kucan (2003) conducted a study on the role of talking on reading comprehension. She did a study on seventh graders investigating the function of talk on expository texts. The finding illustrated that the students' performance of their posttest showed

improvement. In addition, it was found that engagement with text is heightened when students were given opportunities to talk in a group or pair rather than individually. In other words, when the context of talk is between two or more people the students' thinking or intellectual process is facilitated. The result of the study suggests that the social context of learning may facilitate students' learning process.

A different study by Evans (2007) on 24 first-year university students showed that when students were given the opportunity to express their thoughts through reading reaction journals after reading a text their engagement with the text was facilitated. This was because the students had to undergo a deeper cognitive level before they began writing in the reading reaction journal. In other words, they had to activate their mind to read, reflect, and be critical before they began writing in the journal. Both findings show that when students engage in discourse their comprehension level is facilitated. Allowing students to express their thoughts and share their voices on the interpretation of texts helps to promote engagement in reading. This substantiates Guthrie's (2004), Mezirow's (1997), and Vygotsky's (1978) theory that learning is socially mediated.

Therefore, it is necessary for the instructor or teacher to be educationally involved with his or her students and this is sustained by seeing, listening, responding, and interacting with a particular student in a situation (Ibn Khaldun, 1988; M. Van Manen, 1991a, 2006). As stipulated by J. Van Manen (2007), by considering the students' experiences of their learning the instructor is enabled to gain an in-depth understanding of how the students approach reading and the lesson being taught. Subsequently, the instructor is able to assist and scaffold the students' learning in a discreet manner.

2.10.5 Integrating reading and writing. Grabe and Stoller (2002) suggest that writing in a reading class facilitates reading comprehension. They argued that the act of writing reinforces the interpretation of reading, allowing a reader to reflect and analyze the understanding of a text. Readers use what they know together with the information

from the text to sort out the textual meaning; writers, on the other hand, structure the information of what they read by thinking and reflecting critically and embellish the ideas located in their reading into a more coherent representation of textual meaning (Grabe & Stoller, 2002). The act of reading and writing involve the process of meaning making. In other words, both skills require students to engage in a cognitive process as they begin their task in either reading or writing. Thus, by integrating writing with reading educators create learning opportunity for students to develop their comprehension skill. The language arts, as explained by Koons (2008), consist of an interwoven pattern of reading, writing, listening, and speaking. She further argues that as reading teachers, we know that we need to engage students in writing if we want to teach them to read.

Writing and reading, both involve creating meaning through print. There is a reciprocal relationship involved in that, as readers, we often need to reflect our understanding and reinforce the understanding through writing (Shanahan, 1993). Zamel (1992) opined that reading always involves critical perception, interpretation and rewriting what is read. She elaborated that the re-writing of what one has read reinforces understanding of the text. Graves (2004) posited that “writing is the making of reading” (p. 89). He further explained that when students are able to construct reading through writing, they are more able to process their understanding of the text. Rasinski and Padak (2004) hold a similar opinion on the reading-writing connection. They argued that a balanced reading program should include both reading and writing skills.

However, the current practice of teaching reading at university does not create the space for students to engage with their academic text meaningfully as writing is most often separated from the reading class (Ahmad Mazli, 2007). As aptly put by Nist and Simpson (2000), for university students to succeed in their studying, they need to “understand the characteristics and nuances of academic tasks and adjust their strategies

accordingly” (p. 649) as they tackle their academic texts. The reinterpretation of the text through writing activity would strengthen the students’ understanding of the text. Learning in a higher institution requires students to take control of their own learning which is different from the official curriculum of secondary schools.

As asserted by Zamel (1992), “Older students who have had little experience with reading or who have a limited understanding of what reading means can learn how print comes to represent meaning through writing” (p. 469). A study by Koons (2008) showed that older students would likely engage in the behavior of processing which involved both the reading and writing tasks. The cognitive processes of older students allow them to reflect on their ideas better, subsequently allowing them to take charge of their own learning better. This is particularly relevant in the context of ESL students who are pursuing their study in higher institutions.

Therefore, to teach reading as a more engaged and meaning-making activity to university students, lecturers need to develop appropriate classroom instruction which integrates writing into the reading program (Grabe & Stoller, 2002). Fitzgerald and Shanahan (2000) stipulated that a pedagogical combination of reading and writing is useful in making learning and understanding of reading more efficient. Sanchez and Paulson (2008) supported this view and suggest that a more progressive pedagogical approach to teaching academic literacy should not only address how students learn to read effectively but must also expose students to ways of analyzing critically the discourse that makes up the texts. They further argued that this can be accomplished by integrating writing into the reading program. As Zamel (1992) argued, the act of writing enables a reader to make better connection to what he or she is reading as the reader is given the opportunity to dialogue with a text through writing to discover its meaning.

By integrating writing and reading students are given the opportunity to interact with the text itself not only through the act of reading but also through writing (J. Van

Manen, 2007). The act of writing creates a space for students to reinterpret the text after their initial reading. Moreover, the activity provides students a means to record their own experiences and to come to terms with their own realities (Shanahan, 2006). Thus, this offers students the opportunity to explore and discover the meaning of the text they read through writing. Their reinterpretation of the text is reflected through the process of writing that they undergo while making meaning of the text.

For instance, J. Van Manen (2007) conducted a study integrating reading and writing in her reading class to 20 L1 students (eighth and ninth grades). She discovered by interacting with her students through letters permitted the students to progress as engaged readers. Her interaction through the mutual exchanges of letters with her students allowed her to explore how they interpreted their understanding of the novel and, at the same time, it enabled her to look at each student's identity as they began to reflect and discuss the characters in the novel. She noted the usefulness of letter writing as a medium of exploring the students' thoughts on learning and understanding. In addition, she highlighted how her students began to appreciate writing in the form of letters to reflect their understanding of the novel that they were reading (J. Van Manen, 2007). The dialogue provided students the opportunity to critically examine the content of the articles, and alternate points of view and at the same time promote collaborative learning between instructor and student (Mezirow, 1997). However, her study had only used narrative text rather than providing exposure to range of texts.

In a different study of reading comprehension, Pressley et al. (2001) conducted an investigation premised on the belief that much could be learned about excellent beginning reading instruction by observing and interviewing excellent beginning reading teachers. Thirty first-grade classrooms were observed. From the findings, it was observed that the most effective classroom was when both reading and writing were integrated as classroom instruction. Additionally, they found that outstanding teachers

taught skills, actively engaged students in a great deal of actual reading and writing, and fostered self-regulation in students' strategy use.

2.10.6 Creating a positive learning environment. Social learning environment and learning processes are intertwined and they influence students' success in learning (Vermetten, Vermunt, & Lodewijks, 2002). As aptly put by Ibn Khaldun (1988), education is a process of self-development and it is done in stages according to the suitability and ability levels of the students. He then explicitly explained that in order to achieve the educational goals two things need to be addressed in the education system, first is by having an appropriate curriculum, and second, the methods and measures used should be viewed in terms of how teachers can facilitate the students' learning both spiritually and emotionally. In other words, the approach used should balance both the development of the mind and the heart of the students. In addition, such an approach would allow students to come into contact with the realities of the text by way of relating their understanding and learning experience to the instructor (J. Van Manen, 2007) and this is pertinent for L2 university students who are not used to sharing their thoughts openly with the instructor.

As a result of this thoughtfulness or tact, the relationship with the student may grow. This concerns developing the heart of the students as they progress to become effective readers. The teachers or instructors in the thoughtful classroom would constantly reflect and understand the students' learning experience. The central key of pedagogy is approaching learners in an understandable and tactful manner (M. Van Manen, 2003). In other words, the instructor who employs the pedagogy will approach students by considering the students' voices are heard and take great care in providing response and feedback to them. When students feel comfortable in the class, optimal learning is heightened. By creating classroom atmosphere with a low level of anxiety, teachers help students to remain focused, and the students are more likely to take risks

to participate in class (Ashmore & Project M.E.D.I.A, 1984; van Worde, 2003). In addition, the pedagogy focuses on catering to the students' needs. Thus, in order to make learning a successful process through the pedagogy both the instructor and students need to play their part. This is similar to transformative learning theory, as proposed by Mezirow (1997) and Boyd and Myers (1988), which states that the role of educator is to assist learners to become aware and the educator needs to be conscious of the student's being in the world.

In a study conducted by Den Brok, Bergen, Stahl, and Brekelmans (2004) on over 2000 secondary school students in the Netherlands, the finding showed how the instructor approaches the learning and the students does influence students' perceptions to learn. The ways the instructors regulate learning activities as well as how they control the learning environment do have impact on students' perceptions of learning. The students' interest to learn deteriorates when the instructor focused strict control and regulating activities in the classroom. In other words, the students' learning is hindered when there was no two-way communication throughout the teaching and learning process. A similar study was done by Kiany and Shayestefar (2010) on 732 students in Iran. The findings show that learning process and social learning environment do have significant impact on students' learning outcomes. The results from both the studies showed that in order to foster learning the instructor needs to establish a learning environment that promotes positive interaction between the instructor and the students. When students experience learning in a positive learning environment, their learning outcomes improve. This is because the positive learning environment promotes a positive relationship between the instructor and the students (Mohr & Mohr, 2007). This affective mechanism heightens students' intrinsic motivation to learn. As posited by Becker, McElvany, and Kortenbruck (2010) and Ryan and Deci (2000), a learner is

inclined to engage in task is because it is perceived as interesting, enjoyable and valuable.

As posited by Ibn Khaldun (1988), education constitutes a consideration of students' development both cognitively and emotionally; the development will progress gradually depending on the students' learning capacity. An instructor should not impose learning upon the students but instead teach them with care and thoughtfulness (Ibn Khaldun, 1988). Al-Ghazali (2000) stipulated that an effective teacher has spiritual insight and knowledge and has the ability to recognize students' weaknesses. Hence, the teacher or instructor needs to ensure that learning does take place. True learning affects behavior, whereby the learner will make full use of the knowledge (Al-Ghazali, 2000). Thus, it is vital for the instructor to provide space for students to grasp the learning. Additionally, to be thoughtful or tactful from the part of the instructor means showing concern for the identity of the person and his or her course of action. M. Van Manen (2003, 2006) described the terminology as knowledge that arises from the heart and the mind. Approaching students through the heart concerns the emotions, feeling, and their identities as students. Besides approaching the heart of the students under this pedagogical approach, the minds of the students are also fostered. This is established when the instructor includes in her teaching the necessary skills to foster reading engagement among the students.

Reading is not only primarily a process of lifting the important information in the text which focuses on the end product; it is a selective process that requires students to engage with the text in a meaningful manner (Bernhardt, 2011). Hence, comprehension instruction is best achieved through explicit teaching of a culmination of reading strategies, collaborative, as well as conversational approaches between the instructor and students (Pressley, 2000). In other words, learning is achieved when the students are given the opportunities to experience learning in a meaningful manner that is

through the practice of priming interaction. Thus, students should be given opportunity and extensive practice in making meaning of the reading text. Students are more likely to take an interest in learning if the environment is conducive to learning and they are comfortable being in the class (Ashmore & Project M.E.D.I.A, 1984; Levin & Calgano, 2008).

Guthrie, Wigfield, and Perencevich (2004) noted that the instructor needs to teach students strategies to handle academic texts and to see the relevance of learning the strategies. Furthermore, as aptly put by academic scholars, of the many factors impacting on students' academic reading achievement, teachers and instructional practices have been found to be very influential in students' reading development (Dent & Harden, 2001; Guthrie, Wigfield, Barbosa et al., 2004; McLaughlin, 2010; Nassaji, 2011; Pressley et al., 2001).

Moreover, Han and Anderson (2009) pointed out some of the elements that instructors of reading must consider in preparing for an ESL/EFL reading class, such as to teach students how to utilize the skills and knowledge that they bring from their first language, develop vocabulary skills, improving reading comprehension, improving reading rate, teaching readers how to successfully orchestrate strategy use and how to monitor their own improvement. Additionally, as posited by Palincsar (2003) and Pressley (2000), comprehension instruction is best achieved through the practice of priming interaction such as collaborative, and conversational approaches, using human science factor, that support a flexible, opportunistic use of strategies from the cognitive aspect (Scull, 2010).

Seng (2007) investigated the effects of combining think-aloud and collaboration tasks in an ESL reading comprehension classroom at the college level in Malaysia using an experimental study. The type of tasks employed during the classroom session include extensive think aloud tasks for both individuals and groups as well as discussion in a

collaborative situation during the reading session. The discussion was either peer-led or teacher-led. The results showed that the experimental group outperformed the control group in reading comprehension measures suggesting the effectiveness of using think-aloud with collaboration in a small group accompanied by teacher scaffolding. The study suggests that communicative classroom activities based on interactive theories of reading result in an environment where students received supportive and positive feedback on their responses, as well as receive the guidance of an expert, the instructor (Mezirow, 1997). As such, reading instruction which utilizes interactive and communicative activities may help improve reading comprehension.

Therefore, through the pedagogy of thoughtfulness the instructor will come to understand her students in a caring and responsible way besides developing the students cognitively in becoming engaged readers as she promotes the practice of priming interaction throughout the teaching and learning process. She is not only interested in facilitating the student's mind but also the student's heart. Hence, when the instructor plays her role in establishing an environment that builds trust and care this will facilitate the development of sensitive relationships among learners which subsequently fosters learning (M. Van Manen, 1991a; Mezirow, 1997). Being aware of the students' difficulties and strengths may guide instructors to respond appropriately as they scaffold the teaching and learning process. This manner of responding opens up the pedagogical understanding of the students' learning experience and personal growth to become better readers. The instructor will take the stance to encourage and offer support when necessary. As stipulated by J. Van Manen (2007), "The existence of the pedagogical relationship is the catalyst that sparks the student to reveal his or her inner thoughts and experiences" (p. 143) while reading the text. Hence, the instructor's role in through the practice of priming interaction is to provide suitable and appropriate

response that encourages students to openly discuss their fears, problems, and likes in understanding their reading text.

In short, there is an urgent need to consider a pedagogical approach consisting of cognitive and human science pedagogy to promote interaction. Thus, from a pedagogical point of view, there is a need for research to understand the phenomenon from this perspective. Only by priming interaction with students will the instructor gain understanding of students' perspectives on how they approach reading. Concomitantly, the reading instructor would be able to assist them effectively. Therefore, at this juncture, it is worthwhile to explore the teaching of language and the role of pedagogy in it because the teaching of second and foreign language is constantly changing. In addition, the choice of instructional approach to teach reading comprehension plays an important contributory role to students' efficacy in reading (Bernhardt, 2011; Elfenbein, 2006; Grabe, 2010; Grabe & Stoller, 2002; Guthrie & Wigfield, 2000; Harkin, 2005; Smith & Goodman, 2008; Pressley et al., 2001).

2.11 Theoretical Framework

For the purpose of this study, four theoretical lenses which are Vygotsky's socio-cultural theory, Mezirow's transformative learning theory, Bernhardt's compensatory theory, and Guthrie's reading engagement theory were employed. The choice of selecting these theories was influenced by viewing learning as cognitive and social processes. Cognitive learning processes focus on what goes on in the mind of the learner as new information is acquired, while the social process involves viewing learning as socially mediated.

According to this theory of cognitive development, the primary purpose of learning is to incorporate new information into an already existing network of associations that the learner has (Schunk, 2000; Vygotsky, 1978). In other words, when

a learner is exposed to repeated use of what is being taught, these networks are further strengthened and expanded until they become assimilated into the learner's mind. In addition, development in knowledge in the cognitive learning processes involves changes in cognitive structure (Schunk, 2000). Learning is also viewed as a social process whereby it is constructed through interaction between the instructor and learners and between learners and their peers. These theories offer the researcher a framework for the problem and issues which will be tackled in the study. In simplified terms, the theories as the foundation of the study guided the researcher in constructing what data to gather and helped her in addressing the assumptions within the research questions.

2.11.1 Socio-cultural theory. The first theoretical foundation of this study is Vygotsky's socio-cultural theory. Vygotsky's (1978) contention that learning occurs within a social context, and through adult guidance or in collaboration with more capable peers underpinned the study. The theory is employed to allow the researcher to approach this study from a socio-cultural point of view which emphasizes the central role of social interaction in the learning process. The foundations for this study are based on the theoretical perspectives of socio-cultural and more specifically the perspectives of learning of Lev Vygotsky. In this study, the practice of priming interaction was viewed through the lens of socio-cultural theory. In addition, the exchanging of letters, the social interaction during lecturer talk, and student talk will also be looked at from this lens. Vygotsky (1978) explained that knowledge is constructed within individuals as a result of social interaction. There are three central tenets of the Vygotskian framework in learning development as depicted in Figure 1.

The choice and use of the theoretical framework of Vygotsky's socio-cultural theory is informed by these three tenets. First, Vygotsky's socio-cultural theory, as postulated by Crookes and Schmidt (1991), is relevant to classroom learning and useful

in describing course-specific motives in relation to the L2 (second-language) classroom. The construction of learning is not confined to an individual and the perspectives of learning also emphasize the central role of social interaction.

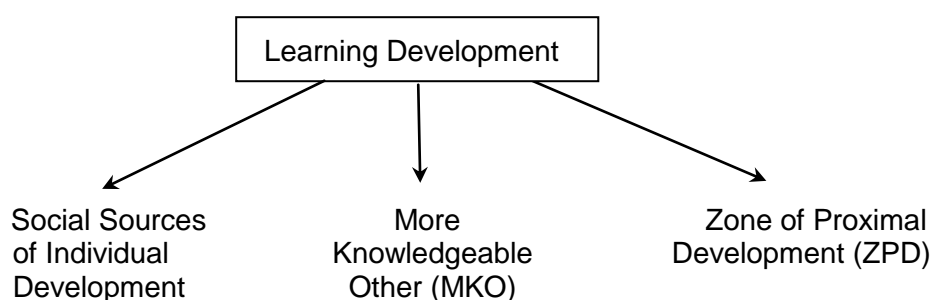


Figure 1. Learning development—Vygotskian perspective.

Vygotsky (1978) stated that that “learning awakens a variety of internal developmental processes that are able to operate only when the learner is interacting with people in his environment and in-co-operation with his peers or his lecturer” (p. 104).

The central idea under this theory is that human learning is constructed; learners build their new found knowledge as they interact with other people in the environment. Vygotsky (1978) claimed that when a child interacts and co-operates with other people, be it a teacher or a peer in the environment, it triggers the process of learning. In other words, learning is influenced, shaped and mediated through others in that knowledge is social, constructed through collaborative efforts to learn and understand (Johnson & Johnson, 1999). Vygotsky (1978) also asserted that social interaction plays a fundamental role in the cognitive development process. He claimed:

Any function in the child’s cultural development appears twice, or on two planes. First it appears on the social plane, and then on the psychological plane. First it appears between people as “an interpsychological category, and then within the child as an intrapsychological category.” (Vygotsky, 1986, p. 163)

Such a claim infers that learning is constructed at two levels, initially from the *interpsychological* or *intermental* (Wertsch, 1991) functioning which is constructed

between people, to the *intrapsychological* or *intramental* functioning that is learning internalized by the individual learners themselves.

The second reason in selecting Vygotsky's theory is the tenet of the More Knowledgeable Other (MKO). The MKO which is the second broad component of Vygotsky's perspective of learning refers to anyone who has a better understanding or a higher ability than the learner on a particular task. Normally, the MKO is thought of as being a teacher/instructor, or older adult, but the MKO can also be a peer. In the learning environment, learning is heightened when the instructor/student and student collaborate with one another.

As aptly put by Vygotsky (1978), learning is constructed through the interactive process in the form of collaboration between the expert (instructor/student) and novice (student). In other words, human learning is mediated through others that can be referred to as collaborative efforts to learn. Thus, the instructor must acknowledge and provide learning environments that exploit inconsistencies between students' current understandings and the new experiences before them. In this study, the instructor plays the role of the expert participant or the MKO in guiding and facilitating the students during reading. Nonetheless, in a heterogeneous group with readers of varying reading comprehension ability, the designated role of an expert and novice may switch among the students themselves.

Third, in the Vygotskian perspective of education, the importance of social interaction is often associated with another theoretical notion proposed by Vygotsky called the *Zone of Proximal Development* (ZPD). The ZPD is defined by Vygotsky (1978) as the:

distance between the actual development level (of the learner) as determined by independent problem solving and the level of potential development as determined by the level of problem solving under adult supervision or in collaboration with more capable peers. (p. 86)

The discrepancy between these two levels is what Vygotsky referred to as the Zone of Proximal Development. For effective instruction, Vygotsky (1978) stressed two different levels of development need to be identified in a child; the first one is related to the help of an adult; this is the potential level that the child can reach in solving problems with the assistance of an adult or peers. The second one is more related to the individual learners themselves that is the actual development level which can be indicated by the problems that the children can solve independently. In this study, the students are the one who construct their understanding; the instructor provides the scaffolding while assisting them to take charge of their own learning.

The concept of ZPD which emphasized the help of an adult or collaboration with peers is very relevant to the instructional design of this study. Vygotsky (1978) implied that learners need assistance from the instructor in order to move from their current stages of language proficiency to where they could potentially be. He referred to the distance between the learner's actual developmental level and the level of potential development as the Zone of Proximal Development. Researchers indicated that scaffolds are only useful within the student's ZPD where the student cannot proceed alone, but can proceed when scaffolding is provided (Wertsch & Tulviste, 1992); this element is relevant to this study where the instructor provides the necessary scaffolding until the students are able to take charge of their own learning.

In addition, through the socio-cultural lens, Vygotsky acknowledged the vital role of language in the learning process. To Vygotsky (1978) language is an important mediating tool for human mental development. He further noted that through practical activity a child constructs meaning on an interpersonal level, while speech connects this meaning with the interpersonal world shared by the child. Vygotsky's view of speech as playing a developmental role in thinking offers a different approach to talking about learning.

In a social interaction, speech that is used when experts and novices collaborate to solve a task /problem mediates the developmental process in the learner's ZPD. In this context of study the use of letter writing and small-group tasks promote language as a mediating tool in learning. The approach is based on the concept that human activities take place in cultural contexts, are mediated by language and other symbol systems (Wertsch & Tulviste, 1992). Thus, students construct new understandings using what they already know and that prior knowledge influences what new or modified knowledge they will construct from the new learning experiences. The researcher, therefore, decided to adopt a socio-cultural position for this study.

2.11.2 Transformative learning theory. The second theory underpinning this study is Mezirow's transformative learning theory. Transformative learning refers to "the process by which we transform our taken-for-granted frames of reference to make them more inclusive, discriminating . . . and reflective so that they may generate beliefs and opinions that will prove true to guide action" (Mezirow, 2000, pp. 7-8). The teaching approach is influenced by Mezirow's contention that learning takes place most effectively when the learning environment builds on trust and care. Thus, when the instructor provides appropriate social interactional framework and by scaffolding through structured interplay between teachers and students, this would allow learning to transform fully (Mezirow, 1997).

Although, Mezirow (1997) proposed the theory be applied to adult learners studying at higher institutions, Keeling (2004, 2006) called for the application of transformative learning concepts on university students. This is the first reason why this theory is selected for this study; this is due to the understanding that students at higher institutions require a different approach. The students at this level have already acquired the basic foundation of the concepts of learning that they obtained in their formative

years of schooling. The new information presented at the university is only a resource in the student's learning process (Mezirow, 1997).

For the new information to become meaningful, it needed to be merged by the student. The students will build on the new information gained and elevate the information through a frame of reference, an active process involving thoughts, feelings, and dispositions they acquired throughout their life experiences with the help of the educator (Mezirow, 1997). Hence, the task for the instructor is to strengthen the foundation that the students have acquired. This as stipulated by Mezirow (1997) is achievable when the instructor teaches students to be more aware and critical in assessing assumptions, able to distinguish forms of references obtained from a coherent body of experience they acquired in their life experiences, be responsible and able to work cooperatively with others.

The second reason in selecting this theory is the role of reflection. To foster transformative learning, the instructor needs to play his or her role to facilitate and assist students to become aware and critical (Mezirow, 1997). Mezirow (1997, 2000) posited that the instructor needs to provide learners opportunities to be reflective and to allow them to practice in recognizing the frames of reference such as belief, value, attitude, and feelings. The frames of references can be transformed by reflecting critically on the assumptions from which our interpretations, beliefs, and habits of mind or points of view are derived (Mezirow, 1997).

In addition, Mezirow (2000) opined that instructors need to recognize the objectives and goals of learning and be explicit about the objective and goals to the students. In other words, it is the instructor's responsibility to facilitate learners to be more autonomous and more responsible thinkers. This is achieved when the instructor challenges and supports the students in their struggle during the process of learning as well as establishing a more positive learning environment that is by providing a vision

of positive learning outcomes such as exposing and modeling to them strategies to approach reading. By creating a supportive environment, modeling and mentoring can allow transformative learning to occur. The instructor helps to strengthen the students' reading skills by making them more aware how the use of different strategies could produce better learning outcomes. Subsequently, this would build the students' academic self-efficacy and they would begin to take charge of their learning.

The third reason is the role of relationships. According to Mezirow (1997) learning is built on learning environment that promotes trust and care. When students feel comfortable to learn in the class their motivation and desire to participate in class are heightened. This can be established when the instructor provide medium for students to interact through discourse. Discourse involves assessing beliefs, feelings, and values (Mezirow, 1997, 2000). Educators and instructors should provide students equal opportunities to participate in dialogue throughout the learning process. The dialogue, which can be attained by implementing methods used by the instructor such as journal writing, letter writing, and so forth, can provide students with an avenue to be critical and reflective of the assumptions they acquire (Haynes, 2009; J. Van Manen, 2007). Instructors need to recognize that learning is both an individual and social experience (J. Van Manen, 2007; Mezirow, 2000). In addition, through the dialogue students can substantiate what is being communicated to them (Mezirow, 2000). Furthermore, the instructor can use this to pedagogically monitor the students' learning development (J. Van Manen, 2007).

The fourth reason is the role of the students. In a transformative learning environment, the students play the key role to ensure achievement of successful learning. The students need to learn to be critical and analytical of their new found knowledge and relate it with their already existing assumptions. They are required to take an active part throughout the learning process with the help and assistance of the

instructor. The instructor will gradually decrease his or her role to enable students to take charge of their learning. Once this is accomplished, it fosters autonomous thinking among the students. In addition, they need to involve actively in discourse both with their peers and the instructor. The discourse or dialogue permits students to validate and substantiate what was taught to them (Haynes, 2009; Mezirow, 1997, 2000). Furthermore, the dialogue space provided will allow the students to understand their identity as readers better because they are able to share their thoughts openly with the instructor (J. Van Manen, 2007). In short, approaching university students requires an approach that fosters better relationship between the instructor and the students so that this may create space for learning to transform effectively.

2.11.3 Compensatory theory. The third theory the study is based upon is Bernhardt's (2011) compensatory theory. The theory is based on an understanding that L2 students do experience challenges in understanding printed materials especially academic texts. There are three reasons in choosing this theory. The first is enabling L2 readers to employ their second-language grammatical strengths as they approach their reading. The L2 students need to understand that their L1 grammatical strengths may assist them to approach L2 reading. Their grammatical understanding of L1 such as the subject, verb and order structure enable them to understand that in English there is also grammatical structure which they can employ as they approach their reading.

The second reason is the understanding that L2 readers may use their L1 frame of references in approaching reading to compensate the deficiencies they face when tackling reading materials in English. In other words, when L2 readers read materials in English they may use their existing frames of references of reading in their L1 to counter any challenges they experience as they approach the reading materials. Realizing that L2 students do face challenges in tackling academic reading materials such provision would motivate L2 students to approach their reading strategically. Thus,

instructor needs to employ teaching strategies to encourage readers to use their existing L1 literacy knowledge to interact and assist in their L2 reading comprehension process such as translate a word or a phrase into the L1, visualizes, breaks lexical items into parts, and use cognates between L1 and L2 to comprehend (Koda, 2005).

The third reason is other factors such as linguistic and social factors do have impact on readers' L2 comprehension of upper-register texts. Based on the compensatory theory, the former factor indicates that comprehension read depend on background knowledge of lexicon and phonology of L1 and L2, while the later factor relates that motivation, frequency of exposure to L2, age and so forth do influence the students' capacity of reading development. This illustrates that to teach L2 students reading comprehension and to engage them in meaning-making of the text is not as simple as retrieving information from the text. The reading instructors need to play their roles to facilitate and scaffold the learning as well as encourage the students to use their L1 literacy to interact with their L2 reading. Additionally, this indicates that L2 readers can be taught to approach their reading strategically.

2.11.4 Reading engagement theory. The fourth theory underscoring the study is reading engagement theory. This theory is based on a combination of theories, namely theories of reading comprehension, motivation and cognitive development (Guthrie, Wigfield, & Perencevich, 2004). There are several reasons in choosing this theory. Guthrie and Wigfield (2000) explained engaged reading is a merger of motivation and thoughtfulness. This is the first reason in selecting this theory. Motivation and engagement contribute to reading comprehension (Guthrie et al., 2004). The heart and mind of the students may influence and facilitate learning development (M. Van Manen, 1991a). In other words, students who are engaged readers read with an aim to understand; they enjoy learning, they have a positive attitude toward their own reading abilities, and they are motivated to read. This is because they understand the purpose

and relevancy of learning and are aware that the instructor cares and is concerned about them.

Guthrie, Wigfield, Perencevich (2004) describe reading engagement as the interplay of motivation, conceptual knowledge, strategies, and social interaction during literacy activities. Thus, central to the construct of reading engagement is the role of motivation in engaging students to read. Students who are motivated to read are willing to embrace the challenges they face and endure them until they are able to grasp or digest the content of the reading materials. Therefore, this indicates that motivation and positive attitude do contribute to students' learning development. Hence the better understanding educators have of student motivation the better they can tailor the pedagogy.

The second reason is the focus of this theory is on how teachers can scaffold students' motivation by providing the necessary level of support that students need in order for them to develop intrinsic motivation to read. The instructor is the key player in influencing students' attitude and motivation to learn (Guthrie, Wigfield, Barbosa et al., 2004; Levin & Calcagno, 2008; Smith & Goodman, 2008). Guthrie, Wigfield, Barbosa et al. (2004) argue that when the instructor adjusts the level of scaffolding to meet each individual student's needs, this fosters students' motivational development in reading. In other words, when the instructor puts effort to match the level of scaffolding to students' motivational development, this facilitates motivation in classroom environments. Hence, the established positive environment influences the students' classroom participation because the high scaffold for motivational development affords students opportunities to participate actively in class (Guthrie, Wigfield, Perencevich, 2004).

In the context of reading engagement theory both instructor and students are co-participants in a reading activity (Guthrie, Wigfield, Perencevich, 2004). The instructor

would initially scaffold the learning. However, as students' expertise in the subject matter increases, the teacher/instructor begins to relinquish the role. The students begin to approach reading cognitively, become motivated to read, desire to expand existing knowledge, and interact socially during the learning process. Students who are intrinsically motivated to learn would naturally become involved in the activity and they would devote their effort and time to the task because they want to master the knowledge (Ryan & Deci, 2002). This perceived autonomy of the learners is an important aspect in motivation where learners believe they are able to have some control during the learning process (Guthrie, Wigfield, & Perencevich, 2004). Thus, as stipulated by Guthrie, Wigfield, & Perencevich (2004) providing students' autonomy should be encouraged.

The third reason is engaged reading can be increased by instructional practices (Guthrie, Wigfield, & Perencevich, 2004). Students' self-efficacy for reading is enhanced when the instructor exposes students to learn reading strategies and provides opportunities for them to delve in reading activities in and out-of-class (Bernhardt, 2011, Grabe, 2010; Schunk & Pajares, 2002). Guthrie (2004) defines reading as a process where students construct meaning of a text through cognitive interaction. As stipulated by Guthrie (2004), the "engaged reader is the primary pathway toward the competencies expertise needed for achievement" (p. 4). They further suggested that the more students are engaged in reading the more likely their comprehension is enhanced. In fact, reading psychologists suggest that reading fluency comes only with a great deal of practice; without engagement, learners will eschew opportunities to read (Belzer, 2002). Thus, engagement is important in developing proficiency in reading. This explains the selection of reading engagement theory for this study.

2.11.5 Theoretical framework of this study. The theoretical framework for this study is constructed based on the four theories, namely, the socio-cultural theory, the

transformative learning theory, the compensatory theory and the reading engagement theory discussed earlier. Figure 2 depicts the theoretical framework of the study.

Based on the four theories description in section 2.11, learning is much influenced by the context and its environment as well as how the instructor approaches the learning. Additionally, learning does not occur in isolation; learning is socially mediated (Vygotsky, 1978). The process of learning takes place when students interact with others either with the instructor or their peers.

From the understanding of the theoretical perspective, learning occurs best when there is interaction such as active personal involvement with the text and through interaction with others to reach a greater understanding in and outside of class. Based on the transformative theory of learning, students experience a change in their perception of learning when they feel comfortable with their learning environment and when they realize that there is a two-way communication and positive interaction between the instructor and students.

Furthermore, according to transformative learning theory university students require a different approach of learning. This is because university students have already acquired the basic foundation of the subject matter. The instructors at the university level need to provide exposure and reinforcement to enable them to strengthen their frames of references on the new information gained. This is also in accordance with Bernhardt's compensatory theory that L2 readers may employ the existing frame of references of their L1 to approach their reading to compensate any deficiencies in L2 reading. The L2 reading development can also be compensated by other factors such as linguistic and social factors (Bernhardt, 2011). The students at the university do not want the same learning experience they had in their formative years of schooling (Eskey, 2005; Sivasubramaniam, 2009). If they experience the same method

and approach used by the instructor at the university they will be bored and do not find the learning experience as challenging and interesting.

In addition, they prefer their voices as learners to be considered (Keeling, 2004). This is particularly true when the current teaching of reading in schools and university use the same approach and the students view the process as a static process (Ahmad Mazli, 2007; Bernhardt, 2011; Grabe, 2010; Nambiar, 2007). Moreover, based on compensatory theory for learning to be meaningful and engaging the process of internalization of cognitive skills must be in parallel and heightened during the learning process. This establishes the role of the instructor in facilitating and scaffolding students' learning.

The instructors need to play their role in ensuring that learning does take place among the students. They need to structure the lessons and vary activities to ensure that students are given the opportunities to grasp the learning. This corroborates what Vygotsky's refer to as More Knowledgeable Other (MKO) and Zone of Proximal Development (ZPD) in facilitating and scaffolding students' learning, Mezirow's transformative learning theory and Guthrie's reading engagement theory as well as Bernhardt's compensatory theory on the role of the instructor.

Taking from transformation learning theory, compensatory theory, as well as from the reading engagement theory, the instructor does not teach in the traditional sense of delivering instruction. In other words, it is not a unidirectional way of learning where the instructor takes center stage; instead, the students in the class take an active role in learning.

Although the instructor plays an important role in facilitating the learning process, it is the students or the individuals who will form and construct understanding of what being taught. The practice of priming interaction through class activities such as through selection of reading materials, establish positive learning environment,

provides the students with a substantive medium for language learning and in this particular study learning is targeted at reading comprehension skills.

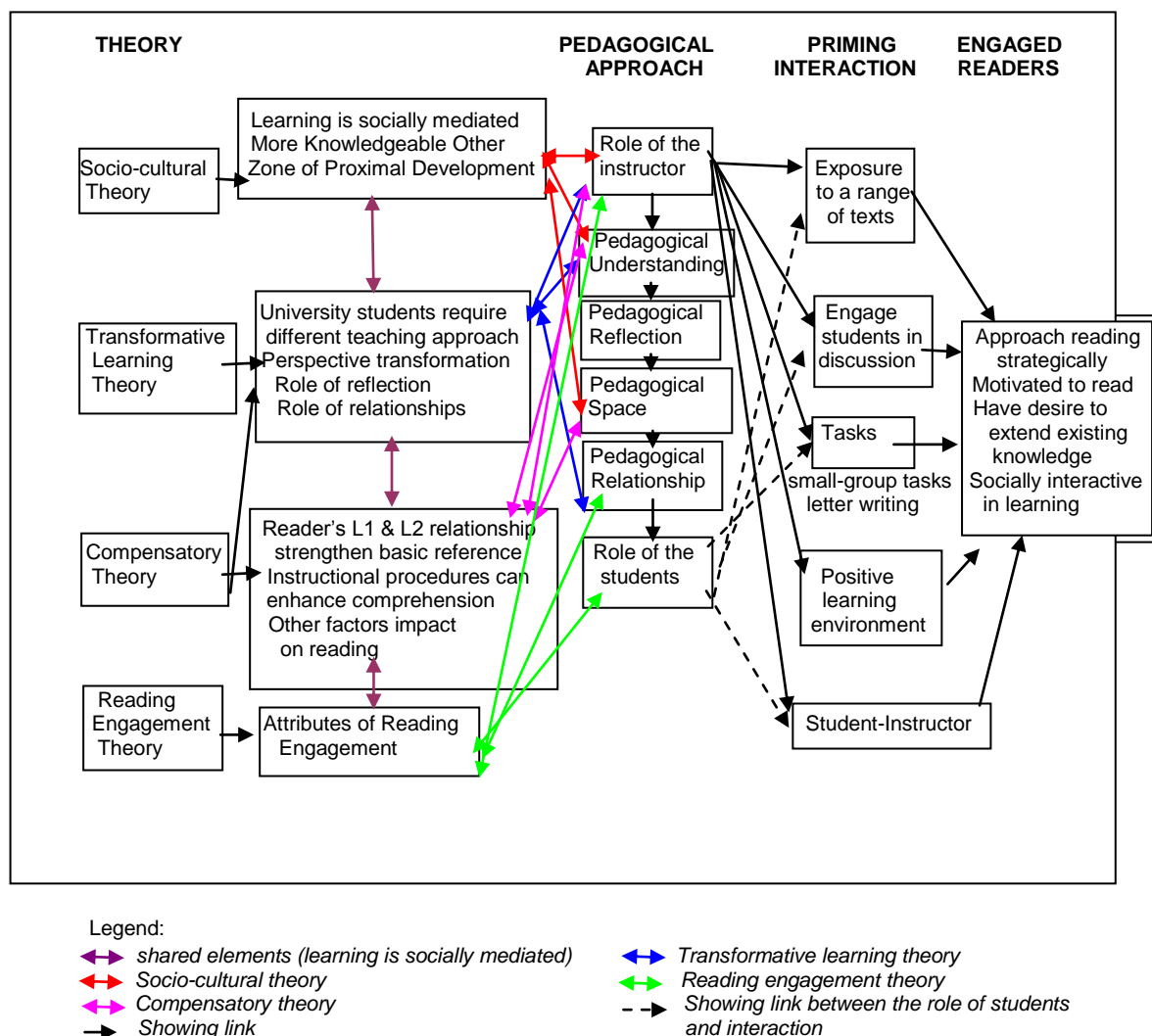


Figure 2. Theoretical framework of the study.

When the students begin to internalize what is being taught and take charge of their learning, the role of the instructor is reduced. From the perspective of ZPD (Zone of Proximal Development) and MKO (More Knowledgeable Other) under the Socio-cultural Theory instructors would no longer take center stage; instead they would try to understand the meaning that the students construct during the learning process, and provide help when necessary for them to refine their understanding until it corresponds

with that of the instructor. The notion of this idea derived from Vygotsky's ZPD and Mezirow's Transformational Learning theory. They observed that when students were tested on tasks on their own, they rarely did as well as when they were working in collaboration with an adult or a peer who has a better concept of a given task.

Lastly, the final process of learning development in which a unique space is provided for the students to interpret and reinterpret their understanding of the text is explored here. Through the process of writing and dialogue in small-group the students begin to explore and discover their reflective inquiry of reading. The engagement and comprehension in reading is heightened when students restructure their responses through the act of writing and small-group tasks. In addition, the space provided through this medium of exchanging and responding via letters and small-group tasks encourage students to open up freely to the instructor and peers because the space of communicating is made available for them.

Through the two activities (letter writing and small-group tasks), the students are given the opportunity to engage with the text in a meaningful manner. The process of engagement either with an adult or a peer enables them to refine their cognitive ability or their performance for greater effectiveness. The emphasis is on the learner as the maker of meanings (Guthrie, 2004). This will encourage students to be more analytical and critical of their reading. They have to read, reflect and be analytical as they begin to explore their understanding of the reading passage. The instructor does not provide answers and meaning to the text; instead the students are the ones who have to undergo the process of meaning-making themselves. They become more independent in the learning process. Additionally, the instructor's role is more of a facilitator providing assistance while scaffolding student learning.

Thus, what L2 tertiary level learners need is not only the understanding of the instructor on the joys and uncertainties they face as they approach reading, but also

thought-provoking tasks to prompt personal engagement in the meaning making of the text as well as stimulating classroom discussion and interaction between the instructor and students and students with their peers. This can be achieved through the practice of priming interaction employed by the instructor in contributing to students' reading engagement (Duke et al., 2011; Haynes, 2009; J. Van Manen, 2007). Additionally, it creates an avenue for instructors of reading to scaffold and assist their students' learning process as well as the notion that learning is socially mediated. Therefore, the four theories selected are used as a platform to guide the researcher of the potential usefulness of priming interaction to foster reading in the present study.

2.12 Chapter Summary

This chapter discusses past studies on pedagogical instruction of reading comprehension, with particular emphasis on L2 tertiary level readers, in reading academic texts. The chapter begins by highlighting the definition of reading among scholars of reading, before describing the curriculum in reading in the last 4 decades, as well as emphasizing the importance of reading to tertiary level second language learners and the challenges faced by L2 learners in reading. Subsequently, description of reading engagement is illustrated. As this study focuses on pedagogical instruction of teaching reading, aspects of teaching and approaching reading are discussed, before the explanation on the use of balanced pedagogical approach in a reading class is dealt with. Finally the theoretical framework of this study is described.

The discussion on previous studies has shown that reading is one of the most important skills for second language learners particularly for university students. The literature review has also indicated that students who are proficient readers are able to attain greater advancement and development in other academic settings. This signifies the importance of university students to be effective readers. It is crucial for instructors

of reading to see the development of reading comprehension skill as integral to the educational process. University students who are already capable of operationalizing their cognitive ability need to see the significance or the purpose of learning. This will allow them to capitalize their valuable resources as learners and subsequently take control of their own learning. Prominent scholars have attributed the success of readers to the pedagogical approach employed by the instructor. Nevertheless, minimal study has looked into the pedagogical approach in the classroom context. The pedagogical approach employed needs to consider the development of students' mind and heart proportionately in order for them to progress as engaged readers which can be attained through the practice of priming interaction throughout the teaching and learning process. Therefore, the instructional approach employed by reading instructors may contribute to students' engagement in reading. The following chapter deals with the design of the study.

CHAPTER 3

METHODOLOGY

3.1 Overview

The chapter describes the design and methods that were used in this study. A qualitative method using a case study approach was employed to address the research questions of the study. The purpose of this qualitative study was to explore the potential usefulness of priming interaction in a second language (L2) academic reading class at university level. In addition, I examined the participants' responses to the practice of priming interaction and sought to understand the role played by interaction in contributing to students' engagement in reading. This study emerged out of my own concern regarding reading comprehension skill among L2 university students. As an instructor of reading at a higher institution of learning, wanting to learn how to assist and scaffold the students' learning to become effective readers influence the decision to conduct the study. Thus, a decision to conduct research to gain an in-depth understanding on the phenomenon was made. As posited by Loughran, Hamilton, Laboskey, and Russell (2004), academicians embark on research in their own classrooms to gain new insights into learning and teaching as well as to improve their pedagogical instruction.

In this chapter, the research method employed for the study, a qualitative case study, and the justification for employing it is discussed. The role of the researcher, the description of the setting, and the description of participant selection are also discussed. In addition, a detailed description of data collection methods, preliminary study, instructional procedure, and data analysis procedures, as well as discussions on trustworthiness and ethical issues are explicated. A chapter summary is also provided.

3.2 Research Design

The present study is a qualitative case study on the practice of priming interaction in a reading program for tertiary level L2 students. As pointed out by Almasi, Garas-York, and Shanahan (2006), “Qualitative studies permit naturalistic study of the context of a learning event, they perhaps are better suited for describing the conditions and context under which readers use their prior knowledge or make predictions” (p. 56). The focus of the study is on gaining a better understanding of how the students respond to the practice of priming interaction and the role of priming interaction in contributing to students’ reading engagement.

For this study, the qualitative case study approach was used for a number of reasons. First, the method was adopted to gain insight of L2 reading as well as to illuminate the existing problem faced by L2 readers. In this research a group of university students in a reading class was selected. On this issue, it is necessary to note the difference between case study and other research studies. A case study is different from other research studies whereby the focus of attention is the case, not the whole population of cases (Merriam, 2001; Stake, 2005). Thus, the focus of attention in this study is a class on reading at a university because there is substantial amount of interest in understanding the specific phenomenon of the case. The study was limited to a group of degree students who was taking a reading class as a graduation requirement.

In addition, the study also was bounded by time (14 weeks) and by a single case (a group of students enrolled in the academic reading program). Miles and Huberman (1994) stated that a case study is “a phenomenon of some sort occurring in a bounded context” (p. 25), and in the context of this study, the context was a class on academic reading. Merriam (2001) elaborated that if the phenomenon a researcher is interested in studying is not intrinsically bounded, it is not a case.

Second, the intended purpose of the study was to have an in-depth understanding of the role played by priming interaction in contributing to the engagement of reading among university students in their reading classroom. Patton (1990, 2002) describes qualitative case study as seeking to understand conditions in their natural context and the interactions that take place. In other words, a qualitative case study allows a researcher to see the case “as a thing, a single entity, a unit around which there are boundaries” and where a researcher “can fence in” what he or she is going to study (Merriam, 1998, p. 27).

Third, in this study the researcher was the primary instrument in the collection and analysis of data, hence, the researcher could adjust and be more flexible to the context of the study (Merriam, 2001). This allows maximum opportunities for the researcher to collect meaningful information in a natural setting. For instance, if there is ambiguity during observation, the researcher may be able to probe further and clarify it with the participants during the interview session. Moreover, a qualitative case study allows the researcher to seek understanding from the participants’ perspectives by having as close a contact as possible with the participants of the study in the natural setting (Bromley, 1986).

The study contains relevant specific features of case studies which include: particularistic, descriptive, and heuristic (Merriam, 2001). By particularistic, it means the focus of a case study is on a particular situation, program, or phenomenon (Merriam, 2001). For this study the focus is on a reading program which the researcher is interested in understanding the phenomenon. The researcher’s keen interest to study a group of university students bounded in a reading class at one of the public higher institutions of learning is because there is deep concern and high interest in the university students’ performances in their reading classroom. Moreover, several academic scholars have claimed the current average reading level among university

students is insufficient to meet the demands of postsecondary academic reading (Bosley, 2008; Isarji Sarudin & Ainul Madziah, 2008; Williamson, 2004).

By descriptive, Merriam (2001) refers to the end product of a case study as a rich, *thick* description of the phenomenon under study. A qualitative case study would enable the researcher to gain insights and discover the phenomenon of the study in an introspective manner. As stated by Creswell (2008, 2012) has stated, the case study allows the researcher to undertake an in-depth exploration of the phenomenon of the study from the students' emic perspective in a bounded system. Hence, this would enable the researcher to describe the study in a complete manner using "literal description of the incident being investigated" (Merriam, 1998, p. 29).

In addition, the instructor's presence at the site of study (a reading classroom) allowed the researcher to understand the phenomenon in its natural setting. As previously mentioned, the intended purpose of the study was to examine and gain a deeper understanding of the practice of priming interaction in the natural setting of the reading class. The researcher interprets the phenomenon in terms of the meanings the participants brought to the study which are socially constructed (Merriam, 2001). Meanings both inside and outside of the classroom are socially constructed. In the classroom, the interaction was between the instructor and the students in a small-group task, while outside of the class social construction occurs in the conversation or dialogue between the instructor and the students through the letter writing task. Therefore, as a primary instrument the opportunities to collect meaningful information from the participants' emic perspective were maximized.

Lastly, Merriam (2001) explains heuristic to mean that case studies illuminate the reader's understanding of the phenomenon being studied. In this study, the researcher was more interested in examining the practice of priming interaction in a reading class. Therefore, the researcher's intention was to seek understanding of how the university

students respond toward the practice of priming interaction and of the role of priming interaction in contributing to students' reading engagement. As explained by Merriam (2001), a case study helps with the discovery of new meaning, extend the reader's experience, or confirm what is known. Furthermore, a qualitative case study was chosen because it is prevalent in the field of education. Merriam (2001) posits that most researchers in education have employed the case study method to examine and explore a phenomenon.

Moreover, the choice of qualitative case study also derived from my own interest to examine, discover, and interpret rather than to undertake hypothesis testing (Merriam, 2001; Miles & Huberman, 1994). Since this study was exploratory and interpretive in nature, the qualitative case study allowed me to conduct the study closely with the subject of interest and in a detailed manner. This was achieved by using multiple means of data gathering which included observations, interviews, and document mining to provide a rich description of the events. Thus, the use of variety of methods to collect and gather data enabled me to compare and make comparison to triangulate the data.

Through a case study, I had the opportunity to observe, develop close rapport with the participants, interact with them, and to analyze the data. The context provides a holistic picture of what had actually happened in the reading classroom. As a consequence, I was able to gain a better understanding in interpreting the data.

3.3 The Researcher's Role

Taking into consideration Ponte's (2002) stance on the benefit of teacher educators to conduct research in their own classroom to extend knowledge base of teaching I decided to carry out research to gain insight of reading among L2 tertiary level students. However, Creswell (2012) posited that "all educational researchers need to be aware of and anticipate ethical issues in their research" (p. 22). Bearing this in

mind, I decided to declare my stance as a researcher and as an instructor of the reading class at the onset of the study. In addition, the fact that I am a staff member conducting research in my own organization might also influence the data gathered. Nevertheless, as recommended by Patton (1990, 2002) being open about my status and the purpose of my study would enhance the quality of the data collected as it ensures the validity and reliability of the study as well as reduces the biasness of the researcher.

In this study, the site is a public university where I worked. I was the one who handled the reading class. I taught the course throughout the whole semester or fourteen consecutive weeks. Since this study was conducted in my own class, I was the primary instrument in collecting and analyzing the data. As posited by Coles and Knowles (2004) research and teaching are closely related activities. Thus, when teachers embark in research in their own classroom they intend to improve the effectiveness of their teaching as well as extend their knowledge of the phenomenon at hand (Ponte, 2002). Therefore, being a researcher and an instructor of reading at the same time, I needed to be mindful of the purpose in conducting the research. As an instructor of reading who wished to understand the students' predicament from their emic perspective I needed to be mindful of my pre-understandings so that my perception and understanding of my students will not be affected by being open and honest to the participants prior to the study.

In addition, as the primary instrument in collecting and analyzing the data, I needed to be cognizant of my own ideas so that I would not be biased and bring my own values to bear on the study. Realizing the importance for university students to be effective readers, I resorted to searching for ways to assist my students in their reading. Due to my background knowledge and experience in teaching reading to L2 students, I would bring certain biases to this study. Although I would ensure the objectivity of the study remained unaffected, these biases might shape the way I viewed the data collected

and how I interpreted my experiences. Therefore, I need to be objective of my own purpose in conducting the research by not having any preconceive ideas of what the students might be experiencing while approaching their L2 reading texts. My keen interest to explore and understand reading comprehension among my students had triggered this study. I wanted to understand what role priming interaction plays in contributing to the students' understanding and engagement of reading.

I decided to select the university because it has started to offer an academic reading program for the university students. Based on the new curriculum inclusion, I decided that it would benefit the students and the university by exploring the current reading program offered at the university. In addition, the choice of university was also based on my familiarity with the university and accessibility to and within the university. I took these factors into consideration because it would save time in negotiating access to the university (Creswell, 2008).

As mentioned earlier in this study I had dual roles to play, one being a researcher and another being an instructor of the class; thus, I needed to handle the relationships with the students with utmost care. In addition, I had to be mindful of my rapport with the participants and be aware of any bias I might hold pertaining to my role as an instructor cum researcher. First and foremost in terms of ethical issues, I needed to see my function as an instructor. As an instructor, I had to be clear regarding my role in the class. Being the instructor of the class I would ensure all my students experienced the pedagogical and instructional approach and the strategy employed and not give priority or special attention to the participants of my study. The lessons selected would be taught and covered for every student in the class.

However, being a researcher, I realized I would be collecting and analyzing data from a subset of the students. Thus, prior to the study I needed to clarify and be clear on the selection of tasks given to the students. The pedagogical instruction and the learning

tasks such as the reading strategies taught in class, small-group activity, writing activity were employed to all the students in the class. The only difference is the interview sessions. The 8 students who participated in the study were asked to attend interview sessions.

3.4 Selection of Site

I decided to choose my own organization, an institution of higher learning, which offers a course on academic reading. The university had recently offered a course on academic reading for degree students. It was included in the university curriculum beginning January 2007. There are several factors that made me choose my own organization as the site of the study. As asserted by Spradley (1979, p.47) “As you consider social situation that along the continuum from simple to the complex, select one that lies closer to the simple end of the continuum” in order to gain easy access (Creswell, 2008). The first reason was because of the students’ performance in the course. For five consecutive semesters the students’ average score was only grade B; only a small number of students scored grade A. Thus, I wanted to gain an in-depth understanding of the phenomenon.

Secondly, the focus of the current course is to expose students to read critically but no focus is given on providing students opportunities to engage and interact with the texts meaningfully. In addition, there was no inclusion of reading strategies such as writing, graphic organizer, summarizing and so forth, which is pertinent to engage students in reading (Guthrie, 2004). Hence, I want to explore whether the use of interaction when primed strategically can foster the student’s reading engagement (Duke, et al., 2011). Next, being an educator and being interested in understanding the phenomenon in-depth made me choose my organization, the course offered and the students at the university. As posited by Ponte (2002) to be able to understand the

phenomenon of the problem as well as to improve the effectiveness of the teaching and learning process, educators are encouraged to study their own classroom.

Furthermore, being aware the course is still new and that it was designed to cater for degree students particularly for the Social Sciences students, I decided it was appropriate to have an overview of the course as well as explore the practice of priming interaction in the program. In addition, the choice of the university was also based on my familiarity with the university and accessibility to and within the university. Since I am more accustomed to and understand the context of the reading course, besides being able to gauge the level of English proficiency of the university students at my work organization, I decided to use this particular university. I took these factors into consideration because it would save time in negotiating access to the university. In a qualitative study, it is very important to ensure that entry is accessible (Creswell, 2008) so that the running and process of research could be conducted in a smooth manner within the allotted time given.

Besides, I decided to use only a group of students in a bounded context that is at one university and at one reading class which subsequently enabled me to focus and have more time with the participants of the study. As asserted by Merriam (2001), a case study needs to be intrinsically bounded which permits the researcher to explore the phenomenon in greater depth. In addition, it fulfills the length of the study without jeopardizing the quality of the research. Given that the researcher's intention is not to make claims but rather to develop an in-depth understanding of the phenomenon being studied, the selection of the site must be considered in fulfilling the purpose and criteria of the study.

Moreover, the willingness and the cooperation provided by the administration, and the "gatekeeper" (Creswell, 2008, p. 12) were also the deciding factor in selecting the research site. Prior to the study, I had written an official letter to the university

director and the deputy director of academic affairs seeking permission to undertake the study. I explained the purpose of the study and ensured the identity of the university would not be revealed. In addition, I requested to teach and conduct the study on one of the academic reading courses offered at the university. Besides submitting the official letter to the university administrator, I obtained consent from the language coordinator to use one of the reading classes. I personally briefed in detail what I planned to do with the class and how I would ensure anonymity. I taught the course on reading for three consecutive semesters. The first two semesters I did a preliminary study on the subject matter and only in the third semester did I conduct a full research for the study.

3.5 The Academic Reading Course

The undergraduates of this university are required to take the Academic Reading Course in their fourth semester. There is no prerequisite for the course. It is offered to two faculties in the university that is the Business and Accounting faculties due to the demand made by the deans of the faculties to enable students to read their reading materials analytically and critically. The course carries 2 credit hours and it is taught for 2 hours a week. The general objective of the course is to develop students' ability to read analytically and think critically. It focuses on the relationship between reading and critical thinking and concomitantly provides students with a structured method for interpreting content and organization of written texts.

The assessments in this course focused mainly on students' ability to identify thesis and implied main ideas, identifying purpose and tone, distinguishing between fact and opinion statement, identifying logical reasoning, making inferences and drawing conclusions, and so forth. The students need to take three assessments to fulfil the course requirements. The first two assessments take up 50% of the total marks, another 10% is awarded for class participation, and the last 40% is for the final assessment.

There is no final exam for this course. By the end of the course students should be able to apply reading and critical thinking skills to understand and logically analyze ideas and problems encountered in academic reading. In addition, upon completion of the course students should be able to comprehend, analyze and critically evaluate arguments and opinions. The activities structured for the course are on reading academic materials; there is no integration of writing in the reading class, no explicit teaching of reading strategies as well as no opportunities for students to interact with the text meaningfully. These factors mentioned above have influenced the interest of the researcher in conducting the study. This is a brief background of the programme offered at the university (refer to Appendix R).

3.6 Selection of Participants

The participants were degree students in their third semester taking a reading course in the university. The students were required to take the course as part of the university requirement. Based on the timetables given to the researcher, the total number of reading classes offered for that semester was only three classes. The instructors who taught the course were not given the privilege to choose. In other words, the instructors in the English department are required to teach any component of English classes as determined by the department.

The participants have taken their *Sijil Pelajaran Malaysia* (SPM, the Malaysia Certificate of Examination which is equivalent to the Cambridge “O” level exam). A grade 1 on the SPM is the highest grade (that is a distinction), and a grade 9 is the lowest grade (which is a fail). English language is one of the compulsory subjects for students to take in their SPM. Additionally, a majority of the students in the class took the Malaysian University English Test (MUET). MUET is a competency test set and administered by the Malaysian Examination Council. All Malaysian university students

have to take the test. It consists of four papers testing on the four skills which are reading, writing, speaking, and listening.

Students' performances on the four papers are categorized under different bands with the lowest band being Band 1 and the highest being Band 6. Based on the record obtained from the University Registrar, the majority of the students fall into the category of Band 1 to 3 in their MUET results. Band 1 to Band 3 is the last category out of the six bands. The students under this category are considered as very limited users. A student under Band 6, the highest category, is regarded as a proficient user.

For this study, I decided to divide the students into groups according to their SPM English result and their MUET. Altogether, there were five groups; I intended to purposefully select students from each of the groups. I selected the participants based on the three different groupings of SPM English result: higher ability, average ability, and lowest ability (refer to Table 1). The purpose of having mixed ability participants is to ensure that the conclusions obtained are able to sufficiently represent the entire range of variation in that particular group of students (Maxwell, 2005). Thus, having a range of participants with mixed ability allowed me to understand the learning experience of this group of students as well as gaining the emic perspective from this different language ability group of students. At the beginning of the class I had assigned the students to their own small group. They were required to work and solve the tasks given to them in this respective group throughout the semester. As mentioned earlier the selection of grouping was based from their SPM English and MUET result. For instance students of the same or equivalent SPM English result were grouped together that is students with a grade of B3 were put together as one group, while students with a result of B4 in another group. Altogether there were five distinctive groups.

There was one group of students with SPM English results of A2 and B3. For this group there were a total of 6 students, with 2 male students (See Table 1). Three

students who obtained a distinction of A2 in their SPM English and 3 other students had a B3 in their English made up the group. Although, the students have a different score in their SPM English result I had decided to put them in the same group as their MUET result fell under the same category that is a Band 3. In addition, there were two groups of students who scored a B4 for their SPM English. There were 2 male students and three female students for both these groups. While for the last two groups the students obtained a credit of C5 and C6 in their SPM English; the group with C5 in their SPM English constitutes 2 male and 3 female students and the last group having SPM English result of C6 consisted of 1 female and 3 male students (refer to Table 1).

Prior to the study, I had obtained the participants' permission and informed them of the purpose for the study. Lawrence-Lightfoot and Davis (1997), and Maxwell (2005) suggest that it is important for the researcher not to consider her participants as a device to gain access to data. Working collaboratively with the research participants to generate knowledge useful to both participants as well as researcher will contribute to personal and social transformation (Tolman & Brydon-Miller, 2001). Lawrence-Lightfoot and Davis (1997) stated that this type of relationship reflect a "more responsible ethical stance and are likely to yield deeper data and better social science" (pp. 137-138).

Hence, before the study I briefed the class on the purpose of my study and invited participation by explaining to them what they could gain from the research, how it would benefit them as students, and its benefit to other future students who would be taking the course. According to Creswell (2008) to obtain good data the participants need to voluntarily take part in the study. He further noted that the participants must willingly provide information, and have the ability to express their understanding of the task for the researcher to gain rich insights.

After the explanation, volunteers from each of the five groups were requested. The explanation and justification on selecting only 5 students was to probe a better understanding from the emic perspective of the students. According to Patton (1990), there is no specific number of participants in a qualitative study. The selection of 5 students to volunteer for the study was based on the number of groups in the class. I needed only 1 student from each group; 1 from the higher ability group (having A2 in their SPM English or a Band 3 of their MUET result), 2 from the average ability group (having B3 or B4 in their SPM English), and 1 student from the lowest ability group (having C5), and 1 more student from the lowest ability group (having C6 in their SPM English) which come to the totaled 5 students.

Table 1 *Participants' Groupings Based on Their SPM English and MUET Results*

| Group 1 (SPM English A2, MUET Band 3) | Group 2 (SPM English B3, MUET Band 3) | Group 3 (SPM English B4, MUET Band 2) | Group 4 (SPM English C5, MUET Band 1) | Group 5 (SPM English C6, MUET Band 1) |
|---|--|--|--|--|
| 6 students | 5 students | 5 students | 4 students | 5 students |
| 2 of the students voluntarily participated: Ruby, Nurin | 2 of the students voluntarily participated: Sherin, Khiriah | 2 of the students voluntarily participated: Azhan, Ziela | 1 of the students voluntarily participated: Syed | 1 of the students voluntarily participated: Amelia |

Nonetheless, there were 3 other students, Ruby, Khiriah, and Ziela (pseudonyms), who also had wanted to take part in the study which gave the total of 8 students. Table 1 shows SPM English and MUET results and participant groupings. Pseudonyms were used to mask the identity of the 8 participants.

Eight students volunteered to take part (as shown in Table 2). Next to the participant's name there is a bracket which placed the first letter of the pseudonyms of the participants for reporting and audit trail purposes. The information in the table also

includes data from the pre-teaching questionnaire such as the participants' attitude toward learning English and reading. The findings allowed the researcher to understand the students' background, and attitude toward learning and reading. The 8 participants who volunteered to take part in the study are aged between 20 to 24 years. Six of the participants are female; the other 2 are male. The number of students in the class was 25 students; the ratio of male and female students is 1:1. The ratio of female and male students in the university is around 2:1.

Out of the 6 participants, 4 participants; Sherin, Khiriah, Azhan, and Ziela, obtained an average score in their SPM English (grade B3, B4) and the other 2, Syed and Amelia, scored below average grade (C5, C6) as compared to 2 of their friends, Ruby and Nurin, who obtained a distinction or above average (A2) in their SPM English. From the 8 participants, only Ruby and Nurin expressed a positive attitude toward learning English. While for preference in reading only Amelia and Ruby showed keen interest in reading.

For the selection of sample size, I decided to adopt Patton's (1990) approach that there are no rules in determining sample size in qualitative inquiry. As noted by Patton (1990), "The validity, meaningfulness, and insights generated from qualitative inquiry have more to do with the information-richness of the cases selected and the observational/analytical capabilities of the researcher than with sample size" (p. 185).

In addition, the purposeful sampling strategy was used as "it can lead to information that allows individuals to 'learn' about the phenomenon or to an understanding that provides voice to individuals who may not be heard otherwise" (Creswell, 2008, p. 213). The sample of the study was small, only 8 participants, with six females and six male participants because in a qualitative study the researcher needs to consider the multiple phases of perspectives (Creswell, 2008). The smaller sample enabled the researcher to gain a better perspective of how the students respond to the

practice of priming interaction as well as able to understand the data in manageable form.

Table 2 *Participants' Background and Learning Attitude*

| Participant | Gender | Age | SPM English (equivalent to O level) | Attitude toward English classes | Attitude toward reading |
|-----------------|--------|-----|--|--|---|
| Ruby [R] | female | 20 | A2 | Loves English | Likes to read |
| Sherin [Sh] | female | 20 | C3 | Difficult to learn | Dislikes |
| Azhan [Az] | male | 24 | C4 | Dislikes learning | Dislikes, only read sports |
| Amelia [Am] | female | 20 | C6 | Difficulty to learn | Likes to read although faced difficulty |
| Nurin [N] | female | 20 | A2 | Likes learning English | Prefers writing to reading |
| Khariah [Kh] | female | 20 | C4 | Boring and Difficult | Difficult |
| Ziela [Z] | female | 20 | C4 | Dislikes | Detests reading |
| Syed [Sy] | male | 20 | C5 | Dislikes learning | Dislikes, only reads sports |

Moreover, in doing qualitative research, the purpose is to be able to obtain data that will give a holistic and meaningful view of the phenomenon and it is not for the purpose of making claims or generalizing of the study (Creswell, 2008). Therefore, the small number of participants enabled me to work with the participants closely and gain better understanding of the phenomenon being studied. Realizing it was impossible for a researcher to be able to interview and analyze the documents from all of the students in the class due to the amount of rigorous data collection, I decided to limit the number of participants for better quality data collection and analysis through the criteria selection

mentioned previously as well as participants' initial motivation to read. This enabled me to probe and gain rich insights into how the participants respond to the practice of priming interaction and explore their understandings of the texts as well as on the employment of reading strategies taught in the reading class.

3.7 Data Collection Methods

For this study, a number of techniques were employed to collect data in order to give a holistic picture on the practice of priming interaction in a reading class. The triangulation of sources obtained from the techniques was employed in an effort to reduce bias in the data which would enhance the internal validity (Maxwell, 2005). As posited by Patton (1990, 2002) the triangulation of sources enables the researcher to evaluate and cross-check the consistency of information from the data gathered. In addition, "by using a combination of observations, interviewing, and document analysis, the fieldworker is able to use different data sources to validate and cross-check findings" (Patton, 1990, p. 185). Thus, the techniques employed for this study were: observation, semi-structured interview, and document mining (Bogdan & Biklen, 1998; Creswell, 2008; Maxwell, 2005; Merriam, 2001).

3.7.1 Classroom observations. According to Merriam (2001) there are two benefits of employing observation as a research tool in gaining data. First, observation usually takes place in its natural setting and second, observational data represent a firsthand encounter with the phenomenon of interest (Merriam, 2001). Since I was interested in how the university students respond to the practice of priming interaction and how they engage in their academic text through the interaction, this method allowed me to study participants in their natural setting and events as they occurred in the reading classroom. This is consistent with Loughran et al. (2004) and Ponte's (2002) approach on the advantage of educators to do research in their own classroom. In

addition, as stipulated by Maxwell (2005), observation “provides a direct and powerful way of learning about people’s behavior and the context in which it occurs” (p. 94). Furthermore, this method provided the opportunity for me to study events as they occurred, rather than relying on the participants’ memory of events that occurred in the past.

In conducting observation for this study, I took up the role as a participant observer. A designed protocol for class observation was also prepared as a guide for the researcher and other observers during the observation (see Appendix A1). The four elements under the pedagogy of thoughtfulness (see page 108) as well as the attributes for reading engagement were also included (see Appendix A, A1 and O). Here the observer participated as an instructor teaching the course with the group under study and learned its culture. In addition, the technique used allowed me to get firsthand information from the students as well as gaining in-depth understanding of their learning experiences. Tolman and Brydon-Miller (2001) stipulated “interpretive and participatory action methods” (p. 5) in gaining access particularly in qualitative research, enable the researcher to work collaboratively with research participants. They further explained the collaboration will contribute to knowledge that can benefit both the researcher and the participants.

I supported my field notes with video-taping and this was done with the consent of the participants. The video-taping were transcribed and analyzed using Nvivo 8. Patton (1990, 2002) recommends full and complete disclosure whenever one is doing observation by informing participants so that the cooperation of those involved could enhance the quality of the data gathered. Besides being the researcher, I was also the instructor of the reading course. Due to the two roles I had to play, I videotaped the whole lesson throughout the semester. In addition to video-taping the lesson, I put on an audio-tape to record the students while they were completing the task in the assigned

group. Once completed I transcribed both the audio-tape and video-tape of the sessions (see Appendix A) and analyzed them using Nvivo.

Since the main aim of the study was not to evaluate but rather to explore the practice of priming interaction in a reading class, I observed the use of videotape and audio-tape as well as informing the participants of the purpose of taping to help me gather data. There were a total of eight observations of 2-hour lessons. The other 3 weeks were allotted for administration of tests. During the observations, I noted my students' reaction toward learning and how they responded to the practice of priming interaction in the class. For two out of the eight lessons I requested two people from the department to observe my teaching. The two lecturers have more than twenty years of teaching experiences and have a Masters qualification. I sought the two people after briefing them I needed to have somebody observe the class other than the researcher herself as to alleviate bias. The two people gave their consent and I then provided a few dates for the observers to choose and come to the class. Once they agreed, I gave observation protocols to each observer (refer to Appendix A1). Upon completion, the two observers wrote their observation notes and submitted them to me (Appendix A: Observation Week 4).

3.7.2 Semi-structured interview. Besides observations, interviewing was another technique used in data collection. After I had identified the 8 participants for the study (refer to Section 3.6) and they gave consent to participate in the study the interview sessions were conducted. However, I decided not to interview the participants myself; I decided to ask assistance from a colleague who is pursuing a doctorate degree. This person has more than 10 years of working experiences at the university. She is a language instructor working in the same department. I did so because I did not want my preconceptions and existing knowledge to possibly intervene and influence me while interviewing the participants. As noted by Creswell (2009), the researcher's presence

during the interview may create bias in the participants' response to the questions posed, which according to Onwuegbuzie and Leech (2005) is a common threat to credibility in research.

Moreover, I believed that by asking another person more familiar to the participants to interview them, they would be more open and honest in answering the study questions. I sought assistance from a friend, a staff of the organization who was currently on study leave. In addition, the friend had also taught the students of that faculty previously. Hence, this would allow the participants to speak freely and honestly with the interviewer.

Prior to the interview session, I prepared interview protocols and discussed the set of questions with experts in the field, who have more than 20 years of teaching at university level. A few adjustments were made pertaining to the interview questions such as the language used must not be too formal, and the way the questions were put forward should not be too direct in order to allow the participants to express their truest thoughts and feelings. I then rephrased the language for the interview and added more questions to elicit information like the use of probing. For instance, the original question on learning experience *What is your learning experience in the class?* was rephrased as *Give me a word to describe your learning experience in the class.* I had met up and discussed with the interviewer several times to brief the interviewer regarding the purpose of the study and the research questions. I had prepared protocols for the interview and had a few sessions with the interviewer in conducting the interview to determine if the questions worked as intended and made the necessary amendments. The interview sessions with the participants continued until saturation was reached, where there was no longer any new information obtained from the interviews.

The interview session with the participants were staggered throughout the week. The class session began at 4 p.m. and ended at 6 p.m. every Tuesday. Thus, I decided to

delay the interview for the following day. I had to juggle the time in order to fit the participants' and the interviewer's time. Most of the interviews were conducted on the day when students could meet up. After negotiating on the suitability of time the 8 participants were interviewed on the day fixed by me and the interview session took 2 to 3 days to cover for the 8 participants. There were a total of 32 interviews; each participant was interviewed four times. Each interview lasted from 45 minutes to 1.5 hours and it took place in a room suitable for the interview session. I sought permission from the language coordinator to use the room for interviews. The coordinator granted the request and he informed the technician to unlock the door at the time requested. It is a small room but cozy. The room was set up with a table and two chairs for the interviewer and the participant and equipped with video camera and audio recorder.

The interviewer had sought the participant's permission to use the video camera and audio recorder during the interview session in the informed consent letter and during the introductory session of the interview. Before the start of the interview session, I had instructed the interviewer to give the participants informed consent letter. The interviewer distributed the informed consent letter to each participant for each interview session. She briefed the participants regarding the purpose of the study; their rights to withdraw from the study without at any time, their guaranteed anonymity and once the terms were agreed upon the participants were requested to give their written consent by signing the informed consent form (see Appendix B).

The interviews conducted were largely semi-structured (Merriam, 2001). In order to encourage participants to speak freely and to be more comfortable during the interview, I decided to allow participants to use both Malay and English language. Only 1 of the participants, Ruby, had used English throughout all the interview sessions. Upon completion of the interview sessions the interviews were later transcribed (see Appendix C). In addition, for reporting purposes I decided to translate the original

version of the interview transcription to English. I translated the transcript without making any attempt to change the meaning of the content. To ensure credibility of the translated version the transcripts were submitted to an expert in the area. The translated versions of the transcription were later given to a translator who has a Degree and Masters in Translation and has more than 10 years of experiences in translating. She later checked and edited the translated version of the transcripts (See Appendix D).

The first interview focused on the participants' life history. The questions posed aimed at understanding their early experiences as students in English class up until the time they become university students in the reading class. The interview was designed to collect data on participants' early conceptions of reading and writing, including their beliefs and knowledge about the purposes of engaging in academic reading (see Appendix E). The interview enabled me to gather opinions, perspectives and experiences directly from the participants' point of view. As noted by Seidman (1998), interview allows "in making understanding of the experience of other people and the meaning they make of that experience" (p. 3). The second interview dealt with the participants' sharing of the details of their experiences during the learning process which enabled me to gain better understanding of their existing learning experience. The purpose of this interview was to concentrate on the details of the participants' present experience in the area of the study.

In the third interview, participants were given an article and they were asked to read and explain the steps they took as they approached the reading text as well as the reading strategies they employed. This allowed me to probe further on how they understood a reading text and how they employed the strategies taught to them such as vocabulary (specifically contextual clues and structural analysis), determining the main idea and supporting details, metacognitive strategies (ask question, clarity), graphic organizer, and summarizing. Finally, during the last interview the participants were

asked to reflect on the meaning of their experiences. They were requested to relate how they made sense of their experiences. The information gained from the fourth interview allowed me to look from the emic perspective of the participants on how they engaged with the reading text.

Furthermore, the interviews conducted provided opportunity to probe the participants further for explanations of situations that occurred during observations as well as from the data obtained through the documents namely the students' letters. In addition, the interviewing technique was used because it is the quickest way in obtaining an abundance of information in a shorter period of time (Merriam, 2001). This allowed me to probe further on the practice of priming interaction from the eight participants' emic perspective. Once the interviews were transcribed and translated I shared the transcripts and the report with the participants (see Appendix U) to reassure them that I had not distorted the spirit of what they said (Seidman, 1998). Lincoln and Guba (1985) refer to these exchanges or sharing as member checking, and they claim it contributes to the trustworthiness and credibility of the report.

When there was no new information to be added to the existing themes I then decided to cease the interview sessions. This term is referred to as data saturation (Creswell, 2008, 2012). I thanked the participants for their willingness to participate voluntarily for the study and as a token of appreciation, mentioned in the informed consent, the participants were given a gift for their co-operation.

3.7.3 Documents. Another data collection technique used was document mining. There were six document sources used for the study that is from the instructor's lesson plan and reflective notes, in-class letters (ICL) and out-of-class (OCL) letters, pre-teaching questionnaire, *Tell me about yourself*, and post-teaching questionnaire, *Tell me about this course*. Merriam (2001) described how "the review of documents is an un-obstructive method, one rich in portraying the values and beliefs of participants

in the setting” (p. 85) as it can be conducted without disturbing the setting in any way. Through this method I was able to gain rich insights into the participants’ values and beliefs.

Furthermore, the documents gathered could be used to verify and triangulate information gained from the observations and interviews. To gain rich and authentic data I had encouraged the participants to express their thoughts using the language they were most comfortable with throughout the interview sessions. I allowed the participants to use both Malay and English language. The received documents which were in Malay later were translated so that the raw data could be easily understood prior to putting and writing them in the report. The translated version of the documents was given to an expert in the field of translation. The same translator who translated the interview transcripts to English was selected. She checked and edited the translated version against the original data.

Upon completion, I showed the participants the translated documents and requested clarification on any wrong interpretation of the translated version. The same procedure was applied for documents such as pre-teaching (PreT) and post-teaching (PostQ) questionnaire. For the other documents such as in-class letter (ICL) and out-of-class letter (OCL) the students were allowed to use Malay but all of them opted to use English. There was minimal instance on using Malay for these two documents. For comprehensible purposes the sentence structure and grammatical mistakes for the two documents obtained were corrected when presented in the thesis. I again brought the documents to the participants requesting for clarification.

Lesson plan and instructor’s reflective notes. For this study, the lesson plan and the instructor’s reflective notes throughout the whole semester were used to triangulate with other data collection such as observation, interviews, in-class letter (ICL) and out-

of-class letter (OCL). The details of the lesson plan allowed me to have an overview of the lessons and to identify data pertaining to the practice of priming interaction. The lesson plan covers the activities, selection of materials, and purpose of the lesson for that day as well as the elements of pedagogical approach such as approaching the learners in a tactful manner (see Appendix F) and the instructor's reflective notes constituting the instructor's reflective thinking throughout the teaching and learning process (see Appendix G). There were 14 weeks of lessons inclusive of the 3 weeks covered for test administration purpose. All of the lesson plans were collected and analyzed (a total of 11 lesson plans).

In-class letter (ICL). Besides the lesson plan, the in-class letters (ICL) were also collected. The purpose of this ICL was to gauge the students' conceptions of the lesson learnt on that day. The instructor intended to gain a better understanding of how students responded to the lesson and activity done in the class. During the third week of the lesson the instructor explained to the students they needed to write a letter to a friend explaining what they had learned on that day, their likes and dislikes of the activities and lesson for the day as well as suggestions for improvement. The students were paired with another student by the instructor. They were required to write to their partner and the partner would do the same. Once they received the letter they were asked to respond. Both the letters would be collected by the instructor before they leave the class. The students had to do this weekly and most of the students wrote in English with minimal usage of Malay language (see Appendix H). There students wrote a total of eight letters individually. For reporting purposes the language used by the students in the letters were corrected grammatically without any amendments to the content.

Out-of-class letter (OCL). The out-of-class letter (OCL) is another form of document used to analyze data pertaining to the study. Using the OCL enabled me to gain an in-depth understanding of how the students approached their reading materials

and used the reading strategies taught in the class (see Appendix I). In addition, by integrating writing and reading the students, proficient and non-proficient students, were able to reinforce their understanding better because they were able to make sense of what they read as the acts of reading and writing are essentially similar processes of meaning construction and both are acts of composing (Grabe, 2010; Tierney & Pearson, 1983). This act of writing according to Zamel (1992) gives rise to the generation and reconceptualization of ideas and as posited by Tierney and Shanahan (1996) and Olson (2007), writing is a powerful vehicle to extend understanding of reading because writing is not separated from the reading task. Additionally, the medium is used for students to dialogue with the instructor personally.

For the OCL the instructor gave an article for them to read outside of class; the students wrote a letter to the instructor upon completion of their reading task informing what they understood from the article. They were also required to organize and synthesize ideas found in the text. Besides that, the participants needed to write down their thoughts about the article, the author's stance, the employment of reading strategies as well as indicating any problems they faced with their reading and also stating whether they did manage or were unable to overcome the difficulty of interpreting the text.

Upon completion the students then submitted the letter to the instructor via e-mail which would be read and responded by the instructor and later e-mailed the letter to each student (see Appendix I). The students did this throughout the whole semester. For this letter the students too conveyed their thoughts in English with very little usage of Malay language although the instructor granted the students permission to use both languages - Malay and English. By the end of the semester, per student had a total of 9 letters submitted to the instructor. The researcher's interpretation of the letters was shown to the participants for clarification purposes.

Pre-teaching questionnaire: “Tell me about yourself.” A pre-teaching questionnaire which elicited information on students’ background and their attitudes toward reading and learning English was also administered to explore the students’ perceptions toward learning prior to the class (see Appendix J). This questionnaire enabled me to understand and explore the teaching and learning process of reading from the students’ emic perspectives. Understanding how the students perceive reading and English language allowed me to approach them in a tactful and understanding manner that is by responding tactfully, not coercing or forcing them, giving them space to grasp the lessons taught as well as listening to their voices. In addition, I wanted to understand from the students’ emic perspective through the letters both in and out-of class during their discussion in the small group activity as I scaffolded and provided assistance to them to develop as effective readers.

Post-teaching questionnaire: “Tell me about this class.” The post-teaching questionnaire was another instrument used for the document sources (Appendix K). I had used them to gain in-depth understanding of students’ conceptions of learning for the academic reading class. In addition, it is partly because I wanted to explore further on certain issues I was unable to follow up during the interview because I did not conduct the interview myself. The questions for the post-teaching questionnaire included questions on how they responded to the teaching of reading in the class, description of the course, conception of reading, conception of the role of writing, the letter writing experience, their likes and dislikes about the course, and suggestions for improvement. The items on conception of reading, conception of the role of writing, the letter writing experience as well as on being active reader comprise the construct of reading engagement (refer to Appendix K). To gain an in-depth understanding and wanting the participants to express their thoughts freely, I once again allowed the students to use both Malay and English when expressing their opinions. The translated

version was edited and corrected by the assigned translator and later shown to the participants for clarification on their intended meaning.

3.8 Preliminary Pilot Study

Before conducting the study, I had requested permission to teach the course on reading thrice at the university. The first semester, teaching the subject matter, I wanted to familiarize myself with the course. I went through the syllabus, the course outline and then set changes in determining what to include and what not to include in teaching the course. I wanted to ensure I understood what I was doing particularly in deciding which approach to use and what strategies on reading to include. I discovered that writing was not included in the reading curriculum. Besides that, some of the reading strategies such as graphic organizer, summary, and metacognitive strategies which were pertinent for students in understanding their reading materials and in preparing them to become effective readers were not included. Thus, I decided to include them in the following semester.

In the second semester teaching the course, my focus shifted to the students. I decided to include the practice of priming interaction in the reading classroom. According to Duke et al. (2011) and Levin and Calgano (2008), students learn best when the instructor provides opportunities for students to experience concrete interactions to foster learning. Additionally, I made some improvements to the syllabus by considering the inclusion of writing and the reading strategies in my lesson plan based on what I had gathered in the first pilot study. In addition to developing the mind of the students as effective readers, I decided to include the human science aspect which focuses on the heart/affective factor of the students as engaged readers. Thus, I decided to employ M. Van Manen's (1991a) pedagogy of thoughtfulness as the pedagogical approach for the reading class. The selection of the pedagogy is to foster better

interaction between the instructor and the students in the class as well as to allow the students to develop cognitively and emotionally as readers (J. Van Manen, 2007).

The key element of the pedagogy is to approach the students in a caring and thoughtful manner that is by approaching them through human science pedagogy. The construct of understanding and having a positive relationship between instructor and students of the pedagogy put emphasis on the role of the instructor to teach the students in a trusting and caring manner. The elements under the pedagogy promote meaningful interaction and relationship between instructor and students throughout the teaching and learning process (M. Van Manen, 1991a, 2008). Duke et al. (2011) assert interactions will likely increase students' motivation and success of learning. Thus, for English language learners to be proficient in the subject matter they need many opportunities to interact (Mohr & Mohr, 2007). To probe further into the teaching and learning process and to understand how the students make sense of their learning as well as provide space for students to interact I decided to employ a letter writing task (Out-of-Class Letter). I did this with 20 students in the class who were also required to write letters to their writing partner as assigned by the instructor as well as to their instructor. They had to this in alternate weeks—that is 1 week writing to their friend another week to the instructor.

The rest of the students in the class I had asked them to write to their friends. They only write to me twice throughout the semester compared to their other counterparts who had to write to me four times. In this pilot study, I requested the students to write their understanding of a written text in a form of a letter. I requested them to do this as homework. They wrote and submitted the letter personally to me the following week. The students did the process for alternate weeks in a month. By the end of the semester, I only managed to collect four letters. There were 38 students. The students wrote to me manually and would only submit the letter the following week. I

had to wait for a week to receive their letters. She managed to interview 10 students in the class. A majority of the students claimed they like the activity on writing. However, the findings from the study were insufficient to substantiate any insights from the study.

I learned several valuable things from this preliminary study. First, I needed to revise my interview guide, adding questions about issues I had not realized were important such as early conceptions of reading and writing before the study, and how the students make meaning of the learning experience pertaining to engaged reader. Second, I was aware my position as a researcher and an instructor of the class may hinder the students from being honest in their answers particularly during the interview and I wanted to have a one-to-one interview with the participant rather than a focus group interview. In addition, I wanted the students to feel comfortable expressing their thoughts and feelings during the interview. Thus, I decided to have another person to interview the participants. Third, I realized that I was unable to have an in-depth understanding of how students respond to the practice of priming interaction in the class. Therefore, in the following semester when I conducted the study I had included the in-class letter (ICL) as one of the activities that students need to do apart from the out-of-class letter (OCL).

Finally, to gain a deeper understanding of my students' learning experience of becoming effective readers I decided to request all the students to write the OCL to me rather than alternatively to their friend in the class and submit them early via e-mail. Hence, the following semester of the study I decided to change my instruction; I asked all the students in the class to send the letter through my e-mail by setting a fixed date for them to hand in their letters. In addition, I planned to give the reading materials weekly which would allow students more opportunities to read materials in English and employ the reading strategies taught to them.

3.9 Instructional Procedure

Data were collected in Semester 2, 2010/2011, from January 2011 to April 2011. The instructional procedure for this study was over a period of 3.5 months or equivalent to 14 weeks of teaching in a semester (refer to Appendix O). The weekly lessons in the appendix only covers lessons from week 1 to week 4. Each class lasted 2 hours.

3.9.1 Pedagogical approach: Pedagogy of thoughtfulness. In designing the lessons for the reading class I had adapted M. Van Manen's (1991a) framework on pedagogy of thoughtfulness. Under this construct, the human science pedagogy is considered which also aligns with the four theories selected for the study- socio-cultural theory, transformative learning theory, compensatory theory, and reading engagement theory. "Thoughtfulness, tactfulness, is a peculiar quality that has as much to do with what we are as with what we do. It concerns issues from the heart as well as from the head" (M. Van Manen, 2002, p. 9) of the students. This is the first reason for selecting the pedagogy for this study. In addition, the pedagogy of thoughtfulness classroom is learner centered.

The second reason in selecting the pedagogy is the role of the teacher/instructor in approaching the students. Teachers or instructors use mentoring as a strategy when approaching the teaching and learning process. By creating a supportive culture, mentoring can provide the environment for learning to occur. Through this experience mentoring becomes a pedagogical relation whereby individuals or the students reconstruct understanding of their identities as learners themselves. Hence, teachers or instructors need to constantly reflect on the information gained from the students against their own understanding and experience.

Mentoring, as a two-way process, is also viewed as a learning tool for both the instructor as well as the students. Instructors and teachers need to understand the experiences of the students in order to foster a better understanding and ways to assist

them (M. Van Manen, 1991a). In other words, it is necessary for instructors to approach learners with pedagogical intentions. It is only when an instructor has a grasp of a student's understanding will the instructor know how to get across the new concepts to the student (M. Van Manen, 2002).

The third reason for selecting the pedagogy is it promotes interaction throughout the teaching and learning process. The elements under the pedagogy of thoughtfulness promote the practice of interaction. In other words, the focus of learning is providing students the opportunities to experience learning in concrete interactions. Through the process the students are provided space to interact with text, their peers as well as the instructor. As Guthrie and Wigfield (2000), J. Van Manen (2007), and Olson (2007) opined, pedagogical approach which focus on learners supports the view that reading is an active process and that when a reader reads he is actively participating in a complex negotiation of meaning. As students take part in discussions to complete the tasks, the negotiation of meaning of the text becomes possible. Thus, this enhances students' ability to derive meaning of the reading material and subsequently improve their reading skills (J. Van Manen, 2007). M. Van Manen (2003, 2006) described the terminology as knowledge that arises from the heart and the mind.

The fourth reason for selecting the theory is that the elements under the pedagogy of thoughtfulness are aligned with the concepts of the four theories selected. The key concept of the four theories is that learning is not an isolated process, which is also the basis of the pedagogy of thoughtfulness. The elements under the pedagogy of thoughtfulness too place social interaction as an important variable in learning. The four elements under the pedagogy of thoughtfulness place interaction as the main variable that influences the process of learning. Besides, the key role of the instructor to ensure learning does take place by providing the necessary assistance; encouragement as well

as opportunities to interact are the impetus in choosing the pedagogy of thoughtfulness as the pedagogical approach for the study.

In addition, the pedagogy is conditioned by love, care, hope and responsibility for the student (M. Van Manen, 1991a). The pedagogy focuses on catering to the students' needs. Hence, in order to make learning a successful process through the pedagogy both the instructor and students need to play their part. Based on M. Van Manen's framework the pedagogy of thoughtfulness is divided into several elements, which are understanding, reflection, relationship, situation, action, and tact. For this study, only four elements of the pedagogy were selected—understanding, reflection, relationship, and the last one is space. The four components were considered in relation to the role played by the instructor. The instructor need to scaffold, facilitate, and promote interaction with students. Additionally, the selection of the pedagogy was based on previous studies that had employed the pedagogical approach such as Di Camillo, (2006), Haynes (2009) and J. Van Manen (2007). A framework representing the pedagogical approach is provided in Figure 3.

According to the framework of pedagogy of thoughtfulness, the role of the instructor is vital in ensuring learning does take place. The four elements of the pedagogy of thoughtfulness—understanding, reflection, space, and relationship—provide a medium and a tool for the instructor to monitor learning development as well as to ensure the practice of priming interaction is fostered. The inclusion of the key elements under the pedagogy of thoughtfulness is shown in Appendix O. The four elements were included throughout the teaching and learning process as the instructor prepared, taught, and reflected on how to scaffold the students' learning. As shown in Appendix O, the instructor needed to be pedagogically sensitive to students' previous background and current knowledge of reading. From the information obtained the instructor was able to pedagogically understand how to approach the students. This is

because the students come from different learning background and with different English proficiency level. When the instructor understood the challenges and constraints faced by the students, she reflected and determined ways to assist them cognitively and emotionally. For instance, through the pre-teaching questionnaire she discovered that the students did not what are reading strategies. Thus, a selection of reading strategies was included in the teaching and learning process (refer to page 127). Then she provided space and opportunities for students to apply what they have learned as well as opportunities for students to interact with the text meaningfully. Subsequently, the space provided permitted the students to build positive relationship with the instructor and in turn a positive learning environment was established.

The central key of pedagogy is approaching learners in an understandable and tactful manner (M. Van Manen, 2003). In other words, the instructor who employs the pedagogy will approach students by considering the students' voices are heard and take great care in providing response and feedback to them. This supports Mezirow's (1997) transformative learning theory. When students feel comfortable in the class, optimal learning is heightened. By creating classroom atmosphere with a low level of anxiety teachers help students to remain focused, and the students are more likely to take risks to participate in class (Ashmore & Project M.E.D.I.A, 1984; van Worde, 2003).

Taking into consideration the background and experiences of the students will enable teachers to learn their own instructional approach as well as come to grip of their understanding as educators themselves. The powerful aspect implied in this construct is the human science pedagogy which takes into account how the students connect the meaning from past experiences and current experiences to enable them to develop and grow. The information obtained permit instructors to be pedagogically sensitive to the students' needs and understand the challenges that they face during the learning process. Subsequently, instructors may use the information to be pedagogically

understanding and reflective during the process of teaching and learning so that they can foster or enhance the students' critical thinking skills and enable students to take charge of their own learning. Education can be the catalyst for empowering students to become critical (Giroux & McLaren, 1996). Therefore, transformation according to Giroux and McLaren (1996) begins in the classroom and then moves outward as students live beyond the classroom.

By employing the pedagogy of thoughtfulness as an instructional approach to teach reading, it permits the students to progress as effective readers (J. Van Manen, 2007). In addition, through the pedagogical approach the instructors would select their teaching approach tactfully to cater for the students' needs. The pedagogy is seen as an umbrella overseeing the cognitive and human science aspect in the reading classroom. The humanistic aspect concerns the elements such as approaching the students in a tactful manner by providing spaces for them to interact and creating avenues for dialogue between the instructor and the students, being sensitive to the students' uncertainties in learning by listening to their stories and providing space for them to apply the learning, and constantly reflecting on how to construct the pedagogical instruction as well as how to respond to students appropriately. This is referred to as approaching the heart or the emotion of the students (Mezirow, 1997).

Approaching the heart or simply the emotion of the students concerns with the emotional development of students as readers; according to J. Van Manen (2007), students need to strengthen their identity as readers before progressing as engaged readers. One important key aspect of approaching the heart of the students or another term as 'heartware' (Noordin, 2009) is not viewing them as only subject or student in the class. The instructor needs to perceive the student as an individual with strengths and weaknesses. Thus, the role of the instructor is to facilitate and assist them so that the students are able to take charge of their learning (M. Van Manen, 1991a). This can

be achieved when the instructor shows concern or be pedagogically sensitive and approach the students in a tactful manner and not belittling them. In determining and ensuring the elements of the heart were incorporated in the lessons, the instructor had referred to the work of scholars such as Mezirow (1997) and M. Van Manen (1991a) as well as discussed with 3 experts in the field of education at the local university who have more than 20 years of experience at the university.

The cognitive aspect or another term as the mind concerns with exposing and explicitly teaching the students to approach their reading in a strategic manner. This aligns with Mezirow's (1997) theory as well as Guthrie's (2004) reading engagement theory. This is accomplished by selecting several reading skills pertinent for university students to acquire in developing their reading comprehension skills as well as integrating writing and reading throughout the learning process. One of the skills is to encourage students to use their existing frames of references as reader in their L1 to compensate any deficiencies they faced while approaching L2 reading texts (Bernhardt, 2011). According to Bernhardt (2011), L2 readers need to realize that their existing strategies to tackle reading in their L1 can be used to assist them to comprehend text.

The main goal of the reading instruction is to improve students' reading comprehension skills. Therefore, the instruction and selection of materials were grounded so as to engage students in their reading comprehension over a period of three and a half months. Thus, when constructing the lesson plans the instructor ensured that the reading materials, activities, reading strategies selected would help students become effective readers.

This was established after obtaining students' background knowledge and conceptions of learning during the teaching and learning process. In other words, the instructor would constantly seek understanding the challenges faced by the students and would reflect as well as determine how to facilitate learning among students. By gaining

such information, the instructor provided avenues for the students to practice and apply what they have learned so that they are able to progress and reach the status of effective readers. The instructor did that by providing space such as through the small-group task and out-of class letter (OCL) for students to learn strategies in tackling academic reading text, integrate writing activity, and interact during small-group tasks and other reading activities.

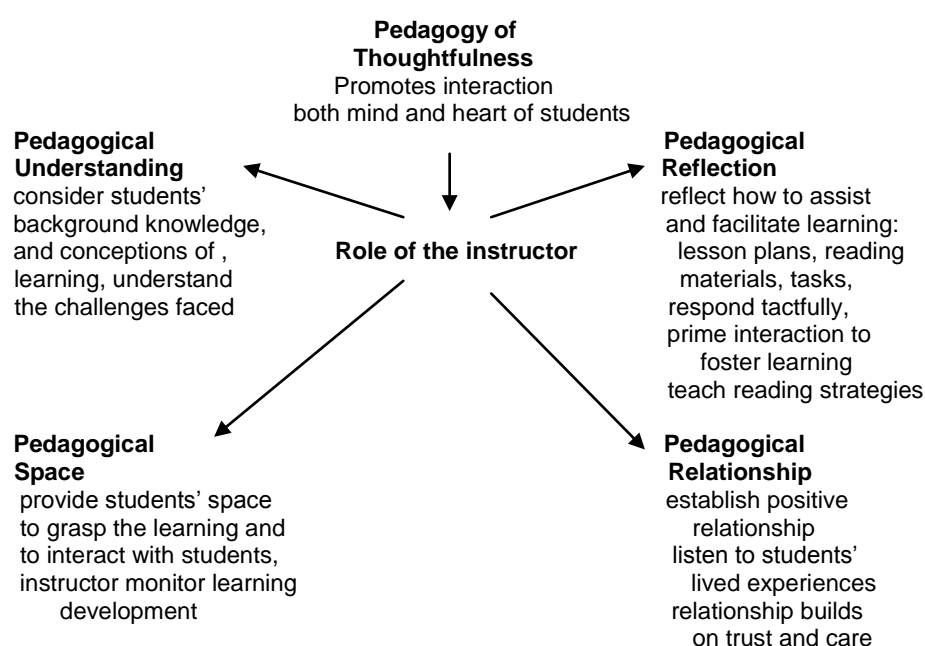


Figure 3. Pedagogy of Thoughtfulness framework.
Adapted from M. Van Manen (1991a).

Furthermore, this style of learning provides a unique pedagogical space where the relationship between instructor and student is immersed with the textual association between the students and the text as well as the interconnection between the students and their reflective self as they begin reading (J. Van Manen, 2007). Moreover, through the pedagogy the instructor is able to gain insights not only into the curricular learning outcomes but also on the development of reading comprehension by the students. For instance, in the present study the intended purpose of the instructor is to facilitate and

assist students to become engaged readers (see Appendix N). Through the pedagogy, the instructor assisted student learning by encouraging students first to interact with the texts they are reading. The instructor provided input such as reading strategies, reading tasks pertaining to academic texts, and feedback on students' task performance as well as created space to listen and respond to the students. In addition, the instructor gradually decreases her role as instructor as the students began to take charge of their own learning. This supports Guthrie's (2004) reading engagement theory and Bernhardt's (2011) compensatory theory.

The choice of this different approach was to stress the practice of priming interaction and the need to include conversations or dialogues with students about the nature and role of their experiences faced during the teaching and learning process. The instructional approach that focuses on students' perspective such as the difficulties they face, the problems they endure, the reading strategies they strive to grasp, and so forth (M. Van Manen, 2003), as well as to provide a flexible, opportunistic use of strategies has been negligible and under conceptualized (Bernhardt, 2011; Nassaji, 2011). Therefore, the interaction and collaboration by the instructor and the students during the learning process enable the instructor to facilitate the students' development as engaged readers in a discreet manner.

3.9.2 Selection of reading strategies. The selection of the reading strategies, as shown in Appendix F for this study, was based on past research (e.g. Isarji & Ainul Madziah, 2008; Samsiah, 2011). Appendix O also displayed the weekly lesson planned. However, the strategies chosen in the Appendix O only display the strategies from week 1 to week 4 due to limited space available. In addition, the choice of reading strategies taught was adapted from Munby's framework (1978) on reading comprehension skills. Munby (1978) had listed 15 items (see Appendix L). However, for this study, due to time constraints, I focused only on two reading comprehension skills, which are

distinguishing the main idea from the supporting details, and synthesizing ideas in different parts of the text. Furthermore, the selection of the two reading comprehension skills was based on a study conducted by Isarji and Ainul Madziah (2008). The findings of the study showed the two reading comprehension skills were considered by the university students in Malaysia as the most challenging. To facilitate students' reading comprehension skills on these two skills a selection of reading strategies were considered.

Grabe (2010) states that instructors of reading need to choose sensibly the strategies to be taught and keep them in perspective in order to facilitate effective learning. Therefore, in the study several factors influencing strategy selection were identified. First, I decided to provide tasks which students could use in a wide variety of reading situations as well as tasks in which readers can utilize the cognitive processing when comprehending a text (Snow, 2002; Van Blerkom, & Mulcahy-Ernt, 2005) such as comprehension monitoring, predicting, skimming, scanning, deriving meaning of words, identifying main ideas, analyzing, synthesizing, and inferring of information, summarizing essential ideas, creating visual images, and drawing conclusion as I realized that the students differ in their capability of comprehending.

For instance the choice of selecting identifying main idea is mainly because several scholars such as Wang (2009), Graesser, Pomeroy, and Craig (2002), and Pressley (1998) posited the main idea is central to meaning construction. In other words, students' ability to identify the main idea distinguished themselves as strong readers as compared to their counterparts, weak readers, who are unable to locate the main idea. In addition, identifying main idea also is a problem among Malaysian students as discovered by Isarji and Ainul Madziah (2008). Reading researchers such as Block and Pressley (2003), Gunning (2008), and Hock and Mellard (2005) suggested that strategies selected are essential in the success of text comprehension. In addition,

throughout the instructional procedure the students were encouraged to use their L1 reading skills to facilitate their understanding of L2 reading texts using paraphrase strategies such as translate a word or a phrase into the L1, visualizes, breaks lexical items into parts, and use cognates between L1 and L2 to comprehend (Koda, 2005).

Second, in this study because of the restricted time frame only five reading strategies were chosen. Third, it is understandable that it is not easy for students to grasp a large amount of reading strategies in a limited timeframe. Thus, I decided to select only five strategies throughout the semester to allow more time for students to understand how to employ the strategies. This seems pertinent as N. Anderson (1991) and Bernhardt (2005) have indicated knowing the reading strategies is insufficient; readers must also know how to apply them strategically. Hence, when students are taught too many strategies in too little a time, they are not given much opportunity to practice and transfer the strategies (N. Anderson, 1991; Rhoder, 2002). Therefore, by giving them a limited number of strategies to acquire, they are given more exposure and practice on how to employ the strategies. Consequently, this will enable them to understand and apply the strategies better. The five reading strategies taught are summarized as follows: (a) vocabulary (specifically contextual clues and structural analysis); (b) determining the main idea and supporting details; (c) metacognitive strategies (ask question, clarity); (d) graphic organizer; and (e) summarizing.

Fourth, selection of the reading strategies was also based on the skills students can use over time and what is useful to the students. As posited by Duke and Pearson (2008-2009) the comprehension strategies selected are beneficial to teach to developing readers. All the strategies mentioned above would allow students to monitor their reading and incorporate them when necessary. These activities required the students to skim, scan, and locate information which is the basic reading skills readers need to acquire in content area reading. The choice of having small-group tasks in the reading

class was influenced by the notion that having students in a smaller group is more effective than a whole-group delivery method (Crawford & Torgesen, 2006; Moscovith, 2006). Besides, explicitly teaching the reading strategies and putting students in small-group tasks, writing is also considered in the reading program. The students were required to pen their thoughts and interpretation of the reading text assigned outside of class in a letter form to the instructor. This technique was also used as a form of dialogue between the instructor and the students. As posited by Guthrie (2004) and Mezirow (1997) writing, be it in the form of journal, summary or letter writing can be translated as dialogue which would allow students to substantiate their understanding of the printed text as well as reinforce their comprehension.

3.9.3 Instructional materials. Before administering the study certain factors were considered prior to selecting the materials such as whether the selection fulfils the objective of the study and were appropriate to both the proficiency level and student interest. The materials were expository texts. The reading materials consist of two thematic themes which are social and current issues. The selections feature topics of high interest to both academically oriented and general audiences. Most importantly, the selections are of sufficient length for students to progressively develop fluency in reading.

Furthermore, the passages have the following components such as challenging, thought provoking, and cater for varying levels of proficiency that match the different aspect of expository texts such as cause and effect, comparison and contrast, description, question and answer, simple listing and time order texts (Reutzel & Cooter, 2007). This is to provide students exposure in tackling such texts in their content-area studies. In addition, it enables students to use the skill learned to their everyday use since most of their academic texts are expository in nature.

Research has indicated most learning from reading, both in and out of school, depends on the ability to read and understand expository text (Grabe, 2010). Another consideration is the materials selected must interest the students because students are more likely to force themselves through a difficult but interesting reading passage than through a relatively easy passage in which they have no interest (Hinkel, 2005). As indicated by Hinkel (2005), interesting materials will in turn motivate students to participate actively in the learning situation and one way to interest and motivate students is to select materials that relate well to their background knowledge.

The materials selected were varied according to the required reading skills. For the first week, students were given shorter passages for training purposes such as locating main ideas through skimming and scanning. The length of the passage was gradually increased accordingly in the next few lessons. I used articles found in books, newspapers, and the Internet. A summary on the selection of materials for the study is provided in Appendix M.

3.10 Data Analysis

Three sets of data were gathered in this study, the first from the observations, the second from semi-structured interviews, and the third, from documents which were collected from the lesson plans, the in-class letter (ICL) and out-of-class letter (OCL), the pre-teaching (PreT) questionnaire and the post-teaching (PostQ) questionnaire. In qualitative research, the process of data collection and analysis is recursive and dynamic; it begins with the first observation and the first interview (Creswell, 2008). As defined by Bogdan and Biklen (1998) data analysis in qualitative study is “the process of systematically searching and arranging the interview transcripts, field-notes, other materials” (p. 153). In other words, it is the process of making sense out of the data

(Merriam, 1998, 2001) and to produce findings (Patton, 1990, 2002). It is an interactive process where informed hunches direct the researcher's investigation (Merriam, 2001).

Therefore, I needed to analyze the data obtained immediately after completing each session of gathering data. Immediately after lessons were conducted, I viewed the video-tape and wrote my reflections. I repeated the same process following the interviews. Doing this allowed me to monitor the data collection process as well as to begin analyzing the information. The categories were identified and put into matrixes. The process continued until data were saturated where there were no new theme emerged from the existing data sources (Creswell, 2008, 2012).

The data obtained from observations, interviews, and document mining from the participants were analyzed throughout the study period. The verbatim transcriptions of interviews were analyzed manually using the Nvivo version 8.0 program. In addition, the same approach was applied to the data on observations. The data were transcribed chronologically, over time, from the beginning of the lesson until the end. The emphasis was on how the priming interaction was employed and how the students interacted during the lessons. Prior to the data analysis, I converted the data into a suitable form which could be accessed and understood easily into computer files for analysis. In the initial stage, once the verbatim transcription of the interview and expanded field notes of the observations were converted into computer files, these data were saved into file folders in the computer.

For the first cycle of analysis, I began analyzing the data with a provisional coding that is a set of codes prior to fieldwork based on literature review, the study's conceptual framework, and research questions, pilot study fieldwork, and my previous knowledge and experiences (Saldana, 2009). At this level of analysis, I began by exploring the data and developing codes such as academically fun, style of teaching, teaching approach, interesting, and so forth. This process of identifying what is

interesting, and labeling it is referred to as coding (Seidman, 1998).

In the second cycle of coding I looked at pattern coding (Saldana, 2009) where I identified an emerging theme by grouping similarly coded data. I began the process by separately reading each set of data, grouping the data into smaller parts, and making margin notes that included labels indicating descriptive codes such as dislike learning English, enjoy reading, prefer writing, dislike reading English materials, and so forth. Codes were grouped based on their similarity and differences, and themes were identified and documented (Miles & Huberman, 1994).

I then used the constant comparative method (Creswell, 2012; Strauss & Corbin, 1990) to analyze the data. Since constant comparison can be used with any data set (Creswell, 2008, 2012) I decided to use this because it allowed me to understand the students' developing beliefs and understandings of effective instructional strategies as the semester progressed. Creswell (2009) asserted data analysis in qualitative research consists of exploring the data to obtain a general sense of the data, such as by memoing ideas through writing journal, and "developing an analysis supplied by the participants" (p. 184) as well as to guide the researcher in categorizing the themes of the phenomenon of the study. These findings were eventually triangulated with the classroom observation and document review data.

The explicit information of the data from the letters would be examined carefully to monitor their progress as engaged readers. I looked at how the participants derive their understanding of the texts and their employment of reading strategies as they read the text. All documents were reviewed. In addition, notes on the kinds of interactions transpiring between the participants and the text were examined. Typical notations include examples such as (a) participants comparing text information to personal experience, (b) participants repeating text information, and (c) participants questioning text information. Moreover, the materials offer an archival site to examine the

relationship between reading and writing, as well as viewing the nature of writing as a process for students to come to certain understandings. I checked this against the tenets of reading engagement (see Appendix N) as given by Guthrie, Wigfield, and Perencevich (2004).

For this study, I examined literary data (participants' letters) in determining how the participants make sense of a reading article/text through their own writing and communicating this writing to their instructor. I used several steps to analyze the letter. The letters should contain reference on the content of the text (summarizing) and/or personal opinions of the text; a sense of audience (to the instructor); and references to relationships with others or self (J. Van Manen, 2007). First, I examined whether the participants summarized, commented on, and criticized the passage they were reading. In addition, the participants' letters were examined to see whether they have added quotes on selected sentences and paragraphs from the text they read. Such references of quotes and phrases from a text indicate the participants were utilizing their thinking skills to synthesize what is in the text. The quote or phrases selected by the participants illustrate their understanding of more than just a sentence but understanding of a whole array of complex feelings of the article writer (J. Van Manen, 2007).

Second, I analyzed utterances that were evident in the letter. For example, the writer (student) is reflecting on the content of the article in the form of giving suggestions or recommendations, such as "Let me know what you think" is requesting the respondent to respond to his or her letter. Finally, signs of sharing personal opinion and experience found in the letters were noted. The reflection of past experiences and voicing out opinion indicate the participant's own realization in connection with the article. The participant is making connection with his or her background knowledge in relation to the content in the text to enhance understanding. As the participants reflect on their life stories and personal interpretation it may inform the instructor about the

level of understanding of the writer (student) and to what extent the student was able to engage meaningfully with the text. In addition, I investigated whether the students have employed reading strategies as they approached the reading material.

Next, I began by exploring and examining the letters to determine how the participants were making sense of a reading text through their own writing as well as gaining perspectives of how they view reading and the employment of reading strategies in their learning process. The participants' letters were read and annotated in an interpretive manner. At the first level of data analysis of document mining, I identified passages in the text and applied labels to them to illustrate there were examples of some thematic ideas such as questioning, personal interpretation, understanding, summarizing, reflection, employing reading strategies, motivation, desire to learn new information, and socially interactive in learning.

The data enabled me to understand how the students employed the reading strategies being taught in the class as they read and interpreted the text. The participants' letters were reproduced verbatim. I reread the letter and annotated it, in an interpretive manner. The act of writing about the text that the students were reading enable the researcher to probe further into their reading and make interpretation of whether they have managed to understand the reading text. Thus, this allowed me to understand how the students made meaning of the text they read.

An inductive approach was employed to look closely at the data sources and notice what patterns emerge, noting categories or themes, and then describing the properties that exemplify each category by comparing and contrasting subsequent data. For instance, for reading engagement I looked at four elements which are employing reading strategies, motivated to read, having desire to master new knowledge, and socially interactive in the learning process. The four elements were divided further into specific components to indicate what constitute the elements of reading engagement.

The details of the elements are shown in Appendix N. This process of identification of themes or coding is also referred to as data reduction (Miles & Huberman, 1994). In addition, I examined the role played by priming interaction in contributing to students' reading engagement. The elements such as pedagogical space, pedagogical understanding, pedagogical relation, and pedagogical reflection of the pedagogy through the class observation, semi-structured interviews, as well as document review were compared and contrasted. Some of the initial themes identified from the literature such as listening to students' voices, recognition, teaching in a tactful manner are derived from the elements of balanced pedagogical approach, as well as the elements under reading engagement which are employ reading strategies, motivated, social interaction and having desire to extend existing knowledge.

Therefore, it is necessary for qualitative researchers to immerse themselves in the data collected because this allowed them to make meaning on the data gathered. In short, the tenets in the reading engagement enabled me to gain understanding from a pedagogical point of view of the role played by the practice of priming interaction in contributing to students' engagement in reading academic text.

3.11 Trustworthiness

For trustworthiness of the study I considered several strategies such as having prolonged engagement, member checks, peer review or debriefing, triangulation, clarification on researcher's bias, and rich, thick description in providing validation. Under the first strategy, prior to the study, I made preliminary visits to the university and observed a class on reading. The intended purpose for this was to develop familiarity with the culture of the participating organization (Creswell, 2008, 2012; Lincoln & Guba, 1985) as well as to establish prolonged engagement and persistent observation in the field (Creswell, 2008). Under the second strategy, member checks

(Stake, 1995, 2005) of interview findings were conducted. I solicited the participants' views regarding the credibility of the findings and interpretations (Creswell, 2008). I took the data, analyses, interpretations, and conclusions back to the participants for feedback and verification purposes (see Appendix U). After every interview session, once the transcription was completed I showed the participants the transcription and asked them whether they had meant to say what was illustrated in the transcription.

In addition, my interpretation of the data such as interviews, observations, and documents were e-mailed to the participants for accuracy verification purposes; I requested clarification and requested any additional information they wished to include. I repeated the same process before conducting the interview with the participants as well as showing the participants' report of the study to elicit any instance of data misinterpretation.

Third, I conducted peer review or debriefing session (Creswell, 2008; Lincoln & Guba, 1985) throughout my study. I brought the data to experts in the field such as academicians, and colleagues. Through discussion, my vision was widened. In addition, probing from others may help me to recognize my own biases and preferences.

Fourth, besides the three ways of determining validation I also did triangulation as evidence of the trustworthiness of the study (Lincoln & Guba, 1985; Merriam, 2001; Patton, 2002). This was done by having multiple sources of data such as through observations, interviews and documents from the participants (Creswell, 2009). I triangulated the methods of analysis by comparing the data generated from interviews, transcripts, students' letters and reflections on the lessons gained from observations. The process, according to Creswell (2008), "involves corroborating evidence from different sources to shed light on a theme or perspective" (p. 266). By using multiple data sources, I was able to triangulate data throughout the data collection process to support emerging themes and perspectives, clarify meaning, and verify the

interpretations (Creswell, 2008, 2009; Stake, 2005). Next, the fifth strategy is clarifying my background and past experiences in the report from the outset of the study to allow readers to understand my position and biasness which may impact the inquiry of the study (Merriam, 2001).

Finally, having thick description of the phenomenon (Creswell, 2008; Merriam, 2001); the detailed and thick description in this area of study helped to convey the actual situation and the contexts that surround them which would benefit the researcher. In seeking approval to conduct the study from the participants, I informed the participants that they were given the choice to withdraw from the study at any time. This was also to ensure validity.

3.12 Ethical Issues

In this study, several measures were considered to address the ethical issues involved. First, I sought approval to gain access prior to conducting the study; Creswell (2012) opined that it is important for any researcher to respect the site of the research and to create minimal disruption possible at the research site. The researcher sought the permission of the gatekeeper that is the director of the university, the academic head as well as the language coordinator to conduct the study. The researcher explained the identity of the organization and place were not to be revealed. Once approval was obtained I conducted the reading class and selected the participants for my study. The staff of the department was fully aware why I was there.

Second, I also sought my participants' permission to involve them in the study. I repeated the same process of confidentiality with the participants by assuring them their identity would not be revealed. In addition, I provided informed consent forms for the participants to sign before holding the interview session. In other words, it is only when the participants were fully aware and gave their consent to participate in the study that

the interview sessions were conducted. As aptly put by Creswell (2008, 2012), Merriam (2001), and Patton (1990, 2002) the informed consent is an important ethical consideration. This seemed inevitable, as I was interested in finding students who would volunteer to participate in the study. Besides that, I would ensure pressure was not imposed on participants (Lincoln, 2009) in signing the informed consent form. In fact, by being honest with the participants, informing them the benefit they could gain in improving the current curriculum had made them agree to partake in this study.

Third, the participants were allowed to withdraw at any time of the study. In other words, this indicates the participants were not subject to take part in the study until the end. They were given the liberty to withdraw at any time they see fit which was indicated and informed prior to every interview session. In addition, there was no special treatment provided to participants in this study (Creswell, 2012); fair treatment was given to every student in the class. Furthermore, the interviewer sought the participants' consent to videotape and audio-tape before the interview session. Lastly, pseudonyms were used to mask the participants' identity. It is a necessary precaution for me to protect the identity of the participants as noted by Miles and Huberman (1994). In an effort to increase the level of anonymity, I decided to change the place where the participants come from.

3.13 Chapter Summary

This study employed a qualitative case study using a reading class at one of the universities in the northern part of Malaysia. Justification in employing the research design was provided. The elaboration on the role of the researcher, the selection of site and participants for this study were also included in this chapter. The chapter also covers the data collection procedure, the instructional procedure, and data analysis involved in this study. Since this study employed qualitative method, the issue of

validity, generalizability, and reliability have also been discussed under the trustworthiness section. Finally, the issue of ethics in conducting this study was addressed. The next chapter will highlight the findings of the study in detail.

CHAPTER 4

RESEARCH FINDINGS (PART 1)

4.1 Overview

This chapter discusses part of the findings of the practice of priming interaction in a reading classroom. The findings are divided into two chapters. This chapter deals with the participants' responses to the practice of priming interaction and the way interaction influences their learning development. Chapter 5 displays findings for the second and third research questions. In Chapter 5, the participants' engagement in reading through the practice of priming interaction is analyzed and discussed as well as how the practice of priming interaction can be implemented in a reading classroom. The dimensions and components presented here were identified following extensive reading and re-reading of participants' data and identification of participants' interpretations that were then layered with the researcher's understandings and interpretations. Literature was incorporated where relevant in the following discussion of these themes, to emphasize or explicate a point the participant is making.

The data gathered for this study were mainly obtained from observation, semi-structured interview and documents from the participants in the form of in-class and out-of-class letter, pre-teaching and post-teaching questionnaire as well as the instructor cum researcher's lesson plans and reflective notes. A qualitative data analysis tool such as Nvivo was used to analyse the data. The participant quotes are indented to distinguish and highlight the participants' voices and demonstrate grounding of the findings in the data in this chapter. In addition, to mask the identity of the participants, pseudonyms are used and placed after each quote in brackets. The information in the brackets displays the document from which the quote was obtained; for example, the following abbreviations are used:

- “Int” as interview (see Appendix B).
- “ICL” as the in-class letter (see Appendix H).
- “OCL” as the out-of-class letter (see Appendix I).
- “PreT” as pre-teaching questionnaire (see Appendix J).
- “PostQ” as post-teaching questionnaire (see Appendix K).

This is followed by the 8 participants’ initial pseudonym (Sh, Kh, R, Am, Z, Sy, N, Az), and “LesPl” as documents from the Lesson Plan (see Appendix F). For data observation the abbreviation “Obs” together with the number of the weekly lesson and the date are placed in parentheses (see Appendix A), while the instructor’s reflective notes are written as “Refl Obs. Week” (see Appendix G).

4.2 Research Question 1: How Do the Participants Respond to the Practice of Priming Interaction in Their Reading Class?

The practice of priming interaction through the employment of the pedagogy of thoughtfulness puts emphasis on stirring students’ minds and hearts simultaneously during the learning and teaching process. The instructor prepared and provided students opportunities to have concrete interactions throughout the learning process such as through small-group tasks, integrate writing and reading, exposure to range of reading texts and reading strategies, establish positive relationship and learning environment, and provide space to dialogue. This is consistent with the four theories selected for the study which are socio-cultural theory, transformative learning theory, compensatory theory, and reading engagement theory (refer to Figure 2, p. 86). The four theories puts emphasis on the notion learning is socially mediated. By allowing students opportunities to interact their interest to learn is heightened. The students would experience a change in their initial frames of references of learning and reading. This is also in line with Meziro’s (1997) transformative learning theory. The pedagogical

approach is concerned with human science pedagogy as well as the development of students to become effective readers; in other words, both the student's mind and the heart are the focus in the process of teaching and learning. The crux of teaching under this pedagogy depends highly on having positive pedagogical relation between the instructor and the students; it is only when the students observe that the instructor in the class goes out of her way in a personal manner to facilitate learning that they have the desire and willingness to learn. This aligns with Mezirow's (1997) transformative learning theory.

In developing the students' minds under the pedagogy of thoughtfulness the instructor would take into consideration the elements under the pedagogical instruction which includes the lesson plans, activity in and outside of class, choice of reading strategies and selection of reading materials. This again is consistent with the four theories chosen for this study. The theories selected stress on the important role of the instructor in structuring lessons to enable students to take charge of their own learning (Figure 2, p. 86). As illustrated in Table O1 (see Appendix O) to allow the students to progress as engaged readers several reading strategies were taught and careful selection of reading materials were chosen.

Additionally, suitable tasks were assigned such as putting the students into small group while doing activities in class and having to write their understanding of reading materials through letter writing. The choice of tasks permitted them to understand the process of reading is not a static and solitary process; it is a social process. As illustrated in Figure 2 of the theoretical framework of the study (p. 86) all these factors enabled them to engage and interact with academic reading texts and progress gradually to become engaged readers. Besides facilitating the students' mind, the instructor places the hearts of the students as important in arousing their interest in learning. This was accomplished by approaching and interacting with students in a more thoughtful

manner, recognizing each student as unique with weaknesses and strengths, creating pedagogical space for the instructor to gain an in-depth understanding what the students were going through during the process of teaching and learning, providing space for students to dialogue and interact, and ensuring equal participation from the students. The weekly lesson plan (see Appendix O) and data observation (see Appendix A) displayed this.

This section presents the findings related to the first research question. The first research question was formulated to gain a better understanding of how the participants responded to the practice of priming interaction in a reading class. Participants were asked to provide responses with regard to what they think of their learning experiences. The themes and subthemes presented here were identified following extensive reading and re-reading of participants' data and identification of participants' interpretations as well as repeated viewing of videotaped classroom observations during the process of teaching and learning. Under this section three themes emerged explain how the participants respond to this new mode of learning. They include (a) comfortable learning environment, (b) appreciation for the style of teaching, and (c) engagement in literacy activities.

4.2.1 Comfortable learning environment. A key finding common to all the participants in the study was their positive attitude toward the new mode of learning that is through the interaction. This is reflected in Table 3. Initially, the findings from the pre-teaching questionnaire as illustrated in Table 3 revealed out of the 8 participants, only 2 participants, Ruby and Nurin, expressed positive attitude in learning English prior to taking the class. Both Ruby and Nurin had obtained a good result in their SPM (Malaysia Certificate of Examination) English which is equivalent to Cambridge "O" level English. In contrast to these 2 participants, the other 6 participants, Sherin, Khiriah, Azhan, Amelia, Syed and Zakiah, thought otherwise. These participants, who

obtained average and below average score in their SPM English language, expressed negative feelings and attitude toward English class prior to taking this class. For instance, Khiriah reported, “Honestly, I never like attending English courses” (Int. 1. [Kh]. Line 50, 1 March 2011). A similar view was echoed by Sherin, who obtained a C3 in her SPM English; she expressed her feelings toward English class. She explained the reason, “Because it is boring, difficult!! I want to improve my English language but it is boring because I do not know how to understand” (Int. 1. [Sh]. Line 54-44, 1 March 2011). Her negative feelings influenced her perception and attitude toward learning the subject.

The participants reported that the difficulties and the mundane learning experience in their previous English classes made the participants unmotivated to learn. This aligns with Ellis’s (2002) and Storch’s (2005) notion that the level of language proficiency does influence the students’ learning outcomes as well as Dornyei’s (2006) view on motivation to learn. In addition, this affirms Grabe’s (2010) claim that pedagogical instruction and classroom context are vital in enhancing student’s motivation and interest in reading. Nonetheless, their initial perception changed after attending this class as displayed in Table 3. This lends support to Mezirow’s (1997) notion of transformative learning. Transformative learning occurs when the students are able to experience a shift in their perception to learning that is viewing the process from information transfer to identity development (Keeling, 2004). As illustrated in the study the data from interview and participants’ document support this. They began to recognize their identity as university students and readers of academic materials as well as their purpose of learning. There are four emergent subthemes for this category: (a) there is two-way communication, (b) the instructor listens and cares, (c) no pressure, and (d) learning is hectic but fun.

There is a two-way communication. Initially as displayed in Table 3 prior to the study the participants described learning as restricted; there was no communication, which prescribed to the traditional way of learning. In other words, the information or knowledge was transferred without considering how the process affects the students. It was a one way communication where the teacher or instructor took the center stage.

Table 3 *Participants' Conceptions About Learning English and Reading Before and After Taking the Class*

| Participant names | Initial conceptions | Current conceptions |
|-------------------|--|---|
| Ruby | Like English & reading | Academically fun, interesting |
| Nurin | Like English, Dislike reading | Fun, comfortable, enjoy reading |
| Sherin | Dislike both reading and English boring, difficult, no strategy, only answer questions | Happy, comfortable, interesting, enjoy reading, better interaction, equal treatment |
| Khiriah | Never like both English and reading, same process, boring no strategy | Happy, comfortable, not boring different, interesting, like reading, better interaction |
| Amelia | Dislike English, like reading | Interesting, happy, like English and reading, good interaction |
| Ziela | Dislike both reading and English, no interaction in class, one-way communication | Interesting, busy, comfortable learning, like English & reading, better class interaction |
| Syed | Dislike both reading and English, one way communication | Learn more, fun, interesting, more interaction in class, begin to enjoy reading, approachable instructor, two-way communication |
| Azhan | Dislike both reading and English, unsystematic | More systematic, begin to like reading, better class interaction |

As explicated by Syed on his previous learning, he stated, “There was no communication between the teacher and the students. It was only one way” (Int. 1[Sy]. 1 March 2011). Sherin too voiced similar view when she reported, “There was no interaction between the instructor and students” (Int. 1[Sh]. 1 Mar 2011). However, in this study the process of learning puts emphasis in approaching students as partners in learning (Mezirow, 1997; M. Van Manen, 1991a). The instructor took the role of a facilitator in guiding and scaffolding the process of learning. This is in line with Vygotsky’s (1978) socio-cultural theory. This was reflected in the weekly lesson (see Appendix O) and observation (see Appendix A). For instance, the data from observation (see Appendix A) showed that the instructor did not take the center-stage rather she facilitated and scaffolded the learning by modeling the employment of the reading strategies. In addition, she created spaces for the students to interact and dialogue with her through small-group tasks as illustrated below. This excerpt was taken from observation of week 4 lesson (see Appendix A):

TASK 1

She distributed exercises on finding main idea. She requested the students to go into their assigned group to discuss the task together. She informed students of the need to support reasons for their selection of titles. She asked students to provide title for the tasks set, leading the topic for the day that is identifying the main idea. She facilitated Khiriah’s group.

KHIRIAH’S GROUP

Instructor: What is the answer?

Khiriah: Retina

Instructor: How did you manage to get the answer?

Nurin: The word “retina”.

Fiza: It is bolded and because the word is repeated several times in the text.

She continued and moved from one group to another to monitor and scaffold the students’ learning.

This excerpt (above) shows that the instructor provided space for students to interact with their peers as well as space for her to interact and monitor the students’

learning development. The students preferred this type of learning. To them it is more personal and they felt more comfortable to interact with their peers and the instructor in the class. In maintaining Guthrie's, Mezirow's, Bernhardt's, and Vygotsky's perspective on the social aspect of learning for this study, the instructor structured the learning to enable students to dialogue openly with her. Syed affirmed this when he stated "In this class it is different there is a two-way communication. I am no longer afraid to ask question when I do not understand" (Int. 4[Sy]. 5 Apr 2011). Data from Syed's Post Questionnaire also corroborated this. He further explained that "I am comfortable to ask questions because of the approach employed by the instructor – she is more open and willing to assist the students" (PostQ [Sy]. 16 Apr. 2011).

When the participants expressed enjoyment in learning and reading, they displayed they are motivated to learn and have the desire to be good readers (Guthrie, 2004). This was accomplished when the instructor created a learning environment that builds on trust and care, which is consistent with Mezirow's (1997) transformative learning theory; she provided space for the students to interact with her both in the class through the in-class letter, small-group task, and outside of class through the out-of-class letter (see Appendix O). This also aligns with Mezirow's (1997) and M. Van Manen's (1991a) notion on the importance of the teacher or instructor to consider the human science pedagogy when dealing with students throughout the teaching and learning process such as by considering the voices of the students in their learning experiences.

This was also evidenced in data observation. As shown in the observation in Week 7 the instructor was teaching the lesson on metacognitive strategy. She had modeled the use of the strategy a week earlier. In addition, she encouraged the students to apply their L1 strategies as they approached their L2 reading text. This week she wanted to reinforce the students' understanding by giving them exercises. She did it

with another short passage titled *Old Red Takes a Ride*. She requested the students to get into their assigned group. They started to apply the strategies taught by taking turns on the paragraph assigned to each group member. (Obs. Comment—Noticed a few students got stuck as they did the exercise). Then two male students (Azhan and Syed) both raised their hands simultaneously requesting the instructor to model how to use the strategy again. She asked them to clarify what was unclear. The male boy with the red shirt (Syed) informed “I do not know how to begin.” The instructor then modeled the strategy using one of the paragraphs. She then monitored the students’ learning by moving from one group to another and provided the necessary assistance. Their smiling faces and body gestures showed they were comfortable and enjoying themselves. When they have questions to ask, they immediately put their hands up without hesitation.

However, they seldom used English language as they communicated using their mother tongue with their friends as well as during the task assigned. The students managed to do the activity successfully with minimal help from the instructor. Before the lesson ended, the instructor again summarized what they had done and the purpose of doing the activity. Then, she requested the students to write their learning experience in the in-class letter before the class ended. (Obs. Com: The students seemed comfortable and at ease with one another as well as with the instructor—Obs. Wk 7. 22 Feb 2011- see Appendix A). In addition, data from the instructor’s reflective notes after the lesson in week 7 also supported this:

I noticed the students were more comfortable to participate and interact with me and their peers. I observed they were unhesitant to ask questions and were not shy to seek help from their peers. Unlike in the first two, three lessons before I put them in the respective group they interacted but it seemed not natural. They did not pose any questions. I had to probe them to ask. Today they were more relaxed throughout the lesson. They managed to apply what was taught in the class from the previous lessons. I discovered that they do tend to use their L1 reading strategies as they approached L2 reading text. One group used L1 grammatical structure the sentence used . . . means “Telah Dilakukan” (It was already done in the past). I noticed I need to give more exposure and practice for the students to grasp the learning. (Refl. Obs. Wk 7).

The data from ICL also corroborates this.

Khariah shared her views: “What I like in the class is the instructor always guides us to settle the problems we faced. I like it! The activities for today also help me to improve my reading skills. The last one we need to identify the subject, purpose, and main idea was difficult but interesting.” (ICL[Kh] L3. 24 Jan 2011).

Additionally, the participants too used the out-of-class letter (OCL) to interact and dialogue with the instructor. They openly shared their thoughts and the challenges they faced with the instructor. As shown in the excerpt:

It’s actually a very interesting article but sometimes the words used by the author are quite difficult to understand so it has totally affected my passion to read the article. In my opinion this article is trying to give us some information about the life of wolves which mostly not everybody knows about them. The author also tried his best to express his feeling but sometimes he failed to use the appropriate explanation about his story especially when he came out with Angeline and George. I’m a bit lost when he talked about these two names. Are they wolves? And how come he has the name for both of them? (OCL. L1[Am] 20 Jan 2011)

The data from the observation, in-class letter (ICL), out-of-class letter (OCL), and reflective notes corroborate that the participants were comfortable and were enjoying themselves doing the assigned activities. In the above excerpt from the data observation the instructor provided students opportunity to interact so that they could apply and practice what they have learned. The week earlier she taught metacognitive strategy to the students. To strengthen their frame of references on metacognitive strategy the instructor carefully selected a task which allowed the students to take control of their learning as she scaffolded the process of learning. The instructor did not prevent the students to use and reinforce their understanding of L2 text using L1 and L1 grammatical structure to complement any deficiencies they encountered during the reading task. She encouraged them to apply their existing basic skill of approaching reading in their L1. This corroborates with Bernhardt’s (2011) compensatory theory on permitting students to apply and use their L1 reading skill to compensate any

deficiencies they faced in their L2 text as well as Mezirow's (1997) transformative learning theory on structuring lesson for students to grasp learning.

In addition, the medium provided through the small-group task permitted them to interact with their peers and instructor, which is consistent with the four theories in the study. They were unhesitant to share their thoughts and problems faced. They used the space to communicate with their peers and instructor. These participants illustrated a positive attitude to learning. The data affirm Grabe's (2010) assertion to engage L2 learners in academic reading the instructor needs to establish a learning environment that fosters communication so that students are able to share their challenges openly with the instructor while tackling reading. They needed to feel they were not alone in the class that the instructor understood and cared what they were going through. For L2 learners the difficulties they face are not only limited to linguistic nuances of the text. Additionally, they experience social and contextual factors such as perceptions of reading in English, the social economic status of the parents, and these would likely impact their attitude and motivation to read (Grabe, 2010).

Being an instructor who understands and is sensitive to the students' situational context will promote a better interaction and communication between the two parties (M. Van Manen, 1991a). This authenticates with the participants' acknowledgement during the interview and report from the post-questionnaire (PostQ). Sherin indicated in her interview, "I don't know why but I like being in the class. I feel comfortable in the class and with the lecturer" (Int. 2[Sh]. 1 Mac 2011). Furthermore, this also confirms Vygotsky's (1978) socio-cultural theory, Mezirow's (1997) transformative learning theory and Guthrie's (2004) reading engagement theory that students are motivated and wanted to learn when they find the learning to be meaningful and engaging.

The finding showed that initially the participants were unable to view the process of learning as meaningful. The participants reported that previous English classes

practice the traditional way of teaching that is as informative learning “What we know” (Kegan, 2000, p. 50) rather than as transformative learning “How we know” (p. 50). As pointed out by the participants in the first interview, previously reading was taught as a static process where students were required to retrieve information from the text and transfer them in the questions followed at the end of the text. As a result, they did not observe learning as a social process where they would be able to interact with the text, their peers as well as the instructor. Thus, minimal interaction existed between the students and the instructor as well as with the reading text which impede them to process their learning in engaging and meaningful manner; whereas literacy is socially mediated and developed (Grabe, 2010; Zamel & Spack, 1998). Consequently, they become disengaged and uninterested to learn. This substantiates Guthrie’s (2004) reading engagement theory on readers became disengaged when they do not see the process of learning as meaningful. In addition, they were never exposed to approach reading in a strategic manner. Therefore, little effort was spent on making the lesson meaningful and allowing the students to be critical. Furthermore, little emphasis was given on developing autonomous thinking. Subsequently, the lesson became meaningless and boring to students because they were unable to strengthen their already existing frames of references as readers (Mezirow, 1997).

However, after attending the class the 6 participants—Sherin, Khiriah, Azhan, Syed, Amelia, and Ziela—reported changes in their perceptions of learning in an English classroom, as well as on the 2 other participants whose views and perceptions of academic reading are strengthened. The practice of priming interaction provided space for students to interact, communicate or dialogue with the instructor (see Appendix I). The participants view this process as important because they wanted to share their joys and difficulties in learning and they want somebody to care about their learning development. This corroborates Guthrie’s (2004) reading engagement theory,

Mezirow's (1997) transformative learning theory as well as J. Van Manen's (2007) assertion on the importance of creating space to dialogue with students and share their learning experiences with the instructor and peers.

The instructor listens and cares. Another key element which influences the participants' motivation and interest in learning is when the instructor was willing to listen to their challenges and joys in learning and showed care for them. This is one of the key elements of pedagogy of thoughtfulness that is not only nurturing the mind of the students but also portraying the humane aspect such as by showing care and concern for student's learning development. This is consistent with Mezirow's (1997) theory. The participants claimed when they did not understand the lessons taught it dampened their interest in wanting to learn. They reported their previous teachers and instructors seemed not to care about their learning development. For instance, Syed reported in his pre-teaching questionnaire (PreT) he did not enjoy learning English previously because he claimed he had problems in understanding what was taught. The finding from interview also affirmed this. Azhan and Khiriah also uttered the same thing during the interview. Khiriah claimed the lessons taught were the same where the focus was still on grammar, how to write essays, and retrieve information to answer reading comprehension. She argued, "It is boring. There was no strategy taught. The same type of teaching all over again" (Int. 2. [Kh]. 15 Mar 2011).

A participant named Azhan also shared similar view as Syed and Khiriah. He reiterated his discomfort at how the lessons were taught by stating, "I have not learned much in the previous English classes as compared to this class" (Int. 3.[Az], 6 March 2011). This is similar to the views of Levin and Calcagno (2008) concerning students' low motivation to learn because the students observed the same style of teaching was employed from their secondary school until the university which caused them to face serious attitudinal complications in wanting to learn because they were unable to see the

purpose in applying the skills in their everyday life as university students. This affirms Guthrie's reading engagement theory and Mezirow's (1997) transformative learning theory on the importance of selecting suitable pedagogical approach to cater for the students' needs. However, in this study the participants in the class reported that the instructor considered their voices. They felt comfortable openly sharing their thoughts about their learning experiences because they felt comfortable with the instructor (see Appendices A, H, and I). This is consistent with Bernhardt's (2011) compensatory theory and Grabe's (2010) recommendation that, for L2 students, the instructor needs to consider the students' perspective and how they view the process of learning. The understanding of the students' social context can influence the students' reading development which is consistent to Guthrie's (2004) reading engagement theory and Bernhardt's (2011) compensatory theory.

Therefore, when the instructor made an effort to understand the strengths and weaknesses in a student's reading skill, it permitted the instructor to gain a better perspective in structuring and assisting each student (see Appendix O). This substantiates Grabe's (2010) and Bernhardt's (2011) theory assertion on the key role of the instructor on L2 reading skills. The students wanted to relate their joys and challenges of learning with the instructor. Data from the in-class and out-of-class letter showed this. Amelia wrote, "I found some difficulties when trying to identify the main ideas" (ICL. Letter 4[Am]. 8 Feb. 2011). Sherin noted, "I feel the article is quite long and difficult to understand, but I will try to do it at home" (ICL. Letter 2[Sh]. 22 Jan. 2011). For example in the out-of-class letter (OCL) when Azhan wrote to the instructor, he reported:

It is interesting to read this article when I slowly tried to understand the article by using dictionary and Google translate because I don't understand certain words but it is still difficult to understand the whole article because of the words the author used. There are many words that I have never heard before like barbells, repertoire, floats nebulously. (OCL. Letter 3 [Az]. 2 Feb 2011)

The instructor listened to the participant's plight and responded. She encouraged him to apply the strategies she had taught in the class. She responded and explained:

You do not always have to refer to the dictionary to find the meaning of every difficult word you encountered. As long as you are able to understand the paragraph and content of the article that will do. Do use the strategies I have taught you especially on contextual clues and structural analysis. It helps. For instance, I will read slowly the whole text to answer some of the questions that I raised such as the main idea, the purpose of the writer writing this article, who is the intended audience, the tone of the writer. The main idea as you had mentioned in the letter was the experience of the author who suffered from quadriplegic which means he lost the abilities of using his legs and hands. (OCL. Letter 3 [I_Az]. 2 Feb 2011)

The participants appreciated the gesture made by the instructor. For instance, Ziela also commented on how the instructor was willing to listen to her students' plight. She enunciated:

We do feel comfortable to discuss and ask her questions. If we answered correctly she will say "good." She gave us compliment. If we answered wrongly she did not condemn she asked to re- read the materials and apply what she had taught. We enjoyed the praises such as smart, very good, pretty good. My friends in the class too feel comfortable in her class. (Int. 2. [Z]. 15 Mar 2011)

Additionally, she described the task outside of class that is the out-of-class letter (OCL) provided students the opportunity and space to communicate with the instructor. She uttered:

Through e-mail it is like we are able to communicate with her outside of class or else we do not have time to speak to her. (Int. 4.[Z] 12 Apr 2011)

This was also evidenced in the class observation. The excerpt was taken from the week 4 lesson.

The instructor started to distribute the reading materials to the students. She requested them to move to their respective groups. They began to divide their work accordingly and started reading. The instructor moved from one group to another. When the students in the group started asking questions, she would stay longer and provide the necessary assistance. Several group members would raise their hands up requesting some help from the instructor. She provided the necessary assistance and complimented the students when they were on the right track (Obs. Comment: The instructor smiled. Noticed that she was not agitated

when the students posed questions, she was willing to help the students). (Obs. 4.Wk 4. 25 Jan 2011)

Data from participants' interview confirmed this. Khiriah explained:

When we do work in group she went from one group to another and she would ask whether we do face problem, then she would facilitate us how to solve the problem. In the group we would try to find the answer. If there were mistakes she would inform the correct way to find what we are supposed to look for. (Int. 2[Kh] 15 Mar 2011)

Syed also stated in his interview:

I think I am not afraid to ask because I think the instructor is open. She is not easily bothered. When we want to ask question she is the type who is willing to help. She will not say, "I have taught you several times and still you do not understand." She would not do that, she would just respond and teach. (Int.1.[Sy]. 16 Mar 2011)

The participants in this class, regardless of their proficiency level, showed a positive attitude toward learning. The elements under the pedagogy of thoughtfulness used consider all students to be unique in their own ways and everybody received fair treatment from the instructor. This aligns with M. Van Manen's (1991a) assertion to treat each student fairly. She approached the students' mind and heart simultaneously. Through the mind she taught the students strategies on how to approach and interact with their reading in a strategic manner, while through the heart she provided spaces for students to interact and communicate with her as she listened and provided the necessary feedback (see Appendix O). This also corroborates Guthrie's (2004) reading engagement theory and Meziow's (1997) theory on the perspectives of honoring students' voices and ownership of ideas in reading through motivated reading activities. This is important as it provides support to student autonomy in becoming engaged readers (Guthrie, 2004). Thus, an instructor needs to foster students' autonomy to permit a high intrinsic motivation and reading engagement among the students (Au, 1998). This maintains the role of an instructor to be pedagogically sensitive to each of

the students in the class as well as to show love and concern for their learning development (M. Van Manen, 1991a).

The participants expressed positively their learning experience because they are contented with the ability to follow what was taught by the instructor and apply the knowledge learned to other subjects as well as by the thoughtful gestures made by the instructor in ensuring the students able to progress as effective readers. This lends support to the four theories selected for this study on the important role of the instructor in structuring teaching and learning to students. This also substantiates Koda's (2005) assertion on the role of pedagogical instruction in facilitating reading skill among L2 learners. In addition, all the participants opined how the lesson is approached and taught by the instructor is important. Initially, the six participants claimed their past experiences in learning and their inability to understand what was being taught impede their interest and attitude toward the language. This has shaped their conceptions in learning. This affirms the claim made by Guthrie (2004) as well as M. Van Manen (1991a) teaching is a reflective and thoughtful practice which requires the part of an instructor to constantly practice improvisational pedagogical tact when approaching the students. In other words, the instructor needs to be more concerned on addressing what is good for the students by listening to their experiences and showing gesture of caring and thoughtfulness.

No pressure. Another theme which emerged repeatedly in this study is when the participants reported the instructor did not put pressure on students to do the tasks. They valued the instructor did not pressure them to grasp the learning and complete the task assigned. This is consistent with socio-cultural theory, transformative learning theory and reading engagement theory. Data from the interviews affirmed this. For instance, Ziela said:

This is because Madam did not force things on us. She has never imposed on us to do work, although she did give a lot of articles. (Int. 2. [Z]. 15 Mar 2011)

Ziela also related her experience when writing the out-of-class letter. She said:

My first letter to her I send a short e-mail letter. I did explain to her I do not like to read. I did try and I asked her permission to use Malay in the letter. She allowed the students to use Malay language and used how we approached our reading in Malay language to assist us when reading L2 text. Madam said, "It is alright, she would teach the techniques on reading." Then it was alright. Now I began to like writing my opinion on reading. (Int. 2 [Z]. 15 Mar 2011)

Data from the class observation also illustrated this. This week the students had to summarize the reading article. The article was three pages long. Three groups of students began to read and highlighted the important points. The other two groups were hesitant to begin. The instructor approached the groups and assisted them which is in line with Vygotsky's (1978) socio-cultural theory. She listened to their stories before responding. The students were confused whether they needed to include every detail of the content. The instructor facilitated the learning as shown in following excerpt:

Instructor: "When you summarize an article will the article be longer than the original?"

Students responded: "Summarizing should be shorter."

Instructor: "Try to locate the main idea. Let us try to do for the first paragraph."

She waited for them to provide the answers and waited for the students to try with another two other paragraphs before moving to another group. (Obs. Wk 12. 29 Mar 2011)

Findings from the participants' out-of-class letter (OCL) and the instructor's response also corroborate this.

This article is a little hard to understand compared to the previous article, because the writer kept using a flashback to compare his life before and after the accident, and also what happened 11 years after that. And I find it quite hard to understand this article, and I had read so many times in order to know what the writer wanted to tell to the reader. Gosh, I even fall asleep today when I read it. This article is also interesting, even if it's difficult to understand at first. It can motivate a person to not give up when facing obstacles in life, whether it is physically, or mentally. (OCL. L4[R]. 9 Feb 2011)

To that letter the instructor responded:

I am glad you have tried to employ the strategies I have taught you in class. Do use them often as it helps you to become accustomed using it. I do admit the

article is quite long and a bit difficult but that challenges my students to think critically and not to give up. And you are one of them. (OCL. L4[I R]. 9 Feb 2011)

To the participants the process of learning in L2 is challenging. Therefore, they claimed they need time to learn and be able to grasp the learning. This affirms what Bernhardt's (2005) compensatory theory as well as Grabe (2010) and Koda (2005) claim L2 students require time and sufficient exposure to enable them to reinforce their understanding of the skills taught. Thus, under this practice of priming interaction through the employment of the pedagogy of thoughtfulness the instructor took into consideration both the students' cognitive aspect such as by providing students opportunities to interact and providing learning space for students to apply and reinforce their understanding on what they have learned and also through the students' humane development aspect such as their emotion, motivation, and perception of learning (see Appendix O). This is consistent with Mezirow's (1997) learning theory.

Besides commenting on her teaching method, the participants related how comfortable they are with the instructor. In other words, how the instructor managed her class, her mannerism in handling the class and her students such as whether she provokes or cajoles her students to participate do matters to them. When the participants were comfortable with the instructor's approach they began to be more proactive with the lesson and were more positive in their attitude toward learning.

This is consistent with Mezirow's (1997) learning theory and Keeling's (2004, 2006) assertion on the notion university students want their voices be heard and considered during the teaching and learning process. Their struggles and challenges they faced should not be brushed aside by the instructor. They wanted the instructor to provide space for them to develop and progress. This also confirms Bernhardt's (2011) theory that it is necessary for instructors of reading in L2 to consider the students' perspectives and encourage the students to use their L1 reading strategies as they

approach the L2 reading text. In other words, these students need time to understand and grasp what was taught in the class in order to progress as engaged readers.

This also validates M. Van Manen's (1991a) view that when the pedagogy is concerned with the student's self and development as well as considering the voices of students and not putting pressure, the students would return their respect of the instructor with filial affection. In addition, this validates Bernhardt's (2011) and Koda's (2005) assertion that L2 students face more than just linguistic complexities of the reading materials. Thus, it is of vital importance for the instructor to be more pedagogically sensitive when approaching students so that the instructor able to identify which reading skills to emphasize and be taught to the students. This is in line with the four theories selected for the study. As elucidated by Nurin in her PostQ, "I saw love in her eyes. She is like a 'mum' to us actually. She is always patient with us . . . she always helps us and we really appreciate it" (PostQ[N]. 16 Apr 2011). Findings from the instructor's reflective notes also substantiate this.

I noticed when I took the extra effort to remember their names and gave my personal attention to each individual in the class the students began to be more open and participated actively in the class. It is probably because of the personal attention I gave when I respond to their e-mail letter and small-group task. The positive interaction permitted the students to be comfortable. Currently, in the class they constantly put up their hands as well as respond eagerly to any questions posed to them. They seemed comfortable and relax. This is only week 5. (Refl. Obs. Wk 5).

Furthermore, the instructor approached her students not by coercion but instead she used a tactful manner by showing understanding and being friendly; this created a learning environment that is conducive. As a result the students were not afraid to express and share the challenges they faced during reading. Moreover, the participants claimed that they did not feel stress but are comfortable to be in this reading class. Previously the participants reported they found English class boring, monotonous and difficult. This may be influenced by their past learning experience and the instructional

approach used in the previous class. They further claimed the instructors in the previous classes seemed insensitive about their learning development and the challenges they faced when learning in a second language. Nevertheless, in the study when the instructor did not put pressure, instead she showed thoughtfulness and care about them. This is consistent with Mezirow's (1997) transformative learning theory. The students welcomed the approach. Subsequently, they began to have interest in reading and able to see the purpose of being effective readers.

Learning is hectic but fun. Another theme which emerged is when the participants perceived the process of learning as hectic but fun. For instance, 1 participant, Ziela, has referred to the experience as "busy," while Syed and Azhan stated there was too much work and they felt there were too many reading material handouts distributed in class. This was reflected in the data observation. In one of the observations, it was noted the instructor had given too many exercises. After completing one of the tasks, the instructor started to distribute another new handout. Today she gave four handouts. Although the handouts given were short, it still required the full 2-hour session for students to complete the task, hence leaving the students with no break between the tasks assigned.

As the students completed the exercises in their respective groups, some students seemed diligently doing their work; a few, however, started to lay their head on their table, some slouched their body to the chair. One female student whispered to the group members "I am hungry." The clock on the wall showed it was already 5.30 p.m. (Obs. Com: The students seemed tired. I could hear one or two of them sighing). (Obs.2 11 Jan 2011)

The participants related they have to do a lot of reading and exercises in the class. There are two different perspectives with regard to the hectic learning experience. Six of the participants viewed it as positive, 2 other participants, Syed and Azhan, thought otherwise. For instance, Ziela reported in one of the interviews the students had to do a lot of work. Ziela uttered:

There are many articles but it is good when she gave a lot of articles because we can gain a lot of reading materials. So it is like “practice make perfect.” So when we receive a lot we begin to understand better. (Int.4.[Z]12 Apr. 2011)

Her response in the PostQ also confirms this. Ziela described this learning experience as “busy.” She explained:

Busy. This is because the instructor gave a lot of activities. But it is okay, we enjoyed doing the activity in groups. (PostQ.[Z]. Apr 2011)

Ziela termed the class as busy because the students have to continuously complete the tasks given by the instructor. She obtained an average grade in her SPM English (B4). Realizing her lack of proficiency in the language she did not mind the amount of work given in the class because she saw the opportunity to improve herself. The other participants also expressed they had to do a lot of tasks in the class. Nevertheless, they embraced the difficulty and accepted the challenge because they saw the benefits in doing the tasks to progress as engaged readers. This is consistent with Guthrie’s (2004) reading engagement theory. For instance, initially, according to Sherin, reading is just to answer a reading text which she regarded as a chore to complete. After attending this class she began to realize, “Reading is an active process and students need to be exposed with a lot of reading to be able to improve their reading comprehension” (Int. 2[Sh]1 Mar 2011). Data from the post questionnaire also substantiated this. For example, Nurin and Ruby, who both got an above average grade in their SPM English (equivalent to O’ level English), both had described their experience in the class as “fun.”

Nurin used the word fun to relate her learning experience. She wrote this in her post-teaching questionnaire:

Fun. The class is not boring since there are many activities. There are lots of new techniques. We enjoyed learning new vocabulary. (PostTQ.[N] Apr 2011)

Ruby also reflected the same tone in her interview and post-teaching questionnaire. She described the experience as academically fun. In the post-teaching

questionnaire Ruby again described the learning experience as academically fun and interesting. She stated:

The class is academically fun and interesting. . . . The methods, approaches and activities conducted in class really made me enjoy the class” (PostTQ.[R].16 Apr 2011)

The findings gathered from the post-teaching questionnaire and post-observation interview showed both Nurin and Ruby shared similar opinion about this class; they expressed positive feeling and displayed optimistic attitude toward learning. They may be influenced by their already positive feelings toward the language as well as having better English language proficiency than their counterparts. However, the participants claimed how the instructor approaches the teaching and learning process influenced their interest in learning. Their initial positive perception of learning is enhanced when they were more comfortable in the class and when they observed the instructor gave attention to their development in the class. This was affirmed by Ruby in her interview:

I am able to progress in my journey to be an active reader and also an active participant in the class because the way the instructor taught in the class. She encourages me. It is not directly but she encourages me to participate in class to give attention in order for me to understand what I read better so that I can apply what strategies I can after I read the article. (Int. 1[R]. 1 Mar 2011)

To participants with a better level of English proficiency such as Ruby and Nurin, how the lesson was taught and approached by the instructor matters to them. They did not face problems in English language and they already have a positive attitude in learning. Hence they face little difficulty in grasping the lesson. The comfortable learning environment made them enjoy the learning experience better. In addition, how the instructor approached them is important. Furthermore, they also began to associate learning academically can also be fun and enjoyable. This illustrates students’ frames of references were strengthened, which is consistent with Mezirow’s (1997) transformative learning theory. In this context, Ruby shared her views on being an active reader. Her existing frame of reference recognizes that being a university student she needs to read a

lot of materials in English. By being exposed to strategies in tackling reading, she began to recognize there are ways in tackling reading strategically and she found them to be interesting.

Additionally, she was aware the formal learning environment can be transformed to a fun and enjoyable yet illuminating learning environment. Subsequently, the positive learning perception was enhanced because the students were able to see the purpose of learning in a more pleasant manner. This confirms Mezirow's (1997) notion approaching students at university requires a different approach. The students at higher institutions of learning need the educators/instructors to provide suitable pedagogical approach and instruction to enable learning to transform (E. W. Taylor, 1998, 2007). In addition, they prefer a cordial relationship between the instructor and the students to exist. This aligns with Mezirow's (1997) transformative learning theory on the benefit of having positive relationship between the instructor and students.

Likewise, participants with lower English proficiency also reported they have fun learning in the class. For instance, Syed, who obtained a below average grade in his SPM English, too expressed his learning experience as fun. However, his definition of *fun* is different from the two of them. He said, "Fun. I use this word for this class because in my opinion I can follow the lessons easier because of the method used" (PostQ.[S]. Apr 2011). He also explained that, "I am no longer afraid to ask question because the lecturer understands me" (Int. 1[Sy]. 16 Mar 2011).

Fun to Syed is when he was able to understand the lesson taught and how the instructor approached her students in a friendly manner. This difference in the term *fun* is probably due to his different background; initially, he did not enjoy learning English because he claimed he had problems in understanding what was taught. This is reflected in his SPM (Malaysian Certificate Examination) English grade (equivalent to O level English); he obtained grade C5, which means he has below average English proficiency.

Obtaining a below-average English SPM grade showed he does face problems in understanding the language. Thus, that was why he has used the word “fun” to describe his learning experience in this class because it is only when he is able to understand what was being taught in the class that the lesson becomes “fun” to him. When he faced difficulty in understanding what was taught it is no longer “fun” because he claimed he had often experienced them in his previous English classes.

Therefore, when the class was not easy to follow he becomes bored and uninterested to learn. Through the practice of priming interaction, in both groups of participants - the above average and the below average—the participants’ heart and mind of wanting to learn are stirred and awakened. This corroborates with Guthrie’s (2004), Mezirow’s (1997), M. Van Manen’s (1991a), and Pressley’s (2000) idea on the importance of the instructor in making the class environment interesting and engaging which will lessen the learner’s anxiety to learn and enable meaningful engagement with reading to take place.

When students are intrinsically motivated, they tend to prefer academic tasks that are moderately challenging (Ormrod, 2008). The current learning experience and their motivation in wanting to improve themselves may influence their positive attitude. They became more empowered through the practical skills. This substantiates Keeling’s (2004) claim when students observe the process of learning as beneficial they experience identity transformation through reframing belief and value systems. This is consistent with Mezirow’s (1997) transformative learning theory.

The learning urges the participants to be more critical, mature, and able to construct meaning of their reading materials (Keeling, 2006). Thus, when Ziela, Sherin, Khiriah, and several other participants in this study recognized the heavy workload they had to do, they become aware they are now studying at a university which requires them

to take charge and apply the information in the context of their lives as university students (see Appendix F).

This aligns with Bernhardt's (2011) compensatory theory and Grabe's (2010) claim. For L2 readers to become competent readers they need to read and be exposed to a vast amount of text for their academic courses. Thus, this shows that it is necessary for the instructor to expose students to extended reading because the process of reading may help them read long texts and enable them to assimilate the information from a variety of sources (see Appendices F and O).

This concurs with Ormrod's (2008) description of extrinsically oriented students, as they are inclined toward tasks low in degree of difficulty. The participants' conceptions of English class and the activities conducted represent their beliefs about the nature of learning. This may be because of several factors such as the time factor, gender, and students' perceptions of the task. The conceptions were influenced by their gender, perception of English language, the proficiency in the target language, their previous learning experience in English class, as well as how the subject was taught. This aligns with Miller and Faircloth's (2009) claim students' reading comprehension and motivation might vary due to gender and assignment. This also substantiates Dornyei's (2001) assertion participants' conscious attitude, thoughts and beliefs would impel their course of action as well as Guthrie's (2004) reading engagement theory notion on disengaged readers who are not willing to continue when they experience challenges. In short, the participants reported they were comfortable to be in the class when the learning environment is supported by several factors like there is a two-way communication between the students and the instructor, the instructor shows concern as she listens to the students' learning development, and there is no pressure in learning.

4.2.2 Appreciation for the style of teaching. A finding common to all the participants was their appreciation for the style of teaching. The theme on the style of

teaching keeps emerging from the participants when they provided responses on their perception of the reading class. Data from the study showed the instructor's style of teaching also plays a role in influencing students' motivation to learn and to read. This is consistent with Guthrie's (2004) theory and Mezirow's (1997) learning theory. The participants compared this class and their previous English classes both in their formative years of schooling and at the university. Initially most of the participants have stereotyped English classes as being difficult, boring, and they dislike how the subject was taught (PreT[Sh, Kh, Z, Am, Sy, Az] 7 Jan 2011). However, their initial perceptions changed after attending the class. For example, Azhan said, "I feel that I understand English language much better now. Her style of teaching makes me easier to understand and follow" (Int.1[Az] 16 Mar 2011). He described the teaching as enjoyable and easy to understand (Int.1[Az]. 16 Mar 2011).

The participants reported the instructor managed to make the lessons easier to understand and allowed them to grasp the learning gradually by providing activities to enforce their understanding in and outside of class (see Appendix F and Appendix O). The interaction allowed the process of learning to take place. This affirms Mezirow's transformative learning theory. This authenticates the claim made by Koda (2005) on the important role of the instructor in understanding the challenges that L2 learners face in tackling academic reading by structuring the pedagogical instruction to meet students' needs as well as providing space for them to progress as effective readers. The interaction caters for both the mind and the heart of the students. When the students felt cognitively challenged in tackling the reading in a strategic manner and their emotions were not threatened but approached in a thoughtful and considerate manner, their interest to learn was heightened because they are comfortable to learn in a more positive learning environment. This aligns with transformative learning theory by Mezirow (1998).

The finding from observation also corroborates this. For instance,

The students started doing the work quietly in a group. The instructor repeated what the students needed to do. Some students started reading and underlined the content of the texts. Several students were observed discussing and posing questions to their group members on the main ideas of the text. They were on top of their voice. Some students were laughing while doing their task in the group assigned. The instructor started to move around after giving them ample time to read the text first; she moved from one group to another. (Obs. Comment: The students were eagerly discussing with their group members. Some students especially the boys gave answers voluntarily). She gave them encouragement they were on the right track. (Obs. 6. 8 Feb 2011)

Even findings from the post-teaching questionnaire and interview from other participants also affirmed this. The other participants expressed positive feelings on the interaction used for the class. For example Khiriah and Sherin described they prefer this style of teaching. Khiriah expressed her view in her letter to the instructor. She uttered she prefers the method employed and described the teaching approach as stimulating.

The first time Madam taught us I found her teaching approach interesting. So I began to have interest to enter English class. Before this I do not have any interest. There is no interest at all. Now I feel that her approach is different. We find it interesting. (Int.1.[Sh]. 1 Mar 2011)

Khiriah's explanation on the subject matter she said:

From the aspect of teaching, learning and activities, all of them are interesting for me. Maybe I never feel like this in the English class before. The instructor tried to teach us but I wasn't interested. I don't know why. If compared to this class it is different . . . This is the first time I am interested to attend English class. (PostQ. [Kh].10 Apr 2011)

The participants reported they found the class to be different from their other English classes. They reiterated the teaching style has stimulated their interest in learning. Being L2 students who face difficulties in understanding the nuances of linguistic terms in academic texts, they claimed the class permitted them to develop as engaged reader progressively. This is consistent with transformative learning theory. They have described the approach used as effective. The participants tend to compare their past learning experience with the current class. They claimed the instructor has approached them in a more understanding manner (see Appendix O). Due to that they

did not feel the pressure to learn. This substantiated M. Van Manen (1991a) claims pedagogical approach is vital in determining the success of students' learning.

In addition, they argued their previous instructor never exposed them to reading strategies. They claimed the way the lessons were taught in this class permitted them to understand as well as enjoy the learning process better (see Appendix O). This aligns with K. J. Pugh's (2002) notion university students undergo transformative experiences when the lessons taught allow them to experience their university life in a new way. Thus, when they began to see the purpose of learning and recognized what they have learned in the English class can also be applied to other academic subjects, their negative perceptions changed.

Additionally, how the lessons were approached by the instructor is vital to the participants. This substantiates Torgeson's (2000) study which informed that 20% to 30% of all students will not learn to read without effective reading instruction. Therefore, this indicates the important role of the reading instructor in selecting the pedagogical instruction that can foster motivation and interest in reading among students. Furthermore, the participants asserted their interest in learning is activated while attending this class because they claimed the learning environment and how the instructor approaches the teaching and learning process influence their interest to learn. The participants reported how the instructor approaches her teaching makes the learning less stressful. They claimed the instructor approached her teaching in a distinctive manner, enabling them to grasp what was being taught and at the same time they were able to make sense of the course objective and purpose (see Appendix O). The stress-free learning environment as well as the strategies taught in the class enabled them to enjoy the lesson.

In this study the participants reported that they preferred the instructor's style of teaching. They acknowledged the instructor put effort to make them understand by

varying her approach in teaching such as teaching reading strategies, employing writing in teaching reading skill, having small-group tasks, and providing reading materials in and outside of class (see Appendix F and Appendix O). Thus, the learning process to them becomes enjoyable. This is consistent with Guthrie and Cox (2001) and Lei et al. (2010) who found that students' enjoyment in reading is enhanced when they enjoy the subject learned. The students in this class observed what they were learning was useful and they could employ what they have learned to other subjects. The students were experiencing transformation in learning which is consistent with Mezirow's (1997) theory in learning. As reported by Khiriah:

The learning process is when the lesson taught can be applied to other classes. . that is why her teaching style, her teaching approach makes me have interest in the class because of her style of teaching. If she is good in handling her class I feel it is interesting. (Int.4.[Kh]. Apr 2011)

Other than her teaching method, the participants were comfortable with the personality of the instructor. In other words, it matters to them how she managed her class, her mannerism in handling the class and her students such as whether she provokes or cajoles her students to participate. Thus, the ethos of the instructor is important in facilitating student learning. Previously they claimed the classes practice one-way communication (Int. 2[S], [Kh], [Sh], [N], [Z] Mar 2011). In other words, only the voice of the instructor matters while the students' voices are kept silent. The participants claimed the instructor understood and respected them as students. This finding aligns with M. Van Manen's (2003) notion that students want to be recognized as individuals. For example, Nurin mentioned during the interview, "I began to participate in the class when you started calling me by my name" (Int. 2[N]. 21 Mar 2011). The findings from the PostQ and OCL also substantiated this as illustrated by Khiriah and Sherin the method and the attitude of the instructor play an important role in promoting their inquisitiveness in learning. For instance as reported by Khiriah, "For

me the method and the attitude of the instructor are very important. It is the biggest factor in influencing me to be interested in this class” (PostQ. [Kh].10 Apr 2011).

Sherin explained the academic attainment in this class is not a burden.

At the beginning I need to observe whether she force her students or not, whether she is the type who impose on students or not. That is the way I think. I will become less interested when the instructor likes to force, or being too strict. I see that she is gentle, and the way she teaches enhances my interest to learn. (Int.2.[Sh].15 Mar 2011)

She commented further in her PostQ, “Sometimes the caring and concern of the instructor will make you like and respect the person. This will make us interested to learn and study in class” (PostQ.[Sh]. Apr 2011).

The participants’ interest in learning was greatly influenced by how the instructor approached her students as well as her characteristic gesture when responding to her students. The participants responded well with the instructor because of the way the instructor approached her students in a tactful manner by considering them as individuals rather than as just a student in the class makes a difference to the students. They want to be recognized and want their presence felt in the class by the instructor. Thus, when the instructor treated them as individuals whose opinions were valued, they feel appreciated and start to participate actively in the class. Hence, the role of the instructor is not only restricted as a knowledge disseminator but also as a person who cares and shows concern for the students’ well-being. This aligns with Mezirow’s (1997) transformative learning theory and Guthrie’s (2004) reading engagement theory. Therefore, the way the instructor approaches her teaching and students may increase or dampen their interest in learning. Because as reiterated by the participants what and how they were taught in the primary and secondary school should not be applied again in their undergraduate classes.

This aligns with M. Van Manen (1991a) and Tong’s (2010) notion when encouraging learning among students the instructor must not force students instead the

instructor needs to establish a positive relationship with the students. Ultimately, it is the students who make the recognition and determine whether the learning is worthwhile to them as well as whether the relationship with the instructor can be enhanced or otherwise. This confirms what M. Van Manen (1991a) refers to as pedagogical relation. The pedagogical relation focuses on the mutual relation that exists between the instructor and the students in a class. In this study the finding illustrates the participants appreciated the positive relationship fostered between them and the instructor. This again substantiate Mezirow's (1997) learning theory and M. Van Manen's (1991a) claim on the importance to establish a positive pedagogical relationship between the teacher and the students as reflected in the data.

Another aspect is not putting pressure on students to do the tasks. The participants are aware of the need to complete the tasks given to them. However, they claimed the way the instructor requests participation from the students is vital. This is in line with Mezirow's (1997) and M. Van Manen's (1991a) assertion pedagogy is conditioned by how the instructor shows the love and care for the student in order for learning development to grow. In other words, the educator needs to be mindful when respond to students because they need support before being able to become independent (see Appendix P). According to the students, they want to be treated as responsible adults and not as small children. Thus, instruction given to them should be with care, not with nagging and scolding. For instance, Ziela commented on how the instructor approached her students. She enunciated, "If we do not know what to do, she is not angry at us, never. If we do not know she will explain. We do feel comfortable to discuss and ask her questions" (Int. 2. [Z]. 15 Mar 2011).

In addition, Ziela claimed that "the instructor knows how to handle her class well which makes the class interesting" (ICL. Letter 1.[Z]18 Jan 2011). Syed's opinion is similar to Ziela's. He stated, "Her teaching style enables me to get along with her easily

because she is friendly. So when we have questions to ask we are not afraid to ask” (Int.2.[Sy]. 23 Mar 2011).

Finding from the class observation affirms this.

The students did the task in the group assigned. The instructor then posed questions to the students how to determine the main idea of the paragraphs. One male student responded. She complimented the student for the correct answer and for participating. Another male student seemed confused. He raised his hands up and asked the instructor to explain how to identify the main ideas for the third paragraph. The instructor took her time to explain and modelled the task again before moving to the male student and requested him to find the main idea for the next paragraph. She explained patiently until she was sure the student managed to grasp what was taught. (Obs. Week 5. Feb 2011)

Data from the instructor’s reflective notes also affirmed this.

At times while teaching I noticed some students were unable to grasp what was taught. [More] often than not I had to re-teach and modelled the specific strategy. It requires patient and understanding from my side but when I see the doubts they portrayed through their eyes I know that they were genuine and I know at that exact time I need to show I do care of their learning development. I observed when I did not react negatively to questions posed by them the students began to ask question willingly when they were unable to follow the lesson. (Refl. Obs. Wk 7)

Both excerpts provide evidence under the pedagogy it is necessary for the instructor to be pedagogically sensitive and thoughtful on the students’ strengths and weakness because each individual student is unique in his or her own special way. This attests what Guthrie’s (2004), Mezirow’s (1997) and M. Van Manen’s (1991a) asserted on being pedagogically sensitive and understanding of the learning development of the students. Besides her teaching style the tasks she selected for her students such as on the out-of-class letter (OCL) caters for the dynamics of the instructor-student interaction. The OCL creates space for students to interact personally with the instructor.

Ziela related her experience on OCL. She gave an account of the task. She referred to this task as “Just me. Through the OCL, I feel closer with my instructor. In the letter the instructor also gave instruction and explained about the topic” (PostQ. [Z] Apr. 2011). This is substantiated from the participant’s out-of-class (OCL). For instance

in one of Amelia's out-of-class letter (OCL) to the instructor, she apologized for sending the letter late and shared her opinion openly with the instructor about this article. She wrote:

First of all I would like to apologize for my lateness in sending this letter to you. It is because I have a lot of quizzes for this week which I need to focus on. I know that I should not put aside your assignment because of other matters. So, I am really sorry for that. . . . Of course I have the same experience. For 3 years when I studied at the university there are a lot of students who experienced conflict such as culture shock. (OCL.L2[Am] 19 Feb 2011)

The participants value the dynamics of interaction between the instructor and students in this class. They appreciated the instructor considers them as persons rather than just as students of the class. This confirms M. Van Manen's (1991a) assertion on respecting and giving students' recognition. The positive relationship between the instructor and the students allowed the students to speak freely and participate actively in and outside of class. The instructor's friendly and tactful manners in approaching them make them feel appreciated. They were treated as responsible individuals in the class. Consequently, they began to collaborate with the instructor in the same manner and their interest to read was heightened. The data from the findings illustrated the participants' perceptions of learning were influenced by the way the lessons were structured, personality of the instructor, how the instructor approached them, and the relationship distance between both the instructor and the participants.

In short, the instructor's teaching style is what the participants favor most about the class. They reported that the way the instructor varies her teaching approach such as the inclusion of small-group tasks, letter writing, reading strategies made the learning more enjoyable. In addition, they claimed that the personality of the instructor influences their motivation to learn. For instance, her mannerism in handling the class and the students in a positive manner helps to reduce the anxiety of the students throughout the process of learning. Subsequently, their motivational level is heightened.

The participants in the class compared this class with their previous English classes. They claimed they were able to understand the subject matter better than in their previous classes with the way the instructor approached her lesson. All the participants indicated how the instructor approached her teaching and her students affect their motivation and interest to learn. The students reiterated for more effective learning it is vital to have a learning environment that is conducive where the students are at ease with the instructor and with one another. In addition, the instructor's approach in considering the student as a person, not merely as a student in the class does affect the students' conceptions of wanting to learn and to stay in the class. This aligns with Guthrie's (2004) and Mezirow's (1997) on the role of the instructor in constructing learning and in selecting the appropriate pedagogical approach.

4.2.3 Engagement in literacy activities. Another emerging theme is engagement in literacy activities. Data analysis of the participants' documents, interviews, instructor's reflective notes as well as classroom observations identified subthemes that comprised their learning experiences. Throughout this thesis, reading activities have been presented as contextual. Participants in this research identified three contextual dimensions that impacted on and influenced their conceptions of learning: the reading strategies, the discourse, and the social aspect of learning. Three subthemes emerged that explicate how the participants respond to the balanced pedagogical approach: (a) employing reading strategies, (b) using letter writing as a form of dialogue, and (c) social mediation of learning.

Employing reading strategies. The nature of the task that is employing reading strategies while approaching reading influenced the way participants reasoned and communicated their learning experience. Data from observation illustrated this. As illustrated in the class observation, from the observations, the instructor took several measures to ensure learning did take place. The instructor repeatedly informed and

shared the learning goals with the students. The instructor reminded them of the benefits in approaching their reading strategically (Obs. 2, 4 Jan 2011), (Obs. 3, 11 Jan 2011), (Obs. 4, 25 Jan 2011), (Obs. 6, 9 Feb 2011).

From time to time, the instructor stressed the importance of learning reading strategies (see Appendix A). As can be seen in her class, she repeatedly stressed the importance of reading strategies when approaching reading. She explained they may use the strategies with their other academic subjects. She illustrated the use of the strategies by modeling how it is used to the students (Obs. 3, 11 Jan 2011), (Obs. 4, 25 Jan 2011), (Obs. 6, 9 Feb 2011), (Obs. 8, 1 Mar 2011). The data from the observation illustrate the teaching involves consistent emphasis on the purpose of learning, modeling, scaffolding, extensive reading in and outside-of class, and gradually the independent use of the strategies by the participants. This is consistent with Guthrie's (2004) reading engagement theory and Mezirow's (2004) transformative learning theory. The data from the instructor's reflective notes corroborate this.

I noticed the students do not know how to approach their reading strategically. During the first lesson I observed a majority of the students in the class constantly refer to the dictionary for every word they do not understand. They read at surface level with no attempt to engage with the text. When posed questions they provided answer at surface level. There was no indication of reflective thoughts on the text. I believe I need to expose students to reading strategies in the upcoming lesson and the purpose of *learning the strategies*. (Refl. Obs. Wk 1)

The participants' initial negative perception of learning may have been resulted from their past learning experiences (see Table 3). Prior to taking the class most of the participants reported they did not know that there are strategies in reading (PreQ [Sh, Z, Az, Sy, Kh, R, N, Am] 7 Jan 2011). They claimed reading is just another task where students are required to answer the questions following the text and they were not required to reflect on what they were reading. In addition, they were never taught reading strategies. This has influenced their negative perception of reading because they did not view reading as a process that may benefit them. Consequently, they view

reading as boring and mundane activity. This lends support to Mezirow's (2000) and Pitcher, Martinez, Dicembre, Fewster and McComick's (2020) claim when students experience disparity in the content of knowledge they view the learning as less meaningful. As in the case of Ziela, she claimed this was her first time learning reading strategies (Int. 1[Z]. 1 Mar 2011). Amelia and Syed too agreed and claimed that during their formative schooling years and the diploma courses at the university there was nothing on how to approach reading strategically (Int. 1 [Am]. Lines 52-53, 1 March 2011), (Int. 1. [Sy]. Line 446-447, 16 March 2011).

Prior to taking the class the participants reported they had difficulty in approaching academic reading text and described when they faced difficulty in understanding they would resort to the dictionary (Int. 1[Sh, Am, N, Z, Kh, Sy].11 Mar 2011). To them the dictionary provided the answers to their problems in understanding text. Thus, to build the participants' self-efficacy in approaching academic reading materials the instructor then helped strengthen the students' reading skills by making them aware of different reading strategies and how to use the strategies (see Appendix E and Appendix K).

This supports the view by Keeling (2004, 2006) and Mezirow (1997, 2000) educators at higher institutions of learning need to expose students to meaningful learning which requires them to be more concerned with *why* teach the students than with *how or what* to teach. The students at higher institutions often faced challenges in tackling academic reading text because they do not know how to approach the texts strategically (Bernhardt, 2005). This is also in line with Bernhardt (2005), Grabe (2010), Guthrie (2004), Guthrie and Cox's (2001) assertion on the importance of exposing students to reading strategies to enable to approach their reading in a strategic and meaningful manner. Thus, they need to be taught and exposed on how to approach their reading strategically.

By the end of the course as indicated in the data found in the pre-teaching questionnaire, in-class letter (ICL), out-of-class letter (OCL), post-teaching questionnaire, and interview, the participants recognized the benefit of learning the reading strategies which they claimed had influenced their interest in reading English materials. The participants experience a transition in the existing frame of references. This is consistent with Mezirow's (1997) transformative learning theory. The interview data of the participants affirmed this. For instance to Khiriah learning the strategies heightened her interest in reading. Sherin too confirmed this. She expounded "*Since having the strategies we now read strategically. Previously, I have never thought of reading strategically*" (Int. 1. [Sh]. Lines 200-201, 1 March 2011).

Findings from the observation, post-questionnaire (PostQ), in-class (ICL) and out-of-class (OCL) letters and the instructor's reflective notes also corroborate the data. For example, the students used the reading strategy taught to them about how to determine the main idea in week 5, as they approached their week-6 reading. "As observed in the classroom activity, the students began to read the passage in their groups. Several students started to underline the main ideas of the text. Upon completion, they began to exchange and share their ideas with their group members. A few students in the respective group began to take down notes, while a few started to discuss and highlight the important points in the text. The students looked for clues such as words which are continuously repeatedly, bolded, or italicized in the text to determine the main idea. They began to underline for the main ideas diligently. The girls were grinning and smiling when they managed to locate the main ideas of the text easily. They divided their tasks accordingly in the group. One or two students of each group were assigned to draw their understanding in the form of graphic organizer. The rest of the group members noted down the important points of the article. The students diligently did their work. Once in while the students laughed gaily while doing their work; once

completed they began to color the graphic organizer. The activity took about 40 minutes before each group presented their work to the whole class” (Obs. 8. 1 Mar 2011). Data from the instructor’s reflective notes also affirmed this.

The students began to understand how important to approach reading in a strategic manner. As I went round monitoring them I observed that they would underline, seek clarification with their peers and they were constantly having dialogue either individually or with their peers discussing the content of the article. Several students would draw a mind map to display their understanding. (Refl. Obs. Wk 10 15 Mar 2011)

The participants’ positive perception was also displayed in their In-class letter (ICL). Khiriah shared her learning experience with her writing partner. She reported: “The strategies she taught us have improved my understanding” (ICL. Letter 5[Kh]). An example from the Out-of-Class letter (OCL) also illustrated the participants’ use of reading strategies when they approached their reading material. As noted by Ruby in her OCL:

When I read this article, I used the strategies taught in class on how to find the main idea, and also the supporting details. For example in paragraph 5 (Disease Without a Cure). The main idea of this paragraph is there was no cure of Spanish Flu during the pandemic. (OCL L2[R] Feb 2011)

Data from the post-teaching questionnaire (PostQ) also affirmed this. For example, according to Azhan he now no longer feels frustrated and will not cease reading when he faces difficulty understanding. He said he is willing to continue reading until the end of the article because he knows how to read strategically. Sherin echoed the same view. According to Sherin:

The strategies taught in the class have helped me to understand an article easily. When I am able to understand the content of the article I become more excited, I want to know the rest of the article. I am more curious to know why it happens, how and what will happen next. If we understand how to read correctly we will definitely become “active readers.” (Post.Q.[Sh] 16 Apr 2011)

The findings illustrated when the instructor taught the participants strategies to approach reading they were empowered. They began to approach reading in a strategic manner as indicated by Sherin, Khiriah, Azhan, Amelia, Ziela, Nurin, Syed, and Ruby.

The initial negative perception of reading as a boring and monotonous chore had changed in six participants, Sherin, Khiriah, Nurin, Ziela, Syed, and Azhan. The participants admitted and acknowledged the importance of approaching reading in a strategic manner. They began to value the interactive mental processes involved when they are able to understand their academic materials better and when the instructor constantly requested them to interact with reading texts in and outside of class. The interaction that took place through the activity reading together with the employment of reading strategies permitted the participants to understand reading as an active process; reading activity requires a reader to constantly activate his or her mind in deciphering the content of the reading materials (see Appendix A).

Subsequently, this has transformed the participants' view of reading from seeing reading as the way to retrieve information to a more active process which requires them to think and reflect critically. This supports the claim made by Grabe (2010), and Koda (2005) as well as Bernhardt's (2011) compensatory theory, that L2 students need to know and be taught on how to approach their reading strategically. To successfully tackle academic reading materials readers are required to know what are the strategies and how to employ them because the process would enable them to become more proficient reader (Pressley, 2000). This affirms N. Anderson (2009) and Block and Pressley (2007) claim.

This also supports Keeling's (2004) and Mezirow's (1997) view on transformative learning would likely occur when students experience a shift in their values and perceptions. All the participants valued the strategies taught; they began to understand the purpose of learning the strategies and were able to apply the knowledge to other reading materials in relation to the field they enrolled. The instructor managed to engage the participants cognitively (see Appendix O). Their minds became more alert because they began to realize in order to tackle reading the mind has to be active and

they need to interact with the text meaningfully. Thus, the role of educator plays an important role in deciding changes that can transform learning effectively. This is consistent with the four theories selected for the study. The participants become motivated to learn because they see purpose of employing reading strategies in tackling reading.

In addition, the supportive learning environment which fosters better interaction between the instructor and the students permitted the learning to take place in a more positive manner. The participants felt comfortable in the class because they acknowledged the instructor do care about their learning development. Therefore, the practice of priming interaction which puts emphasis on approaching the students' heart and minds do facilitate the learning process (see Appendix O). This substantiates the notion made by Keeling (2004), M. Van Manen (1991a), and Mezirow (1997) learning becomes more meaningful and engaging when students are able to strengthen their existing frame of references and when an educator or instructor creates a supportive culture by strengthening the skills in specific content area.

When students are unable to reinforce their understanding due to disparity in the content of learning, the learning becomes less meaningful (Mezirow, 2000). This also lends support to the assertion made by Guthrie, Wigfield, and Perencevich (2004), teaching, modeling, and exposing students to strategies in tackling reading make provision for students to understand the purpose of learning better. The findings revealed the participants were beginning to enjoy reading and believed they were capable to perform the task on reading successfully. In addition, they claimed they are now beginning to progress as active readers. Several participants indicated their understanding of their reading text increases and subsequently their interest to read is stimulated. This is consistent with reading engagement theory. This was shown when

the participants mentioned the class provided them opportunities to develop as engaged readers. For example, Khiriah noted in her post-teaching questionnaire:

When there are various strategies or techniques to understand reading, I become an active reader. Being an active reader is important when I have to interpret what I understood through writing. The activities done in the class have also helped me to become 'active reader' such as writing summary and having discussion in the small-group tasks. (Post.Q.[Kh] Apr 2011)

The finding is also congruent with Vygotsky's (1978) views on More Knowledge Other (MKO) notion, in which Vygotsky refers to as anyone who has a better understanding or a higher ability than the learner on a particular task. In this study, the instructor facilitated and scaffolded the students' learning. This supports Vygotsky's (1978) assertion the instructor must acknowledge and provide learning environments that exploit inconsistencies between students' current understandings and the new experiences before them. When the participants in the reading class were exposed to reading strategies and meaningful learning environment their interest to learn was aroused. This fosters transformative learning because the students were provided with direct and personally engaging learning experiences (King, 2004).

In addition, the provision of reading materials to students also affects the students' interest to become engaged readers. In this study, the instructor did not adhere to one textbook; rather the instructor had selected various reading materials from different sources such as articles, Internet, magazines and books. The purpose of selecting texts from various reading materials was to expose and motivate students through their intriguing content. This supports Guthrie, Wigfield, Perencevich (2004) claim providing students with interesting materials is the trademark of effective literacy instruction. The finding also concurs with Eskey (2005), Nation (2001), and Wallace (2007) claims extensive reading can provide learners with reading fluency and a sufficient vocabulary. At the end of the semester, the instructor requested students to select their own reading materials and bring them to class.

Therefore, when both parties (instructor and students) understand their roles and purposes in the class they work hand in hand to achieve the intended goals. Subsequently, this may transform the students' perception of learning. The participants also reported changes in their reading habits as well as improvement in their comprehension, despite voicing concerns over a heavy workload in and outside of class. This is in accordance with Swan's (2004) notion when teachers' goals for students are about learning the concepts and understanding rather than getting the right answer, the students are more willing to put effort to grasp the learning. This substantiates Mezirow's (1997) transformative learning theory.

Using letter writing as a form of dialogue. Employing writing as a tool for dialogue is another embedded practice in the contextual dimension reported by the participants. This aligns with Mezirow's (1997) transformative learning theory and Guthrie's (2004) reading engagement theory. Data from the findings showed the majority of the participants were delighted to use the tool as a form of learning. In this study, the instructor created a learning space through letter writing so that the students able to reinforce their understanding as well as a space for her to interact with each student personally. The findings indicated the role of letter writing was found to be invaluable to support, extend and validate the participants' understanding of their reading and learning experience. Interaction with peers and instructor through writing that is the in-class letters (ICL) and out-of-class letters (OCL) permitted the participant to share their learning experience openly. For instance in one of the participants' out-of-class letter (OCL), Sherin shared her understanding of the text. She used the space to interact and informed the instructor what she understood from the reading article. Additionally, she used the space to validate her understanding.

After I read the whole article, I knew the title "Looking forward, looking back" referred to the life of the writer: his life before the spinal-cord injury, and his life after the incident. The reason why I stated this lies at the last sentence of

paragraph one, “Time looms large at the beginning of the ordeal, and looking back at the past is more pleasant than pondering the future.” But 11 years after the ordeal he said. (OCL. L3[Sh]. 9 Feb 2011)

As shown in the preceding excerpt Sherin used the opportunity to openly share her understanding. She was unhesitant to express her ideas and understanding to the instructor. She interjected her voice as a reader and stated her opinion about the article in the letter. Sherin’s ability to recognize the discourse structure by connecting the last sentence to infer the meaning conveyed by the writer reflects she was engaging and making meaning with the text. She did not read at surface level which corresponds to Grabe’s (2010) assertion better readers are able to recognize key ideas.

In addition, this lends support to Cohen’s (2004) study writing provides students opportunities to project their own voice and a concrete validation of their educational experience. This also corroborates with Guthrie’s (2004) reading engagement theory. According to Guthrie (2004) autonomy support can be achieved when students are given the opportunity to have some control over their own learning. By honouring the students’ voices and ownership ideas of their own reading the students’ motivation in reading will heighten (Guthrie, 2004). The finding also substantiate Grabe’s (2010) assertion L2 students need to be taught to openly questions the author of the article and posed questions when necessary to gain a better understanding of academic materials. In another out-of-class letter (OCL), Sherin shared the challenges she faced when reading an article. She wrote:

This article is a little hard to understand when compared to the previous article, because the writer kept using flashback to compare his life before and after the accident, and also what happened 11 years after that. And I find it quite hard to understand this article, and I had to read so many times in order to know what the writer wanted to tell to the reader. (OCL.L3[Sh]. 9 Feb 2011)

The data from the interview and post-teaching questionnaire (Post Q) also corroborate this. The data from the out-of-class letter (OCL) above showed that Sherin was actively engaged with the text in multiple ways such as reread the text appropriately

several times in order to identify the meaning of the text, aware of the difficulties she faced and attempted to resolve any difficulties she faced. This confirms Grabe's (2010) claim on students' active engagement in reading where they would constantly check and monitor their reading and evaluate the information in the text through several ways. The participants related their positive experience of writing letters to strengthen their understanding. All of the participants perceived writing as a skill that complements the act of reading and they valued the role of writing in their reading task. They claimed writing is a tool for them to foster better understanding of what they read. For instance, Sherin described the connection between reading and writing as a package. She said, "For me writing and reading is like a complete package. It is like when we write at the same time we need to adapt what we have read. It is like a combination of two" (Int. 2[Sh] 15 Mar 2011). Finding from the post-teaching questionnaire (PostQ) also affirms this. For example, Nurin proposed since reading and writing complement one another thus both skills should be put together. She said, "I think reading and writing should be combined together so that students can improve their reading and writing skill" (PostQ.[N]. Apr 2011).

Both excerpts from Sherin's out-of-class letter (OCL) showed letter writing provides students with space to learn as well as space to interject their voices during the process of learning. In the second letter Ruby expressed the challenges she faced when tackling the text. She was not reluctant to express her dismay at not being able to follow through the text easily. The experience enabled the student to be more critical of her experience and identity as reader. The other participants also expressed positive views regarding the role of writing in a reading classroom. They perceived the process as engaging because it permitted them to be reflective of reading and learning.

This lends support to Tierney and Shanahan (1996) view that writing is a powerful vehicle to extend understanding of reading. This also supports the view of

Guthrie, Wigfield, and Perencevich (2004), Shanahan (2006), and Zamel (1992) that both writing and reading are parallel in the process of composing meaning. The findings illustrate this is the process of transformation experienced by the participants from being readers who only read at surface level to being more reflective readers. This is consistent with Mezirow's (1997) transformative learning theory. For instance in the out-of-class letter (OCL), Sherin wrote and reflected on her own understanding of the reading text because she was concerned with her progress as a reader. Through the concept of transformative understanding the student's reflective processes is "placed at the core of the learning experience and the student is requested to evaluate both the new information and the frames of reference to acquire meaning" (Keeling, 2004, p. 9). The students appreciated the process and they welcomed the process of learning delightedly.

In addition, this also supports Vygotsky's (1978) theory on speech. According to Vygotsky (1978) speech plays a developmental role in thinking as well as helping to offer a different approach to talking about learning. The participants construct new understandings using what they already know and prior knowledge influences what new or modified knowledge they will construct from the new learning experiences. The practice of priming interaction fosters these two elements—the mind and the heart of the students—which are necessary in tackling university students.

Furthermore, the process permits a better relationship between the instructor and student to develop. This affirms Keeling's (2004, 2006), J. Van Manen's (2007), Mezirow's (2000), and E. W. Taylor's (2007) view on the process as transformative relationships which permit for learner autonomy and the development of trust between the students and the instructor to develop. The finding illustrated establishing relationships between the instructor and students allow them to experience learning in a more engaging manner, which validates E. W. Taylor's (1998) claim on the importance of fostering student-teacher relationship to learning. All the 8 participants began to

appreciate the letter writing task. This was observed in the study. Khiriah viewed the task as special; Sherin perceived it as interesting (PostQ. [Sh] 16 Apr 2011). Amelia and Ziela too echoed similar opinion. This is because the participants recognize the benefits of writing the letter and they began to cherish the task. Khiriah uttered:

Special. It is special because this is the first time I do homework and send it through e-mail. . . . Honestly, I don't feel burden when I do this. So I think it is one of the ways to make this class interesting and it is good to continue with this task in other classes. (PostQ. [Kh] Apr 2011)

This is also evidenced in the instructor's reflective notes:

After receiving students' third letter I noticed they are now more open and honest to me. The language used was more relaxed. They would share their personal opinion and experience willingly to me. I believe they are beginning to cherish the space provided to interact with me as their instructor. (Refl. Wk. 5)

The participants cherished the space available through this letter writing because they have never experienced this mode of learning before, which is being able to share their thoughts and opinions with the instructor. This supports J. Van Manen's (2007) view that pedagogical aspects of relationship can be fostered through the letter writing dimension of a reading classroom. Being students who have to struggle to understand English language and are very sceptical about using English openly so they welcome the personal space created. Through the letter writing they know the instructor did not make fun of their language hence they willingly communicated with the instructor using the target language without hesitation. Through the practice of priming interaction it is pedagogically important for instructors to always ask how the students experience the situation because this enables instructors to gain a better understanding from the students' emic perspectives and reflect on the information attained to assist the students further (M. Van Manen, 1991a, 2003).

Additionally, for the instructor the letter writing opens a space for personal interactions with her students. The instructor understands their struggle to express their opinion and share their thoughts freely when using English hence she decided to be

flexible and encouraged the students to use English and Malay language interchangeably. This represents scaffolding within the Zone of Proximal Development (ZPD) as promoted by Vygotsky (1978) because the instructor is evaluating and scaffolding what the novice (student) is capable of doing independently. This too lends support to Mezirow's (1997, 2000) and Vygotsky's (1978) assertion discussion and feedback are found to be effective strategies for learning development. These strategies are congruent with learning as social mediated because of the emphasis on collaborative learning through social participation and dialogue. She observed when she did not impose on the language used for the letter the students were more relaxed.

Subsequently as the weeks passed the students continued writing the letters in English and they seldom used Malay language in the letter (OCL Part.L1-L8). The way to approach the students not only through the mind but also the heart permitted the instructor to gain a better understanding how to scaffold and assist the students. Furthermore, the students welcomed the personal attention they received from the instructor because they felt that the instructor care for their learning development. This process is referred to as pedagogical understanding and pedagogical reflection (M. Van Manen, 2003) whereby the instructor showed understanding and concern and reflected on what would be the best medium to approach the students. The practice of priming interaction puts emphasis on this.

This corroborates with J. Van Manen's (2007) study letter writing in a reading classroom permits the students to understand themselves as readers, use the space created to apply what they have learned, and gain better understanding of the reading materials because the process of writing evokes the acts of writing and reading simultaneously. Moreover, the letter writing enables the instructor to monitor, scaffold, and facilitate the students to advance as effective readers. The participants appreciated

the spaces created because they could express freely their joys and struggles to the instructor as they approach the assigned reading materials

From the findings there were several understandings noted on the role of writing in the reading class by the participants. They claimed in order to foster a better understanding of what they read; writing down the information helped them to understand better. This lends support to Bernhardt's (2005) and Grabe's (2010) claim writing is one strategy that would help L2 readers to reinforce their understanding of the academic materials. When the students write their interpretations and understanding of the academic text, sub-consciously they need to read carefully the text, monitor their reading continuously and they are aware on whether they are able to or not to comprehend the text.

The out-of-class letter (OCL) is one writing activity designed to reinforce students' understanding of their reading text. At the beginning the participants were unsure of the purpose of the activity and claimed it was difficult. The task requires students to put more effort and time. Later they began to appreciate the activity by considering it as a learning process. This concurs with J. Van Manen's (2007) study as the students made progress in letter writing to foster comprehension they are aware that the space enables them to mediate understanding and sometimes misunderstandings of what they read.

Each student engages in a written dialogue with the text and learns how to recognize what the text says to him or her, and how to condense their understanding to another reader. In an ordinary class, where face-to-face conversation occurs, the personal confidence in relating their personal experience is unlikely to happen. This is consistent with Tong's (2010) claim on students' reticent. When they began to recognize the benefit of doing the task, their perception changed. In addition, the space created allowed the participants to bridge and reinforce their understanding between the

writer of the article and the person they would sent the letter to. This affirms Pressley and Fingeret's (2007) claim using discussion through dialogue or writing centered on text comprehension promotes reading comprehension.

However, to 3 other participants they have a different view. Azhan found the process monotonous. Syed also uttered the same thing. He said it was a tiring process; "Tiring. Tiring because we are repeating the same thing, I would not want to do it if not because of the benefit" (Int. 2 [S] 23 Mar 2011). This substantiates Guthrie, Wigfield, Perencevich's (2004) definition of disengaged reader. Participants who are disengaged readers fulfilled the task not because they want to improve themselves but rather because they were required to complete it (Guthrie, Wigfield, Perencevich, 2004) as compared to their other counterparts who are engaged readers.

Social mediation of learning. The social mediation of learning that was employed also influenced the participants' conceptions of learning. This aligns with the four theories selected for the study. The findings revealed the participants welcomed the opportunity to be able to discuss, reflect and be critical of the tasks assigned through small-group task and letter writing. In this study, it was observed the participants showed preference for the tasks designed for them. They reported they like the social aspect of learning both with their peers and with the instructor.

Findings from the observation support this. As illustrated in one of the class observations, when the instructor began her lesson the students were sitting quietly and were listening attentively to the teaching. However, as soon as the instructor began to direct students to move to their respective groups, they began smiling; their faces were beaming with joy. Each group decided to select a specific place for the group to continue their discussion and solve the task assigned to them collaboratively. The students began to read, and share their ideas openly. The class began to buzz with students' laughter and giggles and the speaking tone was set higher as they started doing

their work together. Groups tend to be more relaxed with more activities' (Obs. 6. Les. 5. 8 Feb 2011, Obs. C: Hints of higher understanding of the topic taught).

Contrary to their previous classes the participants claimed the teaching was more teacher centered (Int. 1[Am] Mar 2011), Int.1 [Kh] Mar 2011). There was only one way communication, so they reported the classes were boring and not stimulating (Int. 1[Sh] Mar 2011), Int.1 [Sy] Mar 2011). Therefore, in this class when the instructor provided opportunities to complete their work in a smaller group they value it because they feel it permitted them to interact, openly voice their opinions and share their ideas with their peers and the instructor. They felt closer with their peers and the instructor. This is consistent with Mezirow's (1997) transformative learning theory.

Findings from the in-class letter (ICL), out-of-class letter (OCL), interview, and post-questionnaire (PostQ) also substantiate the central role of social interaction in the learning process. For example, through the ICL Sherin pointed out:

I also feel most of the time we spent together as a group. We exchanged a lot of ideas together and shared similar knowledge. These activities increase our group motivation, we can work together and we become closer. I also like the group activities because we can exchange ideas together. We can gain more knowledge when we discuss in group and we share some funny stories together. (ICL. Letter 2.[Sh] 19 Jan 2011)

Similar response was observed for the small-group task. Khiriah and Amelia share the same opinion in the post-questionnaire (PostQ). For instance, Khiriah wrote in her PostQ on small-group task:

It is truly different from other English classes that I had taken. I like the activities in this class especially activities in group. All my group members cooperate and we help each other. That is why I don't feel bored. Furthermore, my lecturer also gives us support and guides us to better understand on what we had done in the class. (PostQ[Kh]. 16 Apr. 2011)

This was confirmed during the participants' review on small-group task in their interviews. As pointed out by Ziela:

During group work the group members are likely to participate and exchange ideas. Although there is a lot of work to do however because we do them together

then the work is more fun. Furthermore, the group members do not put much pressure even if I did not know. If I were to do it on my own probably I do not know, I am unable to . . . like that. (Int. 4[Z] 12 Apr 2011)

Data on out-of-class letter (OCL) also aligns with the small-group task. For example Syed shares his view on OCL. He uttered, “We become more confident because we have written a lot. So ideas are always there. It comes out if we do think of the benefit. If we do not think of the benefit we feel we are wasting time” (Int. 2 [S] 23 Mar 2011).

Ruby too shares the same opinion as Syed on out-of-class letter (OCL). Data from post-questionnaire (PostQ) as explicated by Ruby also affirms this. She wrote, “When I write what I read, I will understand what I read better, since I will interpret what I understand from my reading to a written form and it will make me easier to recall what I read” (PostQ[R]. 16 Apr 2011).

The findings illustrated above showed university students prefer learning to be socially mediated. They reported with the learning space made available through social collaboration such as small-group task and letter writing heightened their cognitive level because they have the opportunity to openly express different interpretations during discussions in groups with their peers as well as with the instructor (see Appendix A). This permit the participants to be reflective of their reading which subsequently enable them to gain a deeper understanding of the reading material.

This confirms Almasi’s (1995), Guthrie’s (2004), Haynes’s (2009), J. Van Manen’s (2007), and Scull’s (2010) claim, students gain benefits when they share their perspectives on reading texts. Academic texts consist of linguistic terms which are complex for students particularly L2 students to comprehend (Koda, 2005; Nassaji, 2011). Therefore, by exposing students to these types of texts and allowing them to learn in a social manner will enable them to better understand the structure (Guthrie, 2004). This also corroborates with Grabe’s (2010), Mezirow’s (1997), and M. Van

Manen's (1991a) assertion pedagogical instruction and classroom contexts can have a big impact on student motivation in reading. This too corroborates Vygotsky's (1978) notion on the advantages of the social aspect of learning.

The social interaction through the small-group task and out-of-class letter (OCL) do promote learning and engagement among them. The students appreciated the opportunity to be reflective and critical with their peers and instructor. The medium of interaction made available through the small-group and letter writing (OCL) permitted them to openly discuss and have dialogue with one another. In addition, these activities made the students realized reading is not a solitary process. The instructor and the peers provided feedback during this small-group task as well as OCL. As observed in one of the lessons, "Even in the class the instructor would provide feedback and assistance while she checked her student's work from one group to another" (Obs. 7. 22 Feb. 2011).

Additionally, the small-group activity also provided space for students to interact and gain better understanding of the reading materials. As the students worked in the small-group to solve the reading tasks, they exchanged ideas and shared their work together in a social manner. They began to realize reading is not a solitary process and compared this with past learning experience on how reading comprehension was taught in their primary, secondary and previous English classes at the university. The students experienced a change in their perspective of learning. The view is more positive because they were able to understand the purpose of learning. This aligns with Mezirow's (1997) transformative learning theory. Khiriah supports this. She elucidated:

When we do work in group the instructor goes from one group to another and she will ask whether we do face problem, then she will inform what we should do. In the group we will try to find the answer together. If we made mistakes our friend or the instructor can help us. (Int. 2[Kh] 15 Mar 2011)

Khariah was aware she could interact with the text and simultaneously shared her thoughts about the content of the article with her friends as she made sense of the text read. This represents scaffolding within the ZPD (Vygotsky, 1978). The participants emphasized the importance of independent reasoning as a learning experience, along with guided or facilitated reasoning. This also lends support to Haynes (2009), Guthrie et al. (2006), Palincsar (2003), and Scull (2010) when students interact socially by sharing and exchanging ideas with peers and instructor they will progressively become engaged readers. In addition, this aligns with what Guthrie (2004) refers to as social collaboration to enhance literary motivation under the reading engagement theory. Data from the post-teaching questionnaire (PostQ) confirms this. As illustrated by Ruby in her PostQ: “The class has helped me to become [an] ‘active reader’ by giving me the important points which I can apply in my reading to develop myself from being a passive reader into an active reader” (PostQ[R]. 16 Apr 2011).

Learning through social interaction is a powerful way to extend further understanding which aligns with Mezirow (1997), M. Van Manen’s (1991a), and Vygotsky’s (1978) assertion on social mediation of learning. This also aligns with the assertion by Guthrie, Wigfield, Perencevich (2004) engagement in reading was most often reported as an activity that occurred in association with other people rather than in isolation. Hence, the instructor has an important role to manoeuvre the learning because he or she needs to be pedagogically sensitive and provide understanding of the students’ needs (J. Van Manen, 2007) especially so when the students are university students because the approach used should allow students to engage in discussion either with their peers or with the instructor.

Furthermore, the process of sharing and exchanging ideas among group members encouraged the students to collaborate, which according to Pressley (2000) permits students to foster better understanding as they exchanged opinions on the text being

read. The participants claimed group activity prevents boredom and sharing makes the learning more fun. They elucidated if they were to do the reading activity on their own it would be boring (Int. 1[Am, Z, N. Kh, Az]Feb 2011). This lends support to Reynolds's (2010) findings on the benefits of having small-group tasks in reading class.

Moreover, they reported they prefer this method because it permitted them to interact with the instructor better (see Appendix A). Furthermore, putting students in small-group and interacting through the letter writing allows the instructor to work with students in close proximity and enables better access to students' understanding (see Appendix O). The finding is in accordance with Crawford and Torgesen's (2006) claim using small-group during reading instruction and J. Van Manen's (2007) study that letter writing may engage students in reading. This substantiates Gurthrie's (2004) and Mezirow's (1997) assertion on the role of social collaboration and writing can foster reading engagement among students. In short, the students reported the reading class enabled them to engage in literacy activities. This was accomplished through providing selected tasks throughout the teaching and learning process such as exposing them to reading strategies, using letter writing as a form of dialogue, and providing opportunities to socially interact both with the instructor and peers.

4.3 Chapter Summary

Findings from this research presented in this chapter related to the first research question: How do the participants respond to the practice of priming interaction in their reading class? This chapter describes the findings of the study involving 8 L2 social science undergraduates. The four theories selected for the study provide the lenses in making sense of the data obtained. The 8 participants' learning experiences based on the practice of priming interaction were gathered and described. The interpretation comprising the participants' responses which include dimensions of learning

experience, engagement in literacy activities, and appreciation for the style of teaching were found to be important elements that transform the participants' learning experiences. The dimensions are in unison and in constant interaction with each other and in constant interaction with the context dimensions of the theoretical framework of socio-cultural, transformative learning, reading engagement as well as the compensatory theory examined in this study.

The participants' initial negative perception of learning experienced a change due to the way the instructor approached the lesson and the students, and her relationship with the students. The role of the pedagogical instruction as well as the role played by the instructor did influence the students' inclination to learn. The elements under the pedagogy employed enable learning to be empowered, which subsequently permit the participants to experience engagement in learning as well as transform and strengthen their existing frames of references of reading academic reading materials. It can be deduced that approaching university students require a different style in order for learning to be engaging and meaningful but the approach employed should foster and strengthen their critical ability as well as provide students opportunities to experience concrete interactions throughout the learning process. This is consistent with Mezirow's (1997) learning theory.

In addition, the findings illustrated the style of teaching too affects the mode of learning among students. To L2 students learning in a second language is challenging and it requires time and effort. Hence, when they observed the instructor put effort to make the learning structured and understandable as well as providing space for them to grasp the learning they appreciated it. They acknowledged the effort made by participating in all the activities assigned.

Furthermore, the positive relationship established between the instructor and students permit them to openly share their learning experiences. They appreciated the

instructor treated them with respect and understanding. This factor has changed their negative perception of learning to positive because they recognized that the instructor was sensitive and thoughtful of the challenges they faced during the teaching and learning process. They felt their voices were considered and their strengths and weaknesses were considered by the instructor. Moreover, they began to understand to be effective readers they need to approach their reading strategically and need to view reading not as a static process but as a social process. Concomitantly, the elements under the pedagogy of thoughtfulness through the practice of priming interaction permitted the heart and mind of the students to be fostered and nurtured as they progress to become effective readers.

Understanding the phenomenon of the pedagogical approach from the experiences and interpretations of the participants in this study contextualizes the findings related to their learning journey and how the practice of priming interaction through the employment of pedagogy of thoughtfulness plays its role in contributing to participants' reading engagement is presented in the following chapter. The core dimensions of teaching in a thoughtful and caring manner heightens a learning environment that builds on trust and care as well as fostering better relationship between the instructor and the students which are the substance of effective learning. The students in the class do not just welcome the effort made by the instructor in facilitating them to be cognitively engaged with the reading text such as through the teaching of reading strategies but also the way the instructor approaches them emotionally. The students appreciated that the instructor did not treat them as only subjects in the class. The concern, the positive responses, the frequent encouragement and feedback, and the supportive learning environment created heightened their motivation to learn. Thus, when the instructor considers both the mind and the heart/emotion of the students, the students respond positively and embrace the learning willingly and voluntarily.

CHAPTER 5

RESEARCH FINDINGS (PART 2)

5.1 Overview

The first section of this chapter comprises the findings for the second research question of this study that is the role played by the practice of priming interaction in contributing to students' reading engagement. The next section, which immediately follows informs the findings of the third research question, describes how the practice of priming interaction was implemented in a tertiary level academic reading course. Finally, the summary of the chapter ends the section.

5.2 Research Question 2: What role does priming interaction play in contributing to the participants' reading engagement?

The second research question was formed to investigate the role played by priming interaction in contributing to participants' engagement in reading. The findings illustrated that the practice of priming interaction in the reading classroom fostered the students' engagement in reading. This is consistent with the four theories chosen for this study. The interactions which were primed strategically permit students to experience reading in a more engaging and meaningful manner. This was established through the elements of the pedagogical approach chosen. The elements under the pedagogy of thoughtfulness that were employed are pedagogical space, understanding, reflection, relationship, enable the practice of priming interaction to take place. Figure 2 of the theoretical framework of the study shows how the instructor employed the elements of the pedagogy to prime the interaction strategically through reading text, dialogue with peer as well as with instructor, selection of tasks, positive learning environment and positive student-instructor interaction. For this study through the practice of priming interaction the instructor was able to balance the development of students' heart and

mind consequentially as they progress to become engaged readers. To gain a better perspective and to provide a better insight into the role played by priming interaction in contributing to participants' engagement in reading data from only 3 participants out of the 8 participants of the study were used.

The participant selection was based on the following criteria: the ability of the participants to express their thoughts openly and honestly; the letters contain summarizing and/or personal opinions about the content of the reading text; the letters contain reading strategies employed by the participants; their dislike of reading English material prior to taking this class. This is consistent with Creswell's (2008) assertion that in gaining a better perspective of the issue being explored it is important to choose individuals who are willing to share their thoughts openly. In addition, the three participants also represent the groupings based on their SPM (Malaysia Certificate of Examination—equivalent to Cambridge "O" level English) English results: B3, B4, and C5 (A1, A2 as distinction—above average score, B3, B4 as average score, and C5, C6 as credit below average score). This is to ensure that the conclusions obtained are able to sufficiently represent the entire range of variation in that particular group of students (Maxwell, 2005).

The role of the instructor through the practice of priming interaction was not mainly as disseminator of knowledge but also as a facilitator guiding and scaffolding the learning in a thoughtful and considerate manner. In other words, the instructor needs to consider the students' ownership in learning by considering their voices during the teaching and learning process (see Appendix O). Subsequently, the practice of priming interaction facilitated the participants to progress as engaged readers. The reading engagement is fostered when the participants portrayed acts such as employing strategies as they read, are motivated to read, having desire to master new knowledge through text, and interacting socially during learning. This aligns with Guthrie,

Perencevich, and Wigfield's (2004) notion on the attributes of reading engagement. For the second research question there are four themes observed: (a) employment of reading strategies, (b) motivation to read, (c) desire to master new knowledge and experience through text, and (d) socially interactive in learning.

5.2.1 Employment of reading strategies. One of the tenets of reading engagement is when the students approach their reading strategically. It was observed that the three participants, Sherin, Khiriah, and Syed, did employ strategies when reading the articles assigned to them. The element under the pedagogy of thoughtfulness, which is pedagogical space, promotes the practice of priming interaction in the reading classroom permitted the students to employ the reading strategies taught to them. For this section one subtheme was noted: pedagogical space.

Pedagogical space. One of the elements of the pedagogy of thoughtfulness that permitted the practice of priming interaction is the instructor provides pedagogical space for students to apply what they have learned. The instructor under the pedagogy of thoughtfulness shows concern and provides the necessary support for students' development in learning. This was evidenced in the weekly lesson plan (see Appendix O). Realizing that the students need help to approach their reading material, the instructor decided to include the teaching of reading strategies in the lesson plan (see Appendix O). Additionally she also exposed and modeled the use of reading strategies to students (see Appendix A). Being aware of the limited time available in the class (2 hours in a week) and concern for her students' progress the instructor reflected and decided to create a learning space for students to apply what they have learned from the instructor as well as space for the instructor to understand the students' learning process (see Appendix O). Besides, the spaces created to allow students to apply what they have learned such as small-group task and letter writings through in-class letter (ICL) and out-of-class letter (OCL), the space too enabled the instructor to monitor the students'

progress (see Appendix O). Through the spaces the participants share their interpretations with their group members and also relate to their instructor in a personal manner about their reading and the strategies they employed (see Appendix H). This in accordance with Mezirow's (1997), M. Van Manen's (1991a), and Vygotsky's (1978) notion an educator must provide students opportunities to transform into a critical and reflective adult and have the ability to construct meaning with the new information gained.

Furthermore, the space permitted the instructor to gain insights not only for the curricular learning outcomes but more intensely look into the growth of the student as a reader (see Appendix M). For instance, through the OCL the students were expected to write about their reading experience, content/summary of the text, and their use of reading strategies (see Appendix I). This aligns with M. Van Manen's (1991a) assertion on classroom context to facilitate learning. Concomitantly, through the activity the instructor could gain insights into the curricular learning outcomes as well as the transformative growth of the students as readers. This is also in line with M. Van Manen's (1991a) and Mezirow's (1997) theory of learning as well as Vygotsky's (1978) theory on zone of proximal development (ZPD). Under this category there are two subthemes: (a) learning space, and (b) facilitate discreetly.

Learning space. The element of learning space provided through the interaction under the pedagogy of thoughtfulness can be used as a medium for students to apply the reading strategies as well as strengthen their frames of references using the strategies (see Appendix O). In addition, the medium can be used to substantiate understanding of the reading material. This aligns with Keeling's (2004, 2006) and Mezirow's (1997) assertion in order to transform learning effectively the instructor should provide equal opportunities for the students to apply and practice what they have learned.

Learning space in the class: Small-group task and in-class letter (ICL). In the class she taught the students reading strategies, put them into small-group tasks, and requested them to write in the in-class letter. The spaces provided allowed her to monitor, facilitate as well as scaffold the learning process to enable the students to progress to the status of engaged readers.

Small-group task. For instance as observed in one of the activities on determining main idea, Khiriah's group started doing the task given to them.

The instructor reminded them to apply what they had learnt the week earlier. They read the article silently. As they read they began to underline the important ideas in the text. One of them was unsure of the main ideas of the third paragraph. She posed question to the group members. Khiriah responded and said, "Look at the words which are bold in color." Another student interjected by saying: "Find the words which are constantly being repeated in the paragraph." (Obs. 4. 1 Feb 2011)

The learning space is defined as giving opportunities for students to grasp the reading strategies taught. This was established through the small-group task. As the students discussed in the small-group they were the opportunities to apply what was taught to them. They completed the task assigned in the group (see Appendices A and O). As they read, they started discussing and sharing their ideas with their group members. They took charge of their own learning. For instance data from observation 4 as illustrated above showed Khiriah and another student in the group managed to remember what to do when locating the main idea. When they read they began to read strategically; the students processed and engaged with the text in meaningful manner. Data from Khiriah's third interview too illustrated this. An excerpt from the interview session is shown below:

Interviewer: What does the word "don" mean in the passage?

Khiriah: Carry.

Interviewer: Can you explain how did you get the answer?

Khiriah: The sentence after the word "don" and the clue of "or." I have used

the strategies taught by the instructor to identify meaning of word using clues. The word after “or” in the sentence shows another meaning to the word “don.”

Interviewer: What do you think of the strategies?

Khiriah: It is beneficial. Before this I just read and when I do not know the meaning of the word I will stop or look at the dictionary. Now I do not have to do that. (Int. 3[Kh]Mar 2011)

The data showed Khiriah is progressing to become engaged readers because as she read she employed strategies. This substantiates Guthrie’s (2004) notion on engaged readers. Khiriah acknowledged the benefit of learning and employing the reading strategies to progress to the status of engaged reader. Syed too expressed similar opinion. He said:

After learning the techniques to read strategically I began to have interest to read because I can understand the article better. Before this I am easily bored when I read articles that are difficult to understand. But after attending this course I am interested to read more and at the same time I can improve the language and grammar of my speaking and writing skill. (Post.Q.[Sy] Apr 2011)

The data showed that the participants are progressing as engaged reader because they began to approach their reading text strategically. When they approached the text strategically, they were activating their mind to read at a deeper level such as questioning and clarifying what is in the text. They employed the reading strategies taught by the instructor. Subsequently, their interest in reading is heightened because they continued to read even when they do face challenges as they approached the text. This substantiates Guthrie’s (2004) reading engagement theory. The reading strategies taught enable the students to view reading as a cognitive process. They are aware that as they read they need to approach the text in a strategic manner rather than reading at a surface level. Reading at a surface level means reading without making any attempt to really understand the content of the text. Prior to this class they claimed that when they read they read superficially. They reported that they read because they were required to

answer the questions following the text (see Table 3). Due to this they were unable to make connection with their reading in a meaningful manner.

In-class letter (ICL). Another activity in the class was through the in-class letter (ICL). In the letter, the students wrote what they learnt on that day, informed the things they like or dislikes about the lesson. In addition, they proposed suggestions to improve the lesson for that day. Upon completion they would submit the letter to their writing partner. The partner would respond and later submit the letter to the instructor (refer to Lesson Plan. Wk 3. 11 Jan. Appendix F). The excerpt below showed this:

In the beginning of the class, the instructor refreshed what have been taught in the class before the break. After that we grouped again into our permanent group to discuss about the main idea and supporting details. I think we need to have a few more exercises for this. I like the strategy taught now I know how to find the main idea. (ICL2[Sh] Wk 4, 8 Feb 2011)

Data from the interview also illustrated this. The excerpt below showed how one of the participants described the function of the letter. Sherin perceived the process as a form of expressing ideas. She uttered:

But if I write to a friend I will honestly inform what we have learned on that day, my understanding of the strategy and the lesson for that day. Then she will respond and inform what she did not understand. I will know what she did not understand. It is like we are discussing and express our opinion about the class. (Int. 2. [Sh] 15 Mar 2011)

As the students' exchanged their thoughts about the lesson for the day with their writing partner, they began to reinforce their existing frame of references of reading. In other words, they began to perceive reading as an active process. They are required to activate their mind as they read because they need to share and discuss the text with their peers. As a result they began to see that reading is not a static process. By interacting through the letter the students felt empowered to discuss their opinions and thoughts freely. They shared their likes and dislikes of the lesson for the day as well as their opinions on the strategies taught. This process transformed learning not only as a rational process but also as a human science approach which considers ways to help

students use feelings and emotions as a means of reflection (see Appendix O). This is consistent with Mezirow's (1997) transformative learning theory and Guthrie's (2004) and Guthrie and Cox's (2001) on the role of discourse is central to making meaning of reading.

In this class, the instructor emphasizes on hearing the lived experiences of the students particularly in the learning process. She wanted to have a better understanding on how students responded to her teaching and how she could facilitate the learning process. Thus, she created opportunities for the students to interact and express their thoughts openly and honestly. To do that she created an environment that permitted students to be more open and honest in their thoughts such as the small-group task and in the in-class letter (ICL). Additionally, the spaces provided enabled her to interact with her students and scaffold the learning in a discreet manner, where the students did not even aware that the instructor is teaching them. This substantiates Vygotsky's (1978) More Knowledgeable Other (MKO) and Zone of Proximal Development (ZPD) attributes as well as Guthrie's (2004) reading engagement theory. Additionally, the space provided allowed the students to apply the reading strategies taught as they progress to become engaged readers (refer to Appendix N). The findings obtained from in-class letter (ICL) and interviews also corroborate the data presented. For instance, as the participants exchanged their thoughts over the lesson for the day they expressed the learning activity done in the group allowing them to be more aware of what they had learned.

As reported by Sherin in her in-class letter (ICL), "I also feel most of the time we spent time together as a group. We exchanged a lot of ideas together and think critically" (ICL_L1[Sh]18 Jan 2011). Data from the interview also affirm this. As stated by Khiriah, "In the group everybody wanted to take part. Although, they were a

lot of exercises we needed to do but because we did them together it was fun” (Int. 4[Kh]. 12 Apr 2011).

Subsequently, the learning space provided via the small-group task permitted the students to apply what they have learned in a social manner. This supports the view by Vygotsky (1978) learning is most effective when there is interaction. In addition, university students require a different set of approach when teaching them. One of the ways is open discussion or dialogue because dialogue stimulates students to be critical and reflective of their own understanding (see Appendix I). The students cherished the spaces provided because they are now able to take control of their own learning (see to Appendix K).

This affirms Mezirow’s (1997) transformative learning theory. The students’ reading comprehension is enhanced when they are aware and in control of their mental processes while interacting with text (Alexander, 2005; Cantrell & Carter, 2009). The role of the instructor is more of a facilitator (see Appendix O). This aligns with Bernhardt’s (2011) compensatory theory, Guthrie’s (2004) reading engagement theory, Mezirow’s (2000) theory of transformative learning as well as Vygotsky’s (1978) socio-cultural theory whereby the students are no longer dependable of their instructor once they began to take charge of their learning (see Appendices A and H). Hence, the practice of priming interaction that was established through the pedagogical approach allowed the students to be fully engaged with the subject content, with each other, and with the instructor.

Learning space outside of class: Out-of-class letter (OCL). The learning space created by the instructor for this course is not only bounded in the classroom. It is also available outside of classroom. Outside of class she designed another space to scaffold her students’ learning which is through the out-of-class letter. She scaffolded the students’ learning in a discreet manner not directly as she did in the class when they

interacted with her through the letter. The students appreciated the spaces created and they freely expressed their joys and struggles as they approached the reading materials assigned to them.

Furthermore, the learning space provided by the instructor permitted the students to explore learning meaningfully. Subsequently, they were able to take charge of their own learning and know when to apply the strategies as they approached their reading materials (see Appendix I). Data from Khiriah's out-of-class letter showed this. For example, Khiriah wrote in the letter:

Even we don't have any class for this week, I still get new things from your comments on my article last week. . . you reminded me how to be an active reader, guess the meaning of the title and from your comment I tried to change the way to write summary. (OCL. Letter 3 [Kh]. 2 Feb 2011)

In her other letter she noted:

From the strategies you taught, I used the strategy to guess the title. So I know why the author used the title "I Want a Wife." This is because, the word "I want a wife" is repeated many times in almost all the paragraphs. That shows the author provided reasons to support why she had wanted a wife. I also tried to use the strategy of how to make inference. It is not too difficult to apply them. (OCL. Letter 6 [Kh]. 26 Feb 2011)

This lends support to Guthrie's (2004), Keeling's (2004, 2006), and Mezirow's (1997) notion on the importance of placing the student's reflective processes as the core of the learning experience. The students were given the opportunity to apply what they have learned, be more critical and reflective as they embarked on the task assigned. This supports M. Van Manen's (1991a) view an educator need to be pedagogically sensitive to the needs of the students by providing opportunities for them to learn and relearn. They were able to construct the leaning meaningfully. This aligns with Haynes (2009), J. Van Manen's (2007), Keeling's (2004, 2006), and Mezirow's (1997) assertion on the role of dialogue among university students.

Furthermore, the learning space permitted the instructor to monitor and scaffold the students' learning better because the 'pedagogical moment' that is stirred during the

discussion enabled the instructor to discreetly facilitate the learning process, which substantiates J. Van Manen's (2007) claim. In this study the instructor recognized in order to become engaged reader the students need to be exposed on how to approach their reading strategically. Thus, being the person who was in charge she seized every opportunity to scaffold the students' learning (see Appendices F and O).

The role played by the instructor through the out-of-class letter (OCL) is similar to the role she played in the class. As illustrated in Table P1 samples of instructor's responses to the three participants via out-of-class letter (see Appendix P). For example, in Sherin's first out-of-class letter (see Appendix I) she wrote her interpretation of the reading article. In the beginning of the letter Sherin used summarization as a strategy. She summarized the content of the article—an ethnographer who studies the life of the wolf.

By summarizing the content of the article Sherin reflected she was employing higher-order thinking skills. The process of reading by Sherin showed that she did not read at surface level. She used summarizing as a strategy when she approached the reading material. This supports A. L. Brown and Day (1983) assertion summarization require students to use cognitive strategies which are necessary to good comprehension such as questioning, predicting, rereading, verifying, and activation of prior knowledge. Next, Sherin reflected humans need to be aware and tolerant toward other living animals in the world. She was critical and reflective with the information in the reading material.

In addition, Sherin also expressed her personal opinion on the matter. Being able to reflect and be critical of the printed text as well as provide her own opinion on the content of the text showed that she was engaged with the text. The other participants too were unhesitant to share their thoughts and opinion of the texts. This substantiates Guthrie's (2004) reading engagement theory whereby readers who are engaged do not

read at surface level; the reader would constantly reflect and interacted with the text. As illustrated in the data Sherin interacted with the printed material to build new meaning.

Strategic readers read using deep processing strategies such as cross-text comparison, questioning the source, and expressing personal opinion. This also confirms Pressley's (2000, 2002) assertion on effective readers. Finally, she focused on her status as reader. She expressed her uncertainties and perception of the text, her dilemma in understanding some difficult words in the text. She too informed the instructor she faced difficulty in understanding the strategy of structural analysis. This aligns with Alexander's (2005), Cantrell and Carter's (2009), and Guthrie's (2004) notion on the attributes of strategic readers, in which they use their metacognitive knowledge to comprehend the printed text effectively.

As displayed in the out-of-class letter (OCL) Sherin was unhesitant to express her dismay when she encountered problem in tackling her text to the instructor. This lends support to the claim made by Mezirow (1997) students become more comfortable to participate and interact once the relationship with the instructor is established and when they know that the trust is fostered. The other 2 participants, Khiriah and Syed, employed the same techniques as they penned down their interpretations of the assigned reading text. As the participants acknowledged the benefit of learning the reading strategies, they began to realize to be an effective reader the mind has to be activated.

In addition, they started to approach reading in a strategic manner; they have used the space provided by the instructor to apply what they have learned (see Appendix I). The transformation in the identity as a passive reader to a more reflective and critical reader illustrated the students are beginning to construct learning in a more meaningful manner. This supports Mezirow's (1997) theory on transformative learning and Vygotsky's (1978) theory on zone of proximal development (ZPD). The participants began to take charge of their learning; they started to employ the reading strategies

when tackling reading and welcomed the feedback from the instructor. For instance Sherin articulated that when she received instructor feedback through the out-of-class letter (OCL) she was able to monitor her own progress. She explained, “Another thing when we give the letter via e-mail she responded so we will be able to know our performance whether we have summarized and analyzed the article correctly” (Int. 1[Sh]. 1 Mar 2011). This supports Mezirow’s (1997) and Vygotsky’s (1978) notion on the role of the instructor’s feedback in the learning process.

Moreover, the process of writing down their interpretation of the text reinforces the students’ understanding, which substantiates the claim made by Guthrie, Wigfield, Perencevich (2004), Olson (2007), and Zamel (1992). Additionally, the students used the medium to apply what they have learned and validated their understanding of the printed materials. Sherin affirmed in the post-teaching questionnaire (PostQ) the writing space created allowed the students to employ the reading strategies that they have learned in the class. Sherin claimed:

“Writing is closely related with reading because through writing, we can apply the strategy in reading. For example, when we read and summarize what we have read, we can easily remember the strategy that we have employed. If ‘writing’ is not included in the learning process together with reading the learning become less effective. When we depend only on reading we will easily forget the strategies that are taught.” (PostQ.[Sh]Apr 2011)

Khariah also share similar view. She noted in her post-teaching questionnaire:

When there are various strategies or techniques to understand reading automatically, they lead me to become an active reader. Being an active reader is important in order to interpret what I understood through writing. My instructor asked us to use strategies and pose questions when reading the articles. Sometimes the instructor asked us what we have understood from the article and explained the content of the article to her. Thus, we need to understand the article. So by being an active reader we can explain it well. The activities done in the class have also helped me to become “active reader” such as writing summary and having discussion in the small-group tasks. (Post.Q.[Kh] Apr 2011)

The students were aware on the benefits of activating their mind as they read. They became more active and analytical when they read. Moreover, the reading

strategies taught enabled them to approach their reading in a cognitive manner. They employed the strategies as they read which allowed them to understand the reading text better. Furthermore, when they read they no longer read in a passive manner they began to pose questions such as what is the intended purpose of the author, what will happen next, why it happens, and so on.

As illustrated the participants used the learning space provided to employ the reading strategies as well as to monitor their progress to become engaged readers (see Appendix I). Data from the participants' interview and out-of-class letter (OCL) also substantiated this as follows. Sherin described the out-of-class letter (OCL) process:

The letter writing enables me to get feedback from the instructor after my attempt to predict and summarize the article. I used them to apply what I have learned in the class. I think I have become more active while reading. Become an active reader. (Int.2[Sh]15 Mar 2011)

The participants too acknowledged they could apply what they learned through the available space created that is the letter writing. For instance in this letter, Sherin was monitoring her own understanding of the strategies she employed as she approached the reading material; "The metacognitive strategies require me to think broadly and not just from one aspect. I need to be more specific such as to summarize, clarify, questions, and predict an article" (OCL. L. 7[Sh]. 10 Mar 2011).

The participants employed the strategies they had learned in class as they approached their reading text. They illustrated in the letter by explaining how they used the strategies and also informed their understanding of the text. From the data it was observed that Sherin used strategies as she approached her reading (see Appendix I) and explained in her next attempt she would use the metacognitive strategy properly. Moreover, writing about it permitted the instructor to know how the students perceive the task, the text, and the reading strategies. Subsequently, the space created allowed the instructor to approach the students in a pedagogical manner without the students

realizing that the instructor was monitoring and facilitating each of them personally. This is consistent with J. Van Manen's (2007) study, letter writing is "personal and encourages the formation of a relationship between the student and the teacher" (p. 140). Consequently, the instructor can use the space to gain a better understanding of how the students approach their reading as well as the strategies employed.

In addition, the participants recognized writing about their understanding in the form of a letter allowed them to reflect and analyze their reading before they begin writing the letter to their instructor. Furthermore, they acknowledged the process facilitated their progress as engaged readers. Moreover, the space made available allowed the instructor to foster better relationship with her students which enable them to express their thoughts freely on the challenges they faced as they approach the text. This is consistent with J. Van Manen's (2007) study, writing personal letters contribute to students' engagement in reading and can foster better relationship between the instructor and the students. In other words, the engagement in reading can be established when the act of processing in the mind is repeated twice; the first time is when they read they reflect and the second time is when they write about their understanding in the letter.

Both the acts of composing allow the students to be more active and analytical which indicate the usage of higher order thinking skill is taking place among them. This aligns with Guthrie, Wigfield, Humerick et al. (2006) and Guthrie, Wigfield, Perencevich's (2004) assertion on the importance of teachers to teach reading strategies. Thus, the learning space provided through the practice of priming interaction can be used both as a tool for the students to apply what have they learned as well as a tool for the instructor to monitor and facilitate the students' development as engaged readers.

Facilitate discreetly. Another element observed under the pedagogical space is the availability of the instructor to discreetly facilitate the students' learning process

through the space provided (see Appendix O). Discreetly facilitating here refers to the process of teaching of the instructor where the students are not even aware that the instructor is teaching through the interaction and dialogue via the letters and small-group task. The data from the observation substantiated this: “In the class, the instructor would go from one group to another monitoring and scaffolding her students. In one instance, when Syed’s group faced difficulty in locating the main idea to write their summary. The instructor did not directly provide the answers. She posed questions to the group. “Do you remember the ways to detect main ideas?” Syed recalled, “Italic or bold words and repeated words.” “Do you see any of these in the paragraphs?” She asked the students. The students responded and then continued completing the task assigned” (Obs. 12. 29 Mar. 2012). The instructor used the space available through the small-group task to facilitate her students’ learning. She created the space to enable the students to apply what they have learned and subsequently provided the scaffolding when she sees the students face problems in completing the task assigned. This affirms Mezirow’s (1997), Bernhardt’s (2011) assertion on the role of the instructor and Vygotsky’s (1978) theory on Zone of Proximal Development. The instructor applied the same role as she responded to her students’ letters. For instance, in Syed’s first out-of-class letter (OCL) he implied he faced problems in understanding the text. He related his problem after reading the article on “The World We Lost.”

The writer used difficult language and it is difficult for me to understand the whole story. I feel that this article is so boring and I don’t have any interest to read it anymore. In my opinion the writer should use easier words to encourage people to read the article. (OCL. L2. [Sy]. 20 Jan 2011)

Syed expressed his dislike in reading the article and being a less proficient reader he puts emphasis on lower-level process strategies such as vocabulary. This affirms Koda’s (2005) view. After going through the letter, the instructor realized the uncertainties Syed was facing as he approached the text. The instructor recognized he

was not engaging with the text. Typically, students who write very little may be showing the instructor the reading material is not very meaningful to them. Concomitantly, his motivation to read decreased because he was unable to comprehend some of the words in the text. This may be a signal for an instructor to locate another reading material that engages the students (see Appendix O). The instructor seized the opportunity in the space provided to facilitate and scaffold students' learning discreetly. She took time to respond and was very tactful to encourage and facilitate Syed. In her response to Syed's letter she explained on how to approach the text:

For example in the text, "He was so frightened . . . in his den." Syed, "Why was he frightened?" Try to connect it with the next sentence. "It seemed inevitable that the wolves would attack him." (When I read this I will try to connect and said in my mind "Oh! He is scared because he thought that the wolves would attack him.") By doing this you would be able to understand better. Do not worry much with all the words that you do not understand. As long as you are able to make sense then it will help you. (OCL. L2. [I_Sy]. 24 Jan 2011)

The instructor discreetly facilitated Syed to pose questions as he reads. Posing question is one of the strategies taught in the class. Besides that, she explained he should not be disheartened if he was unable to comprehend each difficult word he faced. The instructor was very careful with her response. She did not want Syed to feel frustrated with the difficulty he faced in reading.

In another example, Khiriah in her first out-of-class letter (OCL) to the instructor related her difficulty in using contextual clues.

I tried to use them to understand some of the passages in this article but I found it is still difficult to me because I really do not understand the new words such as waggled, gaily, growl and trotted. So I have to use dictionary to help me to find the meaning of these words. (OCL. Letter 1.[Kh]. 21 Jan 2011)

The instructor was using discretion in her response to Khiriah as she did not want Khiriah to give up on her reading. She provided explanation and illustrated to Khiriah how to tackle the problem in a tactful manner. As shown in the following excerpt:

Do not worry so much on every difficult word you do not understand in the text. As long as you are able to make meaning of the paragraph that will be sufficient.

For instance, when I see a difficult word I just guess by reading the sentence before and after, usually the sentences will give me some clues. (OCL. Letter 1.[I_Kh]. 21 Jan 2011)

The instructor too used the space to ensure that the students applied the strategies taught to them as they approach their reading. For example the instructor noticed among the 3 participants—Sherin, Syed, and Khiriah—it was Syed who often did not elaborate how he had used the strategies with his reading. For instance, Syed wrote in one of his letters:

In my opinion this article is interesting because I can understand what the writer want to inform and make me interest to read it till the end. What I have learned in class, I have applied them as I read this article and it has really helped me to understand some words without referring to the dictionary. (OCL. L. 2[Sy]. 25 Feb 2011)

Syed claimed he used the strategies taught, however, he did not explain how he had used the strategies in his letter and this was observed in most of his letters to the instructor. In another example taken from Syed the excerpt was taken from the post-teaching questionnaire. Syed expressed his opinion on this. He asserted, “After learning the techniques to read and understand reading materials strategically I began to have more interest to read because of the ability to understand an article better” (Post.Q.[Sy] Apr 2011).

Nonetheless, it was observed in most of his out-of-class letters Syed did manage to show that he understood the gist of the article despite citing the reading articles were difficult to decipher. Data in the third interview showed he used surface-level problem-solving strategy such as taking notes on text in the study (see Appendix T). This substantiates McElvain’s (2010) assertion. However, he did not put the effort relating the use of the reading strategies in the letter because as he stated writing the letter is tiring and putting in the extra effort to write the strategies used were burdensome. This is also consistent with Cantrell and Carter’s (2009) and Slotte, Lonka, and Lindblom-Ylanne’s (2001) claim that when compared to boys and girls, girls are frequent users of

strategies than boys. In addition, girls are more likely open to expressing their thoughts (see Appendices I and P).

The instructor used the space to discreetly facilitate and inform students what they need to do. In writing response to the student's letter, the instructor wanted to understand what the student was trying to relate. She encouraged the students to take risks with language and she did not focus on the mechanical errors made by the students not wanting them to be discouraged (see Appendices I and P). In her day-to-day class with limited time available she had to resort to other ways and avenues in seeking understanding of how the students process their learning.

Thus, by providing the small-group task, in-class letter (ICL), and the out-of-class letter (OCL) the opportunity to interact personally with each of her students enabled her to closely monitor the learning process as she responded to them in a group as well as to each of the student's letters personally. When she did this she was given the opportunity to scaffold their learning in a discreet manner (see Appendix G). This again affirms Mezirow's (1997) on the role of the instructor and Vygotsky's (1978) theory of More Knowledgeable Other (MKO) and Zone of Proximal Development.

Being an educator who was given the opportunity to get to know a particular student personally permitted her to understand some important information like selection of reading materials and the strategies used by the students. The students on the other hand do not view this as a formal process. Initially they were quite apprehensive but as they continue to write they appreciate the space provided. They perceived this as a way for them to interact in a more personal manner. Moreover, the students seemed to be more open and honest in their views which made it easier for the instructor to view the learning process from the students' emic perspective (see Appendices I and P). Students are often imbued with a sense of self-worth when they

noticed the instructor genuinely took time to read, respond, and regard their efforts in writing the letters seriously (J. Van Manen, 2007).

To encourage students to share their learning experiences honestly, the instructor need to be considerate and thoughtful in responding to the students. The open and trusting communication would encourage students to interact with the instructor without hesitation. This approach encourages the instructor to constantly be sensitive and critical to the needs of the students by facilitating the development of trust, care, and sensitivity. This is consistent with Mezirow's (1997) contention on learning is built on trust and care. At the same time, the instructor helps to strengthen the students' skills by making them aware of the use of reading strategies and how to use them so that a better outcome is produced.

When an instructor is being thoughtful, it requires the instructor to hold back before providing feedback or responses to students. This is necessary to ensure that both the instructor and students are able to communicate openly. This aligns with J. Van Manen's (2007) idea in keeping the communication channels open for the students. This is necessary especially when university students prefer learning in an environment that builds on trust and care (Mezirow, 2000). They wanted the instructor to understand the challenges they faced and provide the necessary support when required (Keeling, 2004; M. Van Manen, 1991b).

In short, this element of pedagogical space under the pedagogy, which constitutes learning space and the role of the instructor in facilitating the learning discreetly permitted the students to engage and interact throughout the learning process. Subsequently, the space provided allows the students to foster their reading engagement as they began to employ the reading strategies taught. The instructor provides the necessary assistance to facilitate the learning in a discreet manner. This substantiated Mezirow's (1997) theory of transformative learning. The pedagogy of thoughtfulness

calls for instructors to promote students' higher-order thinking, to encourage the development of knowledge and at the same time foster thoughtful classrooms by including specific features such as considering the voices of the students, providing personal space to interact, creating pedagogical space to scaffold students' learning, and constantly reflect on the information gained against the instructor's own experience to foster a better instructional approach (Beyer, 1997; M. Van Manen, 2002, 2003).

5.2.2 Motivation to read. Motivation to read is another tenet of reading engagement. Students who are motivated are willing to take up the challenge to continue reading even when they admitted facing difficulty in understanding the printed materials. This lends support to Baer's (2004) and Guthrie's (2004) notion on motivation to read. In fact, the students would embrace the challenges they faced and took delight in learning. Thus, the instructor's role under the pedagogy is to create the possible avenues for students to experience reading in a meaningful way. In other words, the pedagogical instruction provided does not limit the students' reading experience which causes them to provide only shallow interpretation of the reading text and subsequently the process hinder the students from experience reading as something more thoughtful and consequential. When the participants were given the opportunity to experience reading in a meaningful manner, they have the desire, willingness, and preparedness to learn. This aligns with Guthrie's (2004) and M. Van Manen's (1991a) the instructor does not have to force the learning onto the students but creates the context of learning as such to facilitate the learning. One theme emerged for this category: pedagogical understanding of the student's need.

Pedagogical understanding of the student's needs. Another element of the pedagogy of thoughtfulness that promotes the practice of priming interaction is showing concern of students' uncertainties in approaching reading and not belittling them. Pedagogical understanding involves seeing the student as a person, and involves

opening oneself as an instructor to a student so that the student too is able to see the instructor not as an authoritarian figure in the class but as a person to assist them in learning. This is consistent with Guthrie's (2004), Mezirow's (1997), M. Van Manen's (1991a, 2003), and Vygotsky's (1978) reference to learning. The space made available in this study through small-group task and writing letters in and outside of class allowed the instructor to understand the students better. The role of the instructor in this aspect is to assist students until they are able to take charge of their own learning. For this category there are two subthemes observed: (a) provide feedback, and (b) respond pedagogically and thoughtfully.

Provide feedback. Providing feedback, which is made available under the construction of priming interaction, permitted the instructor to monitor whether the students do have the motivation to read. The instructor utilized the information gained from the students to develop a better understanding of their development as engaged reader and how to assist them (see Appendix O). First, she needed to understand whether the students were motivated or unmotivated to read. Students who were not motivated to read behaved contrary to those who were motivated; they ceased to continue reading when they faced problems in comprehending the text. This aligns with Guthrie, Wigfield, Perencevich's (2004) claim. In this study, the participants experienced challenges in understanding the nuances of academic reading text, which is consistent with Bernhardt's (2005) and Koda's (2005) claim. Thus, it is important for the instructor to understand and provide the necessary help to assist the students to progress. This compliments Bernhardt's (2011), Guthrie's (2004), Keeling's (2004, 2006), Mezirow's (1997), and Vygotsky's (1978) proponent on the role of educators in making learning richer and more appealing; they have to arrange the learning conditions to be meaningful for the students.

As shown in one of the class observations, the instructor monitored her students' understanding of the lesson taught by moving from one group to another.

When the students were discussing she listened and only interjected when necessary. She patiently listened and provided feedback. She complimented groups which managed to complete the task and encouraged other groups to continue until the task was completed. If the students raised their hands she went to the group and listened to what the students tried to explain. She did this with every different group in the class. She scaffolded the learning until they managed to take charge on their own. (Obs. 7. 22 Feb. 2011)

The excerpt below showed one excerpt from the activities conducted in the class. The instructor noticed that one of the groups faced problems in completing the task. She went to the group.

Instructor: Okay, how are doing with the task?

Syed: I am unsure how to do this. What does hardy men mean?

Instructor: Do read the paragraph again? (She waited for the students to read the paragraph again). Now tell me what is the main idea of the paragraph?

Amelia: Tells about the difficulty of the workers building the bridge.

Instructor: Why did you say they faced difficulty?

Syed: The pressure of the compressed air. It is not easy when you are not used to work[ing] with that kind of environment.

Instructor: Good you are in the right track. Try talking out loud what you think as you read the paragraph.

The students continued doing while the instructor watched and only interjected when necessary. When [she] was satisfied with her students' progress, she then moved to another group. (Obs. 7. 22 Feb. 2011)

In the class the instructor used the space in the small-group task to provide feedback to the students (see Appendix O). From the observation data when the students faced challenges as they approach their task, the instructor did not immediately responded. She gave the opportunity for the students to explain the difficulty they faced. In addition, she did not immediately provide answer. She encouraged and motivated the students to process the learning on their own. Her role was to facilitate and scaffold the

learning. The feedback she gave encouraged the students to take charge of their own learning and they felt good about their own achievement. The students did not cease reading. They continued read even when faced challenges. This substantiates Mezirow's (1997) learning theory as well as Vygotsky's (1978) theory on Zone of Proximal Development (ZPD) and More Knowledge Other (MKO). The participants too affirmed the notion. For example, Syed voiced his opinion on this; he uttered:

The instructor put us into different groups and checked our work. When we have questions to ask we are not afraid to ask. There are certain instructors when we asked he will say "When you go back did you review your notes?" If we did ask her even when she has just taught the lesson the week before she would not hesitate to respond either personally or to the whole class. (Int.2.[Sy]. 23 Mar 2011)

Findings from in-class letter (ICL) also substantiate this:

The instructor gave some exercises to make sure that we understand about what we have learned. We worked in a group so it is easier for us to share our knowledge and the learning becomes effective. (ICL_L2[Sy]. 19 Jan 2011)

In addition, the data from the post-teaching questionnaire (PostQ) substantiated the finding. For instance Khiriah's post-teaching questionnaire (PostQ) showed this:

I like the activities in this class. . . . My instructor also gives us support and guides us in the class. Her attitude makes me feel comfortable and happy to study. She really wants to help her students to catch up and understand what she is teaching (PostQ[Kh]. 16 Apr 2011)

To the participants this type of learning in a small-group allowed them to be comfortable and at the same time have fun in the class. This is because the way the instructor provided feedback in a positive and encouraging manner did not hinder their interest to learn. This affirms the study by Berne and Clark (2006) and Zoghi, Ramlee, Tengku Norizan (2010) on group work. In addition, the students in the study were no longer afraid to pose question to the instructor because she provided feedback willingly. They observed that the instructor was not easily disturbed even when they posed questions on a lesson recently taught. This made the class fun and easy to understand especially for Syed who has to grapple to understand the language as well as the subject

matter. In fact he claimed because of the instructor's way of providing feedback he was unafraid to pose questions. This supports Mezirow's (1997) theory on transformative learning when students *readiness* to learn is stirred further learning development will likely to occur. This was illustrated when the participants provide positive learning responses of this class.

Besides providing feedback in the class through the small-group task and in-class letter (ICL) the instructor also gave feedback outside of class through the letter writing (OCL). For example Syed reported in his letter:

My friend and a group of people went for swimming. Then something happened to one of them. That time it was raining and river was flowing fast. Suddenly, my friend cannot control himself because he did not know how to swim. Then his knocked his [head] at the rock. In my opinion this article is too difficult to understand because of the word that the writer uses are too bombastic. It was too boring and I don't even want to finish reading it. (OCL. L.2[Sy]. 2 Feb 2011)

In this letter he stated that he faced difficulty in understanding the text. However, he managed to relate a similar experience which showed he understood the gist of the article. He was unhesitant to express his problem openly to the instructor. When she observed that the student was not motivated to continue reading, the instructor provided feedback to assist him. In her letter to Syed she responded by showing that she understood what he is going through in the letter:

Yes I agree that the article is quite difficult for you to digest but you did manage to understand it. You even wrote an incident similar to the person. But you did not elaborate what had happened to your friend. Are you trying to keep me in suspense? The author did share his experience of being a quadriplegic. It is not easy for him and I assume if it happened to us we would not be able to accept this either. It took him 11 years to finally accept his condition. (OCL. L.2[I_Sy]. 2 Feb 2011)

The instructor did not belittle his effort. In fact she praised the effort he made by indicating that though he had found the text difficult he managed to make head and tail of the text by sharing his personal experience. The words used were gentler. Instead of telling him directly what the text was about, she shared her thoughts. Syed described the

process as two way communication in his interview. The provision to dialogue with students promotes effective learning. This affirms Mezirow's (1997) transformative learning theory. In another example with another participant, when Khiriah posed questions to the instructor in her out-of-class letter, she inquired:

What is the relationship with the title and the content? Why does the author use this title? Is it because the interview was done in Malaysia or elsewhere? I hope you can explain this to me. Overall, I like this article and also the *author*. (OCL. Letter 5[Kh].15 Feb. 2011)

The instructor recognized that Khiriah faced some difficulties in grasping what was in the text. She was aware that Khiriah was trying to employ the strategy on prediction. She realized Khiriah was motivated to learn more on how to employ the strategies learned as she tackled her reading. Khiriah tried to make the connection between the title and the content of the article. The instructor showed her a way to address the text indirectly and in a gentler manner. Instead of telling her directly how to go about approaching the text, she illustrated by giving an example of how she would do it. She put herself in the student's shoes. The excerpt of the instructor's responses to Khiriah letter is shown below:

It is good that you posed questions to me when you do not understand. This means you are engaging your mind to be an active reader. Khiriah, like you I too guessed wrongly from the title. When I first look at the title I was wondering what the article would be about. I thought the writer wanted to discuss the racial issue in Malaysia but my interpretation was wrong. You see it is okay if we guessed wrongly in the beginning. Once you finish your reading go back and refer to the title and try to make meaning from the title again. As I read further I understand that it is actually a conversation between the writer and a Malaysian Muslim man by the name of Shafi. The interview was done in Malaysia. The writer is a non-Muslim and was interested to know more about the Muslim culture in Malaysia. (OCL. Letter 5[I_Kh]. Feb 2011)

Through the positive feedback received by the instructor, the students' interest to learn and read was heightened. They are more motivated to approach reading. Sherin illustrated that she is motivated to read. She showed persistence even when confronted with difficult text, as illustrated in the following excerpt:

To be honest the first time I read this article it makes me feel bored because I don't understand the meaning of most of the words. However, I tried to read it three times and finally I got it. I found it is interesting and it is a good article to be given to anyone. (OCL. L1[Sh]. 20 Jan 2011)

She showed that she did not want to give up even when she had to read the text repeatedly. She took up the challenge and soon realized that the article was actually interesting. To students like Sherin the instructor too provided feedback and praised the effort made by her. She wanted the students to be aware that the instructor is concerned with the progress of her students by acknowledging every little effort made by them so that they were able to progress as effective readers. This was illustrated in her response to Sherin's out-of-class letter (OCL).

I have read your letter and enjoyed reading it. When I read your letter I know you managed to understand the text well. You have used your critical thinking this is reflected in the content of the letter. Good keep it up. (OCL. L1[I_Sh]. 20 Jan 2011)

The space provided allowed the instructor to pedagogically understand the students' progress in reaching the status of reading engagement. She responded to each letter personally and thoughtfully by considering their state of condition as a reader at that particular time. The human science pedagogy which is the focus of the pedagogy of thoughtfulness considers each individual student as unique who has strengths and weaknesses. This approach encourages the instructor to constantly be sensitive and critical to the needs of the students by facilitating the development of trust, care, and sensitivity. At the same time the instructor helped to strengthen the students' skills by making them aware of the use of reading strategies and how to use them so that a better outcome is produced. This aligns with King's (2004) notion on student's readiness to accept the learning condition. Thus, it is vital for the educator to reflect on the consequences of her action during the teaching and learning process. This is also in line with King's (2004) assertion as educators we need to be mindful and respect the students' readiness to construct the learning. When the students are ready to accept the

learning they would welcome the initiative and would likely put effort to process the learning. In fact the data from the participants' interview and post-teaching questionnaire (PostQ) also confirmed this. For example Khiriah reported in her PostQ:

More special when my e-mail letters are replied with positive comments by my instructor. Honestly, I don't feel burden when I do this even sometimes the article is hard for me to understand and I need to write the letter to my instructor. It is not only giving what my instructor wants but I can also share my experience and tell her what is my problems are. That is why when sending e-mail to her I feel relief because not only it is done as homework but I can also share my problem to her. . . Surely, after sending e-mail to her, I want her to respond to me as soon as possible because I feel excited to read her comments. So I think it is one of the ways to make this class interesting and it is good to continue this with another class. (PostQ[Kh]. 12 Apr 2011)

This is also supported by the claim made by Sherin on out-of-class letter (OCL) in her interview, "The learning experiences in this class for instance the small group work and the letter writing help to improve my interest in reading" (Int. 2[Sh]. 15 Mar 2011).

Through this element of pedagogical understanding the instructor showed concern with the learner's self and development as a reader. Participants who were motivated to read were more than willing to take up the challenge they faced as compared to participants who were less motivated. To both group of students she used the pedagogical space available to encourage them to continue their effort without showing biasness and prejudice (see Appendix O).

For students who are less motivated I discreetly showed them how to approach the reading text strategically, which supports Mezirow's (1997) and M. Van Manen's (1991a) assertion for instructor to employ thoughtfulness it requires effort and deep concern of students' development because it is a multifaceted and complex mindfulness in wanting to see the progress of the learners. Thus, to develop students' motivation to read requires time and effort by the instructor. This is supported by Guthrie, Wigfield, Perencevich's (2004) assertion motivation for reading is not created in a day, "It grows and expands over time, with experiences and supportive environment" (p. 55). This

also lends support to Kegan's (2000) notion an educator needs to respect and be sensitive to the development and progress made by the students by considering the background of the students.

Therefore, by showing understanding through this pedagogy of thoughtfulness I not only gain an in-depth understanding of the students' learning experiences but also gain respect from the students because they know I do care for them, which is consistent with M. Van Manen's (2003) claim. As a result the students are willing to interact and participate throughout the teaching and learning process. The caring and thoughtful gestures portrayed by the instructor toward the students will make them feel empowered to discuss their opinions and thoughts freely. This will transform learning not only as a rational process but also as a human science approach which considers ways to help students use feelings and emotions as a means of reflection. This substantiates Mezirow's (1997) transformative learning theory.

Respond pedagogically and thoughtfully. Through the practice of priming interaction the instructor is encouraged to consider the learning process from the students' perspectives. The role of the instructor under the pedagogy of thoughtfulness is to respond pedagogically and thoughtfully. Instructors need to realize any reading experience should be considered and understood from the students' perspectives. This form of recognition is necessary when the instructor responds pedagogically to the students during small-group task and the letters to prevent students from experiencing loss of interest in reading and provide indication the instructor is concerned and understands their joys and uncertainties with the task (see Appendix A and Appendix G). This substantiates M. Van Manen's (1991a, 1991b) claim on pedagogical understanding. In addition, this will provide a learning environment that promotes trust and care, which is consistent with Keeling's (2004) assertion. With pedagogical understanding, the instructor is encouraged to see what is significant in the concrete

situation experienced by the students; this is achieved by the ability of the instructor to perceive and listen to the students (see Appendix O).

In the class the instructor ensured her action and behavior did not hinder the students from participating in class as well as progressing as effective readers. For instance, as observed in Week 7,

A few students in the class seemed a bit lost with the activity on metacognitive. She initially explained the function of metacognitive and modelled how to use the strategy. One male student raised his hands and sought clarification. She explained and modelled the use of the strategy again to the whole class. Then I moved to the student's group and asked them to do the task while she monitored the activity. She did this patiently and dedicatedly. As she responded she needed to be mindful of my position that was not only as the instructor of the class but also as a facilitator who wanted to have a better insight and understanding how the students processed their reading. (Obs. Week 7. Feb 15, Obs comment: Observation from a colleague: she seemed patient and was not easily irritated. She gave time for students to grasp the strategy)

The participants too acknowledged the effort made by the instructor to ensure that learning did take place. From the interview the participants too related their positive experience on the pedagogical understanding displayed by the instructor. As articulated by Khiriah in her interview: "The class is interesting and the instructor is good because she understands how we feel. We feel that she is close to us" (Int. 2[Kh]. Mar 2011). Syed too shared similar opinion. He stated:

I think the instructor is open. She is not easily bothered. When we want to ask question she is the type who is willing to help. She will not say that "I have taught you several times and still you do not understand." She would not do that she would just respond and teach. (Int.1.[Sy]. 16 Mar 2011)

As a result they were unhesitant to ask question when the needs arise because they knew the responses they received from the instructor are always positive and supportive. Subsequently they were motivated to learn. For example Syed uttered:

We received good feedback. There was no criticism. In my opinion her way of giving comments to students it is not like she is criticising. She would say it nicely "Your opinion is almost similar to mine but I however have a slightly different opinion." Her way of criticising is different. (Int. 2[S] 23 Mar 2011)

Syed's more positive attitude toward learning prompted him to utter this. This may be influenced by his past learning experiences in English classes. Prior to taking this class he claimed the classes did not provide opportunities for student participation. He argued there was no two-way communication and most of the time it was the instructor who took the center stage. The students, according to him take more of a passive role in learning. Due to that he asserted it was not fun learning English because he was unable to grasp what was being taught and there was minimal opportunity for students to pose question to seek clarification on the lesson taught. In addition, his poor language ability (he obtained a below average grade on his SPM, Malaysia Certificate of Education, English—which is equivalent to Cambridge “O” level English) may also affect his motivation to learn.

Nevertheless, after attending this class the way the instructor responded to the students in a thoughtful and encouraging manner develops students' interest to learn as well as having mutual respect for one another. They cherished the fact that the instructor respects them as individuals with strengths and weaknesses. In the class the instructor made sure her action did not hinder the students from learning. Findings from the post-questionnaire (PostQ) and interviews from Sherin and Khiriah also affirmed this. Khiriah shared her opinion during the interview:

In our previous classes it is like other instructors do not interact with us. Only with the group which is really active the instructor will entertain them. We do not know our ability. When we want to give opinion it is like they do not appreciate it. We feel that as if they are not bothered to listen. So I just do not know how . . . so I just kept quiet. That makes the class boring. Unlike this class the instructor will consider everything even when it is not correct. The instructor's style, teaching style can attract us. (Int.1.[Kh]. 1 Mar 2011)

Finding from her post-teaching questionnaire (PostQ) also confirms this. She reported, “Her attitude makes me feel comfortable and happy to study. She really wants to help her students to follow through and understand what she is teaching” (PostQ[Kh]. 12 Apr 2011).

Sherin shared the same opinion. She uttered: “We need an instructor who can help us to be aware on the importance of reading and writing” (PostQ[Sh]. 12 Apr 2011). This lends support to the claim made by M. Van Manen (2003) when the students feel loved and cared for they will return the love with positive attitude. In this context of study is the positive attitude displayed by the students toward learning. This also aligns with Mezirow’s (1997) theory on transformative learning that students’ negative perception of learning altered when they experience a learning environment which fosters respect, positive relationship with the instructor and trust. Besides the process of teaching and learning in the class the instructor too would ensure she responded pedagogically and thoughtfully to her students’ letter writing as illustrated in Table P1 (see Appendix P).

Upon receiving letters from the students, the instructor analyzed and reflected on their content. Then she responded to each letter by considering the students’ joys and predicaments in trying to understand the text. The instructor was very careful in her selection of words as she responded to each student because she wanted them to learn (see Appendix P). As she responded she was actually teaching and scaffolding the students to take charge of their learning but in a more discreet manner. The space created permitted her to scaffold each of her students personally.

For instance at the beginning she complimented the effort made by the students. As illustrated in her letter to Syed from the onset she praised him because he did manage to get the gist of the article. Then in her response to Syed’s letter she did not instruct Syed what to do but rather shared her ideas with him. She used the word *I* rather than *you* as she responded. She pedagogically used the space available providing assistance and at the same was very thoughtful and considerate in her choice of words to ensure that she did not intimidate the students.

This supports the contention made by J. Van Manen (2007) who says, “Learning happens in relation with teachers” (p. 140) and how things are learned requires the teacher to be sensitive to the students’ needs. The act of responding thoughtfully lends support the claim made by J. Van Manen (2007) and M. Van Manen (1991b, 2003) instructor needs to play various roles such as to be sensitive, personal, emotional, and professional to ensure learning does occur. Another instance was when Syed in his letter did not inform the strategies he claimed he used. Hence, the instructor tactfully requested Syed to write them in his letter. She explained the purpose of writing the strategies employed so that he too would be able to see the purpose. In another example, as she replied to Sherin’s letter the instructor showed her understanding and acknowledged the participant’s interpretation of the text (see Appendix G). Additionally, she too shared her views with the students.

Concomitantly, the process enabled the instructor to gain insights, not just into the curricular learning outcome, but more deeply the formative growth of the students as they progress to become effective readers. This is ultimately what constitutes the prominence of the practice of priming interaction and in line with M. Van Manen’s (1991a) assertion pedagogy involves the ability of seeing and not treating the student as a subject in the class but rather as a person who has strengths and weaknesses. In addition, by including space to dialogue it encourages students to validate and substantiate their understanding, which is consistent with Mezirow’s (1997) transformative learning theory.

The participants cherished the instructor’s effort to provide feedback and show understanding toward them. For instance, Sherin opined that “after receiving response from the instructor I will read the letter a few times because I want to know my weaknesses so that I can improve myself. Thus, in the next letter I will try to apply what was suggested to me” (Int.1[Sh]. 1 Mar 2011). Findings from the post-teaching

questionnaire (PostQ) and interview also validated the finding above. For instance Sherin wrote in her post-teaching questionnaire (PostQ) on out-of-class letter (OCL):

The writing experience is really interesting. When we received response of the e-mail letter we sent, we are more motivated to learn. The instructor did not only point out our weaknesses but she also shared her opinion about the article. (PostQ[Sh]. 12 Apr 2011)

As the participants opened up to their instructor, what they need is understanding from their instructor in their journey to progress as effective readers. They did not need discouraging words because in reality they do face problems in understanding the nuances of the text. This substantiates Guthrie, Wigfield, Perencevich's (2004) claim, instructors of reading must know the students' level of motivation, and correspond to the level of scaffolding in order to deepen the students' motivation to read. When the students expressed their dismay and problems in learning, the instructor was able to see things from the students' viewpoint. This again corresponds to M. Van Manen's (1991a) assertion:

Educational understanding is exemplified by the educational acuity of the instructor. The instructor is able to listen to students' voices and identify the students' state of the intellectual, emotional, and moral development. (p. 86)

Consequently, the instructor would attempt to know how to connect with the student's existing understanding and provide the necessary assistance to ensure the students did not cease to read. The action of holding back requires the instructor to constantly reflect what and how to respond so that the students do not feel disheartened (M. Van Manen, 1991a). Thus, before responding to her students the instructor was careful with her choice of words. She used more encouraging words to motivate students to share their thoughts openly. She made sure she responded in a thoughtful and caring manner. As a result, the students feel comfortable and they cherished the positive learning environment they experienced in the reading class. Subsequently, their motivation to engage in reading increased. This substantiates Mezirow's (1997) notion

that learning is best achieved through a learning environment that is built on trust and care. Hence, the element of pedagogical understanding under the pedagogy of thoughtfulness facilitate students' reading engagement because the element allows the instructor to be sensitive to the needs of the students as she provides constant feedback as well as being thoughtful when responding to the students. Consequently, this process fosters students' reading engagement; they become more motivated to read even when they face challenges in their reading.

5.2.3 Desire to master new knowledge and experience through text. As students develop to become engaged readers they are able to connect their background knowledge to the existing information in the text. Subsequently, their desire to know more of the new found knowledge is enhanced. This is consistent with Guthrie's (2004) assertion on one of the attributes of reading engagement. Thus, they take the initiative to find other materials in relation to the text and want to learn more how to approach their reading strategically. Under this category one subtheme was noted: pedagogical reflection.

Pedagogical reflection. Another element of the pedagogy of thoughtfulness that promotes the practice of priming interaction is pedagogical reflection. Under this construct the instructor constantly reflects the meaning the students bring into the class and their current learning experiences. This is to allow the instructor to design a pedagogical instruction that meets the needs of the students. This substantiates Bernhardt's (2011), Guthrie's (2004), Mezirow's (1997), and M. Van Manen's (1991a) assertion on the importance of educators to act thoughtfully and reflectively in their day-to-day teaching to ensure that learning does take place among students. For instance, the instructor may use what transpired in the students' letter to reflect the existential meaning of being engaged readers. In this class, although there is still room for improvement, the participants began to have interest in reading. They were delighted

to receive reading materials even when the articles were long and difficult. Two subthemes emerged under this theme, namely (a) listening to students' stories, and (b) giving encouragement and motivation for students to voice their learning experiences.

Listening to students' stories. The elements of pedagogy of thoughtfulness, which champion the need for the instructor to consider students' experiences throughout their process of learning, allowed the space to listen to the students' voices to take place. Besides meeting students face-to-face in the classroom, the instructor created avenues for them to tell their experiences via in-class letter (ICL) and out-of-class letter (OCL). The students would relate their learning experience, their joys, dilemmas, and difficulties in growing to be better readers and their understanding of the lessons taught in the class. This is consistent with Mezirow's (1997) transformative learning theory in providing space for students to dialogue and interact with the instructor. The interaction through the pedagogy of thoughtfulness permitted the students to experience learning in a meaningful manner because they were given the opportunities to experience concrete interactions with printed texts, peers, and instructor throughout the learning process. As illustrated in one of Sherin's in-class letters, she summarized what she did on that day:

The instructor reviewed the lesson from last week and modeled the use of strategy again. In the first class each of us received a letter by the instructor that requires us to write letters for this semester on articles that we read and send it to the instructor. The second activity she gave us two different articles and she requested to state the differences and the similarities of the articles. Then she gave us samples of types of expository texts. There are sequence, cause-effect relationship, comparison and contrast. What I like best is today's class is I learned new thing that I never know before. It is about using contextual clues in the article. Now I know how to understand the meaning of difficult words without referring to the dictionary. I learn to use prefix. I could feel that my reading will improve after this because now I know how to find the meaning of words that I did not understand. (ICL. Letter 1[Sh]18 Jan 2011)

In the in-class letter (ICL) besides expressing the lesson they learned on that particular day, their understanding of the lesson, the participants would also give hint of their likes and dislikes of the activities and strategies learned (see Appendix H). The

instructor could use the information gained to elucidate the students' development in learning. For instance in the in-class letter (above), Sherin displayed a keen interest in wanting to learn and progress as engaged reader; the information obtained gave hint to the instructor that Sherin was able follow the lesson and her interest in learning was heightened. The instructor used the information to construct the next lesson (see Appendix O). She needed to be reflective whether the lesson, the materials, and the task used facilitate or impede the students' understanding. This validates Bernhardt's (2011), Guthrie's (2004), Mezirow's (1997), and Vygotsky's (1978) assertion on the role of the instructor to facilitate learning.

To Sherin she found the class to be stimulating because she was learning new things as a reader. This aligns with Keeling (2004, 2006) and Kegan (2000) when students able to construct the learning meaningfully their interest in learning heightens. Through the space provided in the in-class letter (ICL) they were given opportunities to express their inner thoughts and share those thoughts with their friends, which were later submitted to the instructor. The data obtained permitted the instructor to gain better understanding of the students' progress and development as effective readers who have desire to master new knowledge (see Appendices G, H, and O).

The data from observation also confirmed this.

The instructor began her lesson for week 4 requesting the students to recall what they did the week earlier. Several students reported loudly to the whole class. Then she highlighted and modelled the strategy again to ensure better understanding of how the reading strategy can be used. She occasionally posed questions to the students to tackle their problem when employing the strategy before requesting the students to do more exercises on the strategy taught. She did this before she began teaching a new lesson for the students. (Obs. Week 4. 24 Jan 2011)

The instructor constantly modeled the use of the strategies to enable students to understand how to employ the strategies. This is in keeping with Vygotsky's theory of development and Mezirow's transformative learning theory—that the development of

cognitive control is first being assisted by the instructor and gradually the students take charge of the learning. In addition, the understanding that the development of learning and cognitive control is a social process influences her pedagogical instruction. This is consistent with M. Van Manen's (1991a), Mezirow's (1997), and Vygotsky's (1978) assertion on theory of learning. Once the class was over she would go through the in-class letter (ICL) to gain an in-depth understanding of how the students reflect on the lesson taught for the assigned day (see Appendix O). For instance in Sherin's in-class letter (ICL), she wrote, "But not to me. It is quite difficult to understand. Till now I am still trying to understand and learn through exercises because I don't want to be lagging behind" (ICL. Letter 2 [Sh] 25 Jan 2011).

The instructor noticed most of the students were unable to grasp the strategy "structural analysis". This is shown in Sherin's ICL as she expressed her experience. This lends support to Koda's (2005) view on second language learners (L2) facing linguistic complexities which hinder their progress in reading. Consequently, the instructor realized she needed to provide more explanation and exercises on the strategies in the next lesson. Data from the instructor's reflective note also showed this.

I noticed the students experienced some problems understanding the lesson on structural analysis. They understood the basic usage of affix but unable to apply their understanding when the text is longer and they are unfamiliar with the content of the text. I need to restructure the lesson and I need to first expose students to the list of affix so that they would be able to understand and be aware of how affixes are used. (Refl. Notes Wk 2 10 Jan 2011)

Therefore, she reflected and reviewed again the pedagogical instruction and decided what she needed to do to reinforce and strengthen the students' frames of references on structural analysis (see Appendix O) and the lesson plan after week 4 (see Appendix F).

The tasks using the in-class letter (ICL) enable the instructor to gain insight into how the students views the lessons taught in the class; the information obtained from the in-class letter (ICL) guided her in planning for the next lesson particularly on the

reading strategies (see Appendix O). Subsequently, the instructor decided to provide more exercises and modeled the lesson again. The data from observation confirmed this.

As observed in Week 3,

The instructor began her lesson on the structural analysis taught in the previous week. She recalled what the strategy was and demonstrated its usage to the students again. Then she requested the students to continue doing the exercises on structural analysis in their respective group, as she monitored and scaffolded the students' learning from one group to another. (Obs. Week 3. 17 Jan 2011)

Khiriah in her interview attested to this. She said, "She really makes sure that the students understand her lessons" (Int. 2[Kh]. Mar 2011).

Besides the in-class letter (ICL), the instructor used the space available in the out-of-class letter (OCL) to listen to the students' experiences. The participants were able to engage with the text they were reading. In addition, they were able to make sense and relate the content of the article with their background knowledge. The following excerpt illustrated this. This is taken from Khiriah's letter to the instructor. She wrote:

This article is also interesting. When I read this article, it reminds me of the phrase 'Disability is a club anyone can join, anytime. It's very easy. Have a stroke and be paralyzed . . . or be in a car wreck and never walk again' by Karen Stone. So I think this is one good article to remind me and to be more grateful with what I have now that is being physically fit. In my experience, I have a neighbour who is disabled. Only in a wheelchair but he can achieve whatever he wanted. I am so proud of him. However, he died two months before he got married. (OCL. Letter 3[Kh]. 2 Feb. 2011)

The content of the letter showed that Khiriah was able to relate her own personal opinion and experience in relation to the article. She displayed understanding of the text well. When the participants were able to make connection of the text with their own personal opinion and experience, they are showing that they are engaged with the text they are reading. This affirms the assertion made by Guthrie, Wigfield, Perencevich (2004) that engaged readers are knowledge driven; they consolidated what they already know and compare their reading with what they can recall. The participant, Khiriah,

illustrated this when she expressed her opinion in relation to the printed text. She was motivated to read and had the desire to extend her current existing knowledge.

The 3 participants, Khiriah, Sherin, and Syed, who initially had a negative perception of reading, experienced a shift in their paradigm. They were no longer hesitant to take up the challenge even when faced difficulty to understand. For instance findings from the observation, interview and post-teaching questionnaire (PostQ) confirm this. Sherin, for instance expressed that now she has the desire to read materials and extend knowledge on the subject matter that she likes that is on human behavior. She uttered, “Now I do my own reading by browsing the internet and searching for reading materials on psychology especially human behavior” (Int. 2[Sh]. Mar 2011).

Data from observation also affirms this.

As observed in the last 2 weeks of the class, the instructor requested the students to select their own reading materials (see Appendix F). She encouraged them to choose and discuss in their respective groups which reading article they would choose for the last assignment. The students were asked to choose one out of the four reading articles for each group. Later they were asked to read and discuss the content of the article, employ the reading strategies learned and display their understanding either in the form of summary or graphic organizer in a manila card and later to be shared with the whole class. The students were eager to do it. They were enthusiastic, dividing their work respectively in the group. They shared their thoughts and selected the article for the group. Sherin’s group chose Sherin’s article on human behavior at work. (Obs. Wk 13. 1 Apr 2011)

The finding from the observation illustrated that being an engaged reader Sherin showed keen inclination to extend knowledge in the subject matter of her interest that is on human behavior. During the last 2 weeks of the semester the instructor had encouraged the students to bring their own reading materials to class while doing the task. The instructor permitted the students to assume more responsibility and subsequently the scaffolding process (provided by the instructor) enabled them to become more motivated and engaged in the classroom (see Appendix Q). This is consistent with Guthrie, Wigfield, Humerick et al.’s (2006) and Deci and Ryan’s (1992) assertion on supporting meaningful choices by students increases students’ reading

motivation. The data from the participants' post-teaching questionnaire (PostQ) also substantiated this. As indicated by Sherin:

When I know the strategies on how to read, I have no intention to give any excuses to avoid reading and I can choose my area of interest. This is because the strategies taught show me whatever materials we read either in English or in Malay we will find it easy if we know the way to read it. (PostQ[Sh]. 12 Apr 2011)

The other participants too shared the same opinion as Sherin. For instance Khiriah uttered: "After attending this class I am excited and my interest to read English materials such as magazines and newspaper also has increased" (PostQ[Kh]. 12 Apr 2011). In addition, they no longer read at surface level which is consistent with Noorizah's (2006) contention readers who use deep reading approach such as questioning and clarifying would approach their reading more strategically and are more motivated. They took every opportunity to employ what they have learned on reading strategies. This aligns with Guthrie, Wigfield, and Perencevich's (2004) stance on engaged readers, they have the desire to extend and broaden their existing knowledge. This also substantiates Bernhardt's (2011) compensatory theory where students are encouraged to use their L1 reading strategies to compensate the deficiencies faced in their L2 reading. For instance Khiriah posed questions on one of the characters in the text:

This article is not difficult to read but it [is] so hard to understand. Honestly, I like to read this article even it is long and when I tried to interpret what exactly the meaning of this article it makes me sleepy . . . But I want to know why Toshika is too choosy. What happens to the couple when their partner doesn't have the criteria that they look for? How does one feel when he/she needs to marry someone that he/she does not really know? (OCL. Letter 7[Kh]. 9 Mar 2011)

Khiriah began to appreciate employing the reading strategies and took every opportunity to use the strategies. She was more interested to read and took up the challenge even when the article was long and difficult to understand. In addition, she activated her background knowledge by posing questions to deepen her knowledge.

When the participants posed questions as they read this shows they are eager to develop better understanding of the subject matter and they are interested to widen their existing conceptual knowledge. This lends support to Guthrie, Wigfield, Perencevich's (2004) claim self-initiation strategy of activating background knowledge or posing questions invoke by the reader herself indicated that she is motivated. Data from the interview affirms this. According to Sherin:

For example, the strategy on contextual clues I did not know about this strategy. We can use the strategy like predicting from the title, then we find clue for the word that we have not understand. How do we go about doing it? We will try to refer to the sentence following it. Then, we look whether there is explanation on the meaning. This strategy is effective to me. (Int. 1. [Sh]. Line 276-278, 1 March 2011)

Sherin re-confirmed this in her post-teaching questionnaire (PostQ). She stated,

The strategies taught in the class have helped me to understand an article easily. When I am able to understand the content of the article I become more excited, I want to know the rest of the article. I am more curious to know why it happens, how and what will happen next. If we understand how to read correctly we will definitely become [an] "active reader." (Post.Q.[Sh] 16 Apr 2011)

Furthermore, the participants who are engaged readers look forward to obtaining new information. Sherin wrote, "The language used by the author is not difficult, I can understand what the author tries to convey. Even though this article is long, it is very stimulating and at the same time it gives me knowledge about Japanese culture" (OCL Letter 7[Sh]. 10 Mar 2011). Sherin's desire to obtain new information in order to widen her existing knowledge indicated she is progressing as an engaged reader. The length of the article did not hinder her interest in reading especially when the article is interesting. She also described in her third interview that now, "I want to read more on the subject that I like such as on psychology like human behavior. I like this subject; it interests me." (Int. 4[Sh] 12 Apr 2011). She explained in the interview she would search in the internet to find such material and read them during her spare time. This lends support to

the claim made by Guthrie, Wigfield, Perencevich (2004) engaged readers are knowledge-driven; they consciously add to their existing knowledge as they read.

Moreover, the participants were eager to employ strategies as they approach reading (see Appendix Q). For instance, Sherin said, “The strategies taught in the class have helped me to understand an article easily we will become [an] ‘active reader’” (Post.Q.[Sh] Apr 2011). She elaborated further:

Writing helps us to remember the strategies that have been taught through the exercises that we do. Like the saying ‘practice makes perfect’. With the exercises that we do it helps us to remember the sentence structure and the application of the strategies. Through my reading on the book “Communicating at Work” people can only remember 10% from their reading, 20% from what they hear, 30% from what they see and 70% from what they speak and write. In short, writing is essentially important in the reading process because it can increase understanding and recollection of the strategies that have been taught. (PostQ.[Sh]Apr 2011)

The way Sherin explained her conception on writing portrayed she is progressing as an engaged reader. She approached her reading strategically, was motivated to read, and had the desire to expand her knowledge, which illustrated that she took up learning with delight despite facing problem in her effort to understand the printed materials at times. This supports the view made by Guthrie, Wigfield, Perencevich (2004) on engaged readers who will embrace the challenge and take up learning with delight. The other participants Khiriah and Syed too began to develop an interest in reading. For instance, Syed too expressed his opinion.

After learning the techniques to read strategically I began to have interest to read because of the ability to understand an article better. Before this I am easily bored when I stumble with articles that are difficult to understand. But after attending this course I am interested to read more and at the same time I can improve the language and grammar of my speaking and writing skill. (PostQ.[Sy] Apr 2011)

The space provided through the practice of priming interaction permitted the instructor to listen to her students’ learning experiences. From their stories she would be able to understand how they are progressing to the status of effective readers (see Appendix I and Appendix O). In addition, the way the participants related their stories

illustrate they were engaging with the reading text or otherwise. The dialogue space enabled the instructor to gain a better understanding of the participants' learning experience, and it provided the catalyst for them to interact closely with the instructor. The learning experience shared by the participants with the instructor opened up to a new understanding of how each student differs from another in their conceptions of learning. In the pedagogical reflection the instructor considered the meaning of those experiences among the students/ participants and reflected on what subsequent action she needed to do in a more mindful and tactful manner. This is consistent with M. Van Manen's (1991a) claim, "The pedagogue needs to know how to assess a learner's present abilities as well as potential" (p. 93).

Additionally, the enhanced interaction between instructor and students/ participants created a more comfortable environment for learning which subsequently transforms the students to be more participative and critical. This substantiates Mezirow's (1997) transformative learning theory in order to orient educators to the other party (students) with care and love both parties need to disclose their mind and heart during the process of teaching and learning. This also lends support to J. Van Manen's (2007) study as the students share their experiences with the instructor it provides substantial evidence on their growth as readers.

This is consistent with Beyer (1997), Guthrie's (2004), and M. Van Manen's (2002, 2003) assertion on the importance of instructor to constantly be reflective of the teaching and learning process in order to engage students' learning.

Giving encouragement and motivation for students to voice their learning experiences. Under the tenet of the pedagogy of thoughtfulness, the instructor needs to constantly provide the necessary encouragement and motivation for students to learn. Recognizing second language students experienced challenges in tackling academic text the instructor need to constantly reflect on the students' learning experiences and

provides encouragement and motivation for the students to progress and attain to the status of engaged readers. This is in accordance to Keeling's (2004, 2006), Mezirow's (1997), and M. Van Manen's (1991a) assertion on the role of the instructor in classroom context. This was evidenced in one of the lessons observed:

As the instructor moved from one group to another the students tried to complete the assigned task diligently. Occasionally, some students raised their hands to seek clarification from the instructor. She listened to the students' stories and encouraged them to continue doing their work. She constantly praised them "Good, you are in the right track; Good work." (Obs. 4. 25 Jan 2011; Obs. 7. 22 Feb. 2011)

This was also reflected in the instructor's reflective notes:

Realizing the students are struggling with the linguistics nuances of academic texts as well as having low confidence level I need to boost their confidence and provide the necessary scaffolding. I observed when I tackled them tactfully by giving encouragement and support as well as complimenting their efforts their faces lit up. I could see they were unhesitant to put effort by participating and raising questions. (Refl. Obs. Wk 4)

From the observations the instructor was monitoring her students learning all the time. She moved from one group to another listening to the students' stories and monitored their learning development and at the same time reflecting on the students' ability in grasping what had been taught (see Appendix O). Under the tenet of pedagogy of thoughtfulness it is vital for the instructor to constantly reflect the teaching and learning process.

This is consistent with M. Van Manen's (1991a) assertion pedagogy does not only constitute the curriculum intended outcome of the student but it also involves the role of the instructor to be pedagogically sensitive to the progress made by the students in the learning process. This is achieved by reflecting on the learning process as well as taking cues from the students such as delaying in submitting task assigned, refusing to participate, showing indication that they are not interested and so forth (see Appendix O). By considering the challenges the students face in completing the task the instructor will gain a better understanding to assist them. Hence, from the observations, dialogues

and gestures received the instructor provides the sympathy, which is consistent with Mezirow's (1997) and M. Van Manen's (1991a) claim educators need to understand students in a caring manner by considering the students' learning experiences (see Appendices A, I, and O). In other words, the instructor is required to be pedagogically sensitive to each student in the class without being prejudiced.

After listening to the students' experiences, the instructor played the role as a motivator by giving compliments and providing support for them to continue their effort (see Appendix G). To students who faced a problem, she gave them words of advice and provided support such as assisting the students in the learning process (see Appendix P). The data from the participants' interviews and in-class letter validate the role played by the instructor to listen to their stories and give encouragement to the students. As illustrated in Sherin's interview, she informed that:

The instructor treated all her students fairly. I like that nobody receives special treatment. I feel appreciated. I know she is busy but she will find the time to respond in class and out of class. She knows her students and we too know her. (Int.2 [Sh] Mac 2011)

Even Syed shared his opinion on this. He said, "I know she is okay because she understands us. I am not afraid to ask her because she will respond to me" (Int. 2[Sy] Mac 2011). The finding from the in-class letter (ICL) also affirms this. Khiriah too shared her opinion on this.

When we do activity in group she will go to one group and another, and she checks whether we face problem. Then she will help us until we manage to get them correctly. Because she seems to understand how we feel and experience. (ICL. L2 [Kh]. Mac 2011)

The constant encouragement and motivation given to the students made them feel appreciated. In addition, they felt the effort made was not wasted. This has led them to participate actively in the class and heightened their interest in learning. The interaction provided as the instructor constantly reflected her teachings (see Appendix O) permitted learning to take place. Other than teaching and helping the students in the classroom,

she too scaffolded them discreetly when responding to their e-mail letters. The following are two examples of her responses to Khiriah and Sherin. To Khiriah's letter, the instructor replied:

I have enjoyed reading your letter. You have shown your progress as effective and active reader. Good keep up the good work. I do admit it is quite long and a bit difficult but that challenges my students to think critically and not to give up. And you are one of them. (OCL. Letter 3.[I_Kh]. 9 Feb 2011)

In her respond to Sherin's letter the instructor wrote:

I totally agree with you when he wrote the article he was not looking for sympathy but more of understanding and how "normal" people should react with people like them. The tone is sad but also encouraging. You can see he is very positive with his disabilities. (OCL. Letter 3.[I_Sh]. 9 Feb 2011)

The finding illustrates that the instructor would initially listen to her students' stories, later gave them encouragement and motivation. She encouraged the three participants by indicating how she had enjoyed reading their letters and she acknowledged the participants' correct interpretation. In doing this the participants were aware the instructor did put effort to read and respond to each of their letters (see Appendix P). Over time as the letters were exchanged, the instructor gained more insight into the lives of her students. The instructor became more sensitive to the students' literary experiences. Consequently, she obtained a better pedagogical understanding of the participants' learning and growth as readers, which enables her to tactfully encourage and support when the needs arise (see Appendix O). This is consistent with Vygotsky's (1978) theory that learning arises from social interaction. To facilitate engagement in learning educators must help students become aware and be reflective of their own and others' assumptions (M. Van Manen, 2003).

Subsequently, this led the participants wanting to continue writing and sharing their thoughts openly with the instructor because they were aware that the instructor understood them and was concerned with what they were experiencing. This is

illustrated in the findings from the participants' interviews. Khiriah articulated in her first and second interviews:

Like it when she responded to my letter, before this has never been interested to read article. I want to try sending her letter even if I am no longer in her class. I feel like I want to write. I want to listen to her respond. (Int. 1[Kh]. 1 Mar 2011)

She reaffirmed this in her second interview. She stated,

It improves my reading, writing. I want to improve my English, writing and then I am able to see myself progressing. The e-mail experience is "best." Madam replied and responded to my letter. (Int. 2[Kh] 15 Mar 2011)

This aligns with J. Van Manen's (2007) study on students' acknowledgment of the space to interact with the text through the letter writing. They claimed when they received feedback they would be able to know whether they had interpreted the text correctly or otherwise. In addition, this supports Mezirow's (1997) notion that dialogue provides students opportunities to validate their understanding. The participants cherished the experience and discovered the process not only helped them to understand their reading text better but also enhanced their relationship with the instructor which subsequently increased their interest to learn. The findings from the participants' post-teaching questionnaire (PostQ) also confirm this. Syed reported,

In the beginning I am scared to send e-mail to give my opinion because I am scared that I am unable to fulfil the instructor's expectation. But after several time doing the exercise and receiving positive feedback from the instructor I do not feel shy to voice my understanding on the article. (Post.Q [Sy] Apr 2011)

Khiriah also expressed her positive feeling toward the letter writing. She wrote:

More special when my e-mail is replied with a positive comment by my instructor. Honestly, I don't feel a burden when I do this even sometimes the article is hard for me to understand and I need to write the letter to my instructor. (PostQ[Kh]. 12 Apr 2011)

Students like Sherin, Khiriah, and Syed show how important it is for instructors to understand them and on the challenges they faced. Through the letters the instructor was able to gain a better understanding how the students/participants were progressing and developing as effective readers as well as on their identities as readers because the letter

is a personal letter and by its very nature is private. This corroborates J. Van Manen's (2007) claim, letter writing offers the students opportunities to apply what they have learned, share and validated their understandings of the printed text with the instructor. Hence they became more comfortable to relate their experiences; they shared the positive and the negative experience openly. When students voiced the difficulty they faced as they tackle the text, the instructor again acknowledged the problems they faced. This excerpt is taken from the instructor's letter in her response to Syed. Syed in his letter had voiced his difficulty in understanding the reading material. Therefore, the instructor responded and assisted in a discreet manner. When responding to Syed's letter, she wrote:

Thank you for writing. Thank you also for being honest with me on how difficult the text is to you. . . . Do use your own background knowledge or your past experience as you make prediction. This is a strategy that we can use before reading an article read. For instance I look at the title and try to guess what the article is about. Another is by looking whether there are other clues like picture, diagram, table etc." (OCL Letter 1[I_Sy]. 20 Jan 2011)

The instructor seized the opportunity to encourage her students to progress as engaged readers. If they do face difficulties it should not hinder their progress. As a matter of fact, it is important for the students to be aware that the instructor is always there giving them hope and advice to continue reading. This is consistent with Guthrie's (2004), Mezirow's (1997), and Vygotsky's (1978) assertion on the role of the instructor in providing encouragement and scaffolding. In the process of providing feedback to her students she simultaneously imparts explanation so that the students/participants were able to understand what they have missed or left out, how to employ the strategies as they read, and so forth. Sherin described this as an interesting experience:

It is a very interesting experience because through e-mail that we send to the instructor, we will receive written respond from her. When we receive respond through e-mail it will give more impact to us. Through the comments made it is not only our weaknesses being commented, in fact the instructor will provide her opinion about the article. It is very interesting. We exchanged ideas and views. (Post.Q [Sh] Apr 2011).

By giving encouragement and motivation in a discreet manner to each individual personally it allows her presence be felt by her students (see Appendix P). The instructor illustrates she cares about the progress made by the students to be effective readers. She also wants them to know that she is aware of their uncertainties as they approach their reading text and she would continuously provide encouragement and motivation to them because she does not want them to dismay or give up easily when facing challenges (see Appendix P). Furthermore, she also recognized the gestures of being concerned and caring for her students are cherished by them (see Appendix G). This lends support on the assertion made by J. Van Manen (2007) some instructors may not be aware that students may be confronted with difficulties and problems in learning.

Therefore, as a concerned instructor she asserted it is necessary for her to develop pedagogical reflection because this would help her students better. This support the claim made M. Van Manen (1991a) by being reflective on our teaching experiences we become more aware of the significances of such experiences particularly in constructing and improving the lessons to cater for the needs of the students. In other words, to ensure learning is successful the instructor needs to constantly reflect whether the students able to grasp the learning. The practice of priming interaction that was made available through the pedagogical reflective permitted the instructor to facilitate and assist the students as they progress to the status of engaged readers.

In addition, this affirms M. Van Manen's (1991a) assertion that pedagogy should not only be discerned from the point of view of methods and of curriculum programs; the instructor must also be alert at the spur of the moment or in a pedagogical situation where he or she feels as an educator that something must be done for the students' progress in learning (see Appendices O and P). When the instructor constantly reflects on her teaching, this shows that she cares more on the students' learning development. As a result the students' interests in learning are heightened because they feel their

needs have been met and they were given the opportunities to interact with the text as well as the instructor in a meaningful manner. This is consistent with Guthrie's (2004) and Mezirow's (1997) assertion on the role of reflection in the teaching and learning process.

Therefore, when the instructor is constantly pedagogically reflective of the students' learning development by listening to students' learning experiences as well as giving encouragement to students, it permits the instructor to construct her lesson to fulfil the students' needs. In other words, the practice of priming interaction through the element of pedagogical reflection calls for teachers to promote students' higher-order thinking, to encourage the development of knowledge and at the same time foster thoughtful classrooms by including specific features such as considering the voices of the students, providing personal space to interact, creating pedagogical space to scaffold students' learning, and constantly reflect on the information gained against the instructor's own experience to foster a better instructional approach. Subsequently, the students' reading engagement is fostered. This was reflected when the students show desire to master new knowledge and experience through text. (refer to Appendix K).

5.2.4 Socially interactive in learning. Another element of reading engagement is where students interact actively and socially as they approach the learning in the reading class. The students used their social network in the small-group or through writing activities like summarizing and letter writing to undergird their understanding as well as enhance their enjoyment in learning. This is consistent with Guthrie, Wigfield, Perencevich's (2004) notion on one of the attributes of reading engagement. There is one theme observed under this category: pedagogical relationship.

Pedagogical relationship. The pedagogical relationship is another element under the pedagogy of thoughtfulness; it emphasizes how the instructor approaches the relationship exists between the instructor and the students and among the students

themselves in a pedagogical situation. The element promotes a positive interaction between student and student and instructor and students in the classroom context. Vygotsky (1978) asserted that social interaction is essential for development of cognition, language and knowledge. He noted that students must interact with a person who is more expert than themselves (be it an adult or a peer) in order to go beyond their current level of developing.

This is consistent with Mezirow's (1997) transformative learning theory as well as M. Van Manen's (1991a) elements under the pedagogy of thoughtfulness that the heart of good and effective teaching is when the instructor has a relational knowledge of students. In the study the instructor's close relationship with the students permits her to understand how they experience the learning, what and how they think, and what they do. This relation concerns the personal development of the students. Through the pedagogical relationship the instructor may be able to understand the process of learning better. Pedagogical relationship is one of the qualities of effective teaching, which can be established by being caring and showing understanding toward students' development (M. Van Manen, 1991). This substantiates Mezirow's (1997) and M. Van Manen's (1991a) claim on the importance of pedagogical relationship to classroom context. In this research, two subthemes were observed: (a) relationship becomes more personal, and (b) students take ownership of their own learning.

Relationship becomes more personal. A positive relationship that exists between the instructor and the students may contribute to effective learning. This is congruent with Bernhardt's (2011), Guthrie's (2004), Keeling's (2004, 2006), Mezirow's (1997), and Vygotsky's (1978) assertion on learning through social participation and interaction. When the students were more at ease expressing and sharing their feelings and opinions in the small-group tasks and the letters, the interaction between the instructor and the students, and the student with another student becomes closer.

Subsequently, this learning environment fosters students to actively participate during the teaching and learning process, which corroborates with J. Van Manen's (2007) and Mezirow's (1997) claim.

The findings from the class observation substantiated this. As displayed in the class observation,

The instructor moved to Khiriah's group and asked her to share her answers for the group. She did not manage to get the answer correctly. Then she expressed the difficulty in doing the task and asked the instructor how to deal with long text. The instructor guided them by asking them to locate the topic for the paragraph. The students looked engrossed as she explained. They responded when she asked them questions. When she moved to Shafiq's group, they were discussing ways to identify topic. Syed tried to explain what he understood to other group members. Ziela also interjected during the discussion. (Obs. 5, 8 Feb 2011)

In addition, when the instructor developed a personal relationship with each of her students, she was able to create an environment which fosters the students to form personal relationship with others in the class. When the environment of learning and the relationship with the instructor in the class are more positive the students welcomed the space and consequently they interacted with the instructor more openly. The students were willing to express the joys and challenges they faced with their peers.

The findings from in-class letter (ICL) confirmed this. For instance, Khiriah, Sherin, and Syed shared their experiences in the in-class letter (ICL). Khiriah wrote, "The instructor also taught us whether the essay is inductive or deductive. Quite difficult but I tried to understand" (ICL.Letter 7.[Kh] 1 Mac 2011). Sherin too voiced her thoughts: "Honestly, I don't quite understand the article on 'The builders . . . ' Although, this article is quite interesting, it is difficult to understand" (ICL. Letter 7[Sh] 1 Mar 2011). Syed also shared his thought with his writing partner, "For me today's topic is quite interesting because I can see two-way communication exist between students and lecturer during the discussion" (ICL. Letter 5[Sy] 9 Feb 2011). Data from the interviews also supported this. As displayed in Sherin's interview:

But if I write to a friend I will honestly inform what we have learned on that day, my understanding of the strategy and the lesson for that day. Then she will respond and inform what she did not understand. I will know what she did not understand. It is like we are discussing together and express our opinion about the class. (Int. 2. [Sh] 15 Mar 2011)

Besides, the findings show the participants were unhesitant to express and share their learning experiences both with their writing partner and the instructor. The information gained permitted the instructor to pedagogically understand and pedagogically reflect how the students process their learning. This is consistent with J. Van Manen (2007) and Zhao's (2011) study. Besides, through the in-class and out-of-class letters the instructor was able to structure the lesson for the following week to cater to the needs of the students (see Appendix O). Furthermore, the participants too were no longer embarrassed to share their personal lives with the instructor. For example one of the participants, Sherin, in one of her out-of-class letters shared her father's first marriage experience in the letter.

I have an experience in relation to the article. The closest example is my father. His first marriage was arranged by my grandmother, but it did not last long. My father divorced his first wife. Few years later he met my mother and this time he married with his own choice and they have been happily married until now ☺. However, my aunty's marriage was also arranged by my grandmother, but until now she still remains married to my uncle and has two children. (OCL. L.7[Sh]. 10 Mar 2011)

In the letter Sherin's shared her personal experience of the two types of marriages—love and arranged marriage. She was able to relate this personally because she knows that she can trust the instructor. The trust which was fostered through this positive learning environment permitted Sherin to openly share this *secret* with the instructor. She did not feel embarrass to share such information. This aligns with Meziow's (1997) notion on the role of relationships in learning as most significant as well as affirms E. W. Taylor's (2007) study on successful learning depends on how the instructor fulfils the students' needs in the area of support, trust, friendship, and intimacy in the classroom. Khiriah's post-teaching questionnaire (PostQ) also

substantiated the benefit of having personal relationship with the instructor through the spaces created. Khiriah expounded:

It is not only giving what my lecturer wants but I can also share my experience and tell her what my problem is. That is why when sending e-mail to her I feel relief because not only it is done as homework but I can also share my problem to her. (PostQ[Kh]. 16 Apr 2011)

Syed and Sherin expressed similar thought on this. Syed said,

We received good feedback. There was no criticism. In my opinion her way of giving comments to students it is not like she is criticizing. She would say it nicely, "Your opinion is almost similar to mine but I however have a slightly different opinion." Her way of criticizing is different." (Int. 2[S] 23 Mar 2011)

The participants felt appreciated because they observed the instructor treated all the students fairly. They observed the instructor gave the same amount of attention to each of the student. The most important element they appreciated was the instructor understood the challenges they faced and responded to them in a thoughtful and considerate manner. The feedback they received from the instructor did not impede their learning instead it heightens their interest to learn (see Appendix P). Sherin's interview confirmed this. She explained:

I feel appreciated . . . when the instructor knows me. If not through the e-mail letter it will be like in our daily class if the student is not prominent the instructor does not recognize her but with letter writing it is different. (Int. 2[Sh]. 15 Mar 2011)

Khiriah explained it is necessary for the instructor to know how to interact with the students because the instructor plays an important role for students to participate actively in the class. Besides that, she claimed the instructor too should be fair and able to treat all the students equally. She said,

It is like other instructors do not interact with us. Only with the group which is really active the instructor will entertain them. We do not know our ability. When we want to give opinion it is like they do not appreciate it. We feel that as if they are not bothered to listen. So I just do not know how . . . so I just kept quiet. That makes the class boring. Like Madam she will consider everything even when it is not correct. The instructor's style, teaching style can attract us. (Int.1.[Kh]. 1 Mar 2011)

Moreover, they wanted the instructor to recognize and acknowledge their existence in the class. In other words, they wanted their presence in the class be felt. To them they are not just strangers in the class but also individuals who are unique and have their own strengths and weaknesses. That was why when the instructor took an extra effort to remember each of her students' names in this class it makes a difference to them. The instructor's reflective note illustrated this:

I wanted this class to be different. I want them to be comfortable in the class. There were 25 students in the class and I took the effort to remember their names. I could sense the difference when I called them by their names. They seem to feel honoured. I could see from their eyes and how they reacted. Now there seems to be no gap in the class. They were no longer hesitant and shy to ask questions. The relationship becomes more personal. (Refl. Obs. Wk 4)

The participants cherished the attempts made by the instructor to develop the instructor-student relationship. This lends support to J. Van Manen's (2007) study, an instructor is not only professional in her commitment in the teaching and learning process, but also provide personal commitment and interest in the students' education and their growth toward mature adulthood. For example, Sherin appreciated the fact that the instructor takes her time to respond to each student's letter. "I feel that I am being appreciated. I know she is busy but she will always check her e-mail. Even when her students pose questions to her she would respond" (Int.2.[Sh]. 15 Mar 2011). She said "Before this I felt there is nobody who wants to evaluate us. With e-mail it is different" (Int.1.[Sh].1 Mar 2011). Finding from the post-teaching questionnaire also confirms this. For instance, Khiriah too treasures the effort made by the instructor. She said: "It is more special when my e-mail is replied with a positive comment by my instructor" (PostQ. [Kh] 16 Apr 2011).

Additionally, participants who are more reserved valued the out-of-class letter because it was not easy for them to express themselves verbally in the class. This supports the claim made by Jackson (2002), Liu and Jackson (2009), Tong (2004), and

Wei (2008) that L2 learners are more reserved in expressing their thoughts openly in English lessons. Khiriah who holds the same thinking said:

No. I would not because I am not at ease to speak to the instructor as I am afraid to do so. Then the situation is made worse when there are other group of students who are more outspoken. They are the ones who the instructor would pay attention to. To people like me who is quiet in the class we just sit silently and wait. (Int.2. [Kh] 15 Mar 2011)

Besides, this act of conversation between the instructor and the students is seen as a personal rapport. The students voiced their opinions and the instructor responded to each of them personally (see Appendix P). Furthermore, the instructor provides encouragement to them to withstand any difficulties they face while they progress to become effective readers (see Appendix P). The participants admitted the personal interaction they have with their peers and instructor helps them in their learning. The participants acknowledged the class has created avenues for them to improve understanding of their reading such as the activity on letter writing and small-group tasks. For instance, through the provision of the out-of-class letter (OCL) and the in-class letter (ICL) the space created allows the instructor to work with each student individually (see Appendix H and Appendix I). She used the space to provide feedback and explanation to the students on how to go about if they do face difficulty in their reading and when employing the reading strategies. The employment of pedagogical relationship promotes the practice of priming interaction in the reading class.

The social dimension created through the task designed both in the class that is through small-group task and outside of the class via the dialogue in the form of a letters permitted the instructor to establish a better rapport with her students and gain an in-depth understanding of the students' development in learning. Besides, the dimension created allowed the instructor to be pedagogically sensitive and be reflective as to what and how to better approach the teaching and learning process. This substantiates

Mezirow's (1997) assertion on the importance of having positive relationship between instructor and students.

Students take ownership of their own learning. Through the practice of priming interaction the instructor gradually decreased her role and encouraged the students to take charge of their learning. This aligns with Guthrie's (2004), Mezirow's (1997), and Vygotsky's (1978) views on the role of the instructor to scaffold learning. By the end of the semester the students took on the more responsible role. Nevertheless, the instructor too needed to play her role. The role of the instructor in approaching the students in a tactful and humane manner that is through observing, listening, and responding to them personally in the beginning of the journey, which would sustain the students to progress little by little is necessary (see Appendix F and Appendix O). This lends support to the view by M. Van Manen (2003) that "a sensitive teacher is able to create or foster an atmosphere that is productive for certain kinds of living and learning" (p. 70).

This was evidenced in the class observation. "The first 8 weeks of the lesson the instructor took the center role and provided opportunities for the students to apply what they have learned both in and outside of class. As the students took more responsible role, she gradually relinquished her role while encouraging them to take center stage". Thus, during the last 2 weeks of the semester (Week 9 and 10), the instructor gave the students opportunity to take charge of their own learning by giving them a choice to choose their own reading materials and apply the reading strategies (see Appendix F).

As observed initially the students had to do the task in the group assigned and finally on their own. They did the first task in their group. They were buzzing with noise. The girls were busy highlighting the important points in the article, while the boys kept themselves busy exchanging ideas about the text before they began. All the groups decided to construct their understanding of the text graphically. The room once again filled with laughter and the students were buzzing with noise as they completed the task. Then they chose how best to illustrate the graphic by penning down, coloring, and drawing the graphic organizer. Once completed they put aside their work and the students began to work individually, they started reading the text quietly and attentively. (Obs. Week 9. Mar 2011).

The findings from student's work, interview, out-of-class letter (OCL), and post-teaching questionnaire (PostQ) substantiate this. For instance, in Syed's work on the graphic organizer (see Appendix Q) he managed to summarize the points in the article well by displaying his understanding graphically. He highlighted the map's central topic and the five key points of the article and briefly indicated the function of each key point. He merged the strategies such as determining the main idea, locating the supporting details, summarizing and finally constructing the graphic organizer. Being a student who obtained a below average English score he showed that the length of the article did not hinder him from digesting its contents. As the students began to have interest in learning, the confidence and motivational level increases, subsequently, they took up the challenge and began to take charge of the learning actively and independently. This supports Mezirow's (1997)'s transformative learning theory and Vygotsky's (1978) zone of proximal development (ZPD) whereby the instructor takes a lesser role once the students begin to understand the process of learning.

The data from out-of-class letter (OCL) and interview also substantiated this. For instance, Sherin asserted:

During reading, I have an on-going internal dialogue with the author whom I want to know further what his feeling is. In my opinion, I know that he felt very complicated, disappointed and frustrated to continue with his life. He has a long term memory of the incident. . . . As he said, "Being disabled, like being normal, is a process, not a stasis for which one easy approach or formula can be developed." Through his experience, I realize I need to be grateful with what I am now. (OCL. Letter 3.[Sh]. 9 Feb 2011)

In the excerpt above, Sherin articulated when she read she no longer read the way she used to read before. Now she constantly reflected and was critical in her reading. She monitored and posed questions to herself while she read. She became more active and took charge of her learning. In addition, while writing the letter she had used excerpts from the article content to reinforce and support her understanding. She used higher order thinking as she reflected on her reading. This illustrates the participants no

longer read at a surface level. They began to reflect and be more analytical while reading because they know they have to write their understanding of the text to the instructor. When the participants posed questions as they read, made notes on the questions they phrased, they illustrated they were engaged with the printed text. This is consistent with Guthrie, Wigfield, Perencevich's (2004) assertion on attributes of engaged readers. Sherin reconfirmed this in her post-teaching questionnaire (PostQ).

After I have learned about all these strategies, it teaches me how to apply the strategies. It requires us to adopt the strategies in our reading/writing, but not only for this class but for all our courses that we take. I will never stop adopting these strategies. (PostQ[Sh]16 Apr 2011)

As in the case of Khiriah she posed questions on one of the characters in the text:

This article is not difficult to read but it so hard to understand. Honestly, I like to read this article even it is long and when I tried to interpret what exactly the meaning of this article it makes me sleepy. . . . But I want to know why Toshika is too choosy. What happens to the couple when their partner doesn't have the criteria that they look for? How does one feel when he/she needs to marry someone that he/she does not really know? (OCL. Letter 7[Kh]. 9 Mar 2011)

The participants began to apply the reading strategies they learned. For instance they employed the metacognitive strategies as they monitor their reading such as by asking questions, making clarification and summarizing the text. In another example they took charge in using the reading strategies. This can be seen from the following excerpt:

Last week you have taught us how to make inferences, predict based on pictures. So I applied it when I read this article. When I looked at the title, I was blurred but when I looked at both the picture, I know the author tried to compare the life in the village with the life in the big city. (OCL. Letter 5.[K]. 15 Feb 2011)

From the letter the instructor was able to garner whether the students were able to comprehend the assigned text. The students summarized what they have read. They noted on the intended purpose of the writer in writing the article. As the participants read and write their understanding, it encourages them to be analytical (see Appendix I). This process of meaning-making is a step to becoming engaged readers because as they

read they reflect and process the information and this makes their mind active. Moreover, they acknowledged the impact of being an active reader that is to be analytical and keep asking questions as they read.

This finding is consistent with the claim made by Guthrie, Wigfield, Perencevich (2004), students' beliefs in the importance of reading is stimulated and heightened when they are given spaces and avenues to illustrate what they have learned from extended reading activities. Additionally, the extent of the relationship that is fostered between their peers and the instructor influence their interest in learning. Thus, even a simple gesture like remembering their names and calling out their names in the class is vital for their interest and motivation in the process of learning. As Sherin commented, "We need someone who is willing to listen to what we want" (Int.1[Sh]. 1 Mar 2011). This lends support to Mezirow's (1997) and M. Van Manen's (1991a) assertion pedagogical relation is the heart of teaching as well as J. Van Manen's (2007) study on the establishment of better relation between the instructor and the students in promoting learning.

In short, the element of pedagogical relationship under the pedagogy of thoughtfulness fosters students' reading engagement. This is because the element, which puts emphasis on having positive relationship between the instructor and students as well as the role of the instructor to scaffold the learning so that the students are able to take charge their own learning, provides opportunities for students to experience learning in a socially interactive manner.

5.3 Research Question 3: How can the practice of priming interaction be implemented in a tertiary level academic reading course?

The third research question deals with the practice of priming interaction in a reading course. The success of learning is much influenced by the pedagogical approach

employed by the instructor because the pedagogical instruction is embedded in the fabric of practice (Mezirow, 1997). This is consistent with the four theories selected for the study. Mezirow (1997), M. Van Manen (1991a, 2003) and Guthrie (2004) posit on the important role of pedagogical approach to foster learning. They opine what and how the pedagogical approach employed will affect the students' interest and motivation to learn. The crux of teaching under the pedagogy of thoughtfulness is to ensure both the students' mind and heart are developed simultaneously during the teaching and learning process. The ultimatum goal is to facilitate and scaffold the students to become engaged readers. This can be achieved through the practice of priming interaction which is consistent with Duke et al. (2011) and Pressley's (2000) claim on the role of interaction in reading classroom. Bearing both these elements of developing students' mind and heart mentioned previously the instructor structured the pedagogical approach to enable both these elements to grow proportionately.

5.3.1 Developing students' mind and heart. Table O1 (see Appendix O) displays the construction of the pedagogy of thoughtfulness that promotes interaction in a reading class from week 1 to week 4. As depicted in the Table O1 (see Appendix O), the elements of the pedagogy of thoughtfulness employed enabled the instructor not only concerned with construction of the mind such as reading strategies, integration of writing and reading, selection of reading materials and tasks but it also concerns with matters of the heart that is taking into consideration the students' perspectives of learning, viewing the student as a person with individual strengths and weaknesses, providing space to dialogue, creating a positive learning environment as well as considering what matters to them most. This is in keeping with Guthrie (2004), Mezirow (1997), and Vygotsky's (1978) assertion on the role of the educator is to provide the necessary scaffolding for the students to be critical, reflective, autonomous, and able to construct learning meaningfully. The interaction can be implemented in the

reading classroom by considering the four elements under the pedagogy of thoughtfulness that is pedagogical understanding, pedagogical reflection, pedagogical space and pedagogical relationship. The first section deals with the four elements under the pedagogy of thoughtfulness followed by explanation of a diagram to depict the implementation of priming interaction in a reading class.

5.3.2 The four elements of the pedagogy of thoughtfulness that promote the practice of priming interaction. The following are the elements of the pedagogy of thoughtfulness used in the academic reading class: pedagogical understanding, pedagogical reflection, pedagogical space, and pedagogical relationship as well as the inclusion of the four attributes of reading engagement which are employing reading strategies, motivated to read, desire to extend new knowledge, and interacting socially throughout the learning process.

Pedagogical understanding. First, the pedagogical understanding under the pedagogy of thoughtfulness allows the instructor to comprehend the students' learning progress better. The pedagogical understanding can be divided into two stages. The first stage concerns what the students' bring into the class. In this context the instructor needs to understand the students' background, their past learning experiences, conceptions of learning and so forth. The aim is to provide the instructor a *window* to reflect and to be sensitive to the existing frames of references that the students bring to the class, which aligns with Mezirow's (1997) transformative learning theory. The second stage concerns with understanding what happens to students during the learning process. When the instructor gained the information, she was able to structure the learning better and create spaces as well as opportunities for students to interact in order to foster engagement in reading (see Appendix O).

In the first stage for instance, prior to teaching the class the instructor distributed a pre-teaching (PreT) questionnaire to gain a better understanding of how the participants

perceived and approached reading as well as their perceptions of the English language. The instructor did this because she was concerned with the students' background knowledge they brought to the class. By understanding the students' background knowledge she was able to know their strengths and weaknesses. This allowed the instructor to gain glimpses of students' existing knowledge and conception of learning which subsequently enable her to understand her students personally (see Appendix O). This corroborates with Mezirow's (1997) and M. Van Manen's (1991a) stance. Therefore, the crux of teaching under this pedagogy is showing thoughtfulness and concern for the students' development and how the instructor uses the information gained to assist the students' learning. This supports M. Van Manen's (1994) view of the heart of good and effective teaching is a two-way process; the instructor does not only teach but also understands how the students experience things. For instance, in the pre-teaching questionnaire (PreT) the students informed their perceptions of reading English materials and English language. For example one of the students, Syed wrote:

Reading is a process of learning to get knowledge. I don't like reading in English, especially books that are thick, no pictures provided. I prefer to read magazine because it is colorful. Reading in English is difficult to understand because English language is not easy to understand. (PreT[Sy]Jan 2011)

Subsequently, the instructor used the information to glean a better perspective on the past and current experiences that the students brought to the class. The findings obtained from the pre-teaching questionnaire (PreT) showed the participants recognized the importance of reading but most of them dislike reading materials in English. In addition, they did not know how to approach their reading text in a strategic manner. As a result, the students' selection of reading materials is limited to shorter and easier non-academic reading materials such as children's storybooks, sports, and artist columns in magazines and newspapers.

This lends support to Bernhardt's (2011) and Koda's (2005) viewpoint L2 learners face difficulty in understanding the language nuances and complexities of academic reading text. For instance, both Khiriah and Amelia reported in their pre-teaching questionnaire (PreT) on the difficulties they faced when reading English materials and because of that their reading is only limited to children's story books. As reported by Khiriah in the pre-teaching questionnaire (PreT):

I like to read children materials which use simple words to understand. The materials with difficult words make me bored and will lose interest to read. Reading activity is boring because we were taught to read the text and answer the questions that follow. (PreT[Kh])

The finding illustrates that it is necessary for the instructor to employ a different pedagogical approach and instruction to assist and scaffold the students' learning (see Table 3). This supports the assertion made by Keeling (2006) university students require a different set of approach that is development of learning that is transformative which integrates constructivism and meaning-making into learning. In other words, the approach used should foster students to be autonomous, critical, as well as able to strengthen their existing frames of references such as being a reader. Thus, the instructor or educator needed to constantly place the student's reflective processes at the core of the learning experience and asked them to evaluate and make meaning on both new information and the frames of reference (see Appendices G, H, and J), which is consistent with Mezirow's (2000) transformative learning theory.

Furthermore, the information obtained permitted the instructor to pedagogically understand the challenges faced by the students as they approached the reading materials. She discovered that the majority of the students did not have the interest to read in English because they faced difficulties deciphering what they were reading. The difficulties they faced were also reported during the interview. For instance Sherin articulated, "At times I think it is difficult to understand English and reading English

materials and it is difficult to have interest to learn them” (Int. 1[Sh]. 1 March 2011). This supports Bosley’s (2008), Cantrell and Cater’s (2009), Samsiah’s (2011), and Perin’s (2011) study that university students have difficulty comprehending and evaluating information of expository prose because they have difficulty monitoring what they know and do not know. As a concerned instructor, she needed to understand the fears and vulnerabilities of the students as well as providing encouragement and motivation for students to do better directly or indirectly (see Appendix J). This is consistent with M. Van Manen’s (2003) assertion on the role of the instructor. This process is referred to as pedagogical understanding. Hence, when students expressed the challenges they faced when approaching reading the instructor needed to remain patient and supportive by giving positive feedback as well as construct and design lessons to meet the needs of the students (see Appendix O).

The second stage begins at this level. The instructor provided the pedagogical understanding to assist her students throughout the learning process. The instructor then created the necessary avenue to ensure learning does take place and arranged the environment of learning with positive experiences such as a good atmosphere of learning where the students would feel safe, comfortable, and successful in their learning activities throughout the learning process (see Appendix O). Through the activities such as small-group tasks, in-class and out of class letters she gained understanding of the students’ learning progress (see Appendix O). For instance in the class observation,

Then she moved to other boys group. The boys were quiet in the beginning then one boy spoke explaining his version. While she was discussing with this group, other groups were eavesdropping and listening to the discussion. She then went back to the group of girls who had not finished discussing and asked them what they have done. (Obs. Com.: The students were eagerly discussing with their group members. Some students especially the boys gave answers voluntarily.). She gave them encouragement that they were on the right track. (Obs. 2. 11 Jan 2011)

The activities that were done in small-group enabled the instructor to personally scaffold the students' learning in the group. She would be able to monitor and provide assistance when necessary to the students who seek her assistance. This is consistent with Crawford and Torgeson's (2006) and Guthrie's (2004) assertion on collaborative work. By moving from one group to another she gained a better perspective how the students grasp the lesson and the reading strategies. For instance in the out-of-class letter, Syed expressed his opinion on the article, to Syed some of the selections were boring and difficult. He wrote, "I feel that this article, *The World We Lost*, is so boring and I don't have any interest to read it anymore" (OCL Letter 1[S]. 20 Jan 2011). He explained that "The writer uses difficult language and it is difficult for me to understand the whole story" (OCL Letter 1[S]. 20 Jan 2011).

To another article, titled *The Spanish Influenza*, Syed thought differently. He wrote,

For me, this article is easy to understand because the words that the writer used are easier and have simpler words. In my opinion this article is interesting because I can understand what the writer wanted to inform and made me want to finish reading until the end. (OCL Letter 1[S]. 20 Jan 2011)

Amelia too expressed her view:

This time, I think this article is easy for me to understand and required less reference of the dictionary. I have not found any difficulties reading the article. Honestly, this article is very interesting. (OCL Letter 5[Am]. 10 Mar 2011)

According to the students the difficult the words used in the text the harder and more difficult for them to understand a written text. The more difficult the text is the more resistant they become and finally they would just give up reading. The students who have problem in grasping the meaning of the text become frustrated when they are unable to understand the passages. Thus, this causes the students not making any attempt to read materials in English. Therefore, by creating this space it permits the instructor to be more selective when considering the reading materials for her students.

Subsequently, this allowed her to gain an in-depth understanding how the students approach the reading materials and the strategies they employ as they tackle the reading materials. Listening to her students' voices create this space for her to be more sensitive as well as be more considerate in the preparation of instructional approach for the following class. The students appreciated the interaction fostered between them and the instructor. Data from the interview affirm this. Nurin claimed that "the letter writing through e-mail is only between the student and the instructor" (Int. 2[N] 21 Mar 2011).

The interaction fostered permitted her to gain a better perspective how to assist the students to progress to the status of engaged readers. In addition, the interaction between students and text, peers, as well as the instructor heightened the students' interest to learn (see Table 3). The students acknowledged the interaction provided by the instructor made them want to learn because they know the instructor understand the challenges they faced (see Table 3 and Appendix J). This is also in line with Mezirow's (1997) theory on transformative learning that is to ensure success in learning the instructor needs to build a learning environment that fosters trust, care, and respect.

To foster transformative learning it involves more than just implementation of a series of instructional strategies and design it should take into consideration other aspects such as the students' learning preferences and attitudes. This is consistent with E. W. Taylor's (2007) claim the implementation of instructional design should include "the development of an acute awareness of student attitudes, personalities and preferences so that the instructor can react to it accordingly" (p. 187). Realizing the students do need assistance the instructor then decided to include reading strategies in her lesson plans as shown in week 2 of Table O1 (see Appendix O). Her concerns to provide the necessary assistance and in keeping with Guthrie's reading engagement theory, Mezirow's theory of transformative learning and Vygotsky's theory of development had influenced her decision making. The concerns and desire to see the

students' progress to the status as engaged readers had made her choose a pedagogical approach that permitted them to experience learning in more engaging and meaningful manner through interaction. Therefore, she needed to respond pedagogically to the calls of the students by showing understanding and reflecting constantly on ways to structure her lesson so that learning did take place (see Appendix O).

Pedagogical reflection. Another element under the pedagogy of thoughtfulness is the instructor must always reflect on the lesson and discern from the students' perspectives. This second element is referred to as pedagogical reflection. Teaching and learning process is not only limited to the mechanics, that is putting emphasis on the end product such as what the students should achieve by the end of the lesson, but it also involves the role of the instructor to understand the challenges faced by the students during the process of learning as well as constantly reflect how to facilitate and scaffold the learning. This is in line with what Keeling (2004) suggested teaching university students "must include the full scope of a student's life" (p. 10) that is seeking understanding and reflecting how does the student process the learning and how the instructor can facilitate the learning.

In addition, the pedagogical reflection under this pedagogy allows the instructor to structure the instructional approach, design lesson, tasks and select appropriate and suitable reading materials to meet the needs of the students to progress as effective readers. As illustrated in the weekly lesson plans in Table O1 (see Appendix O) the instructor constantly reflected on the information gained from the students. For instance after the first lesson upon receiving the pre-teaching questionnaire (PreT), the instructor took into consideration the students need to be exposed to a selection of reading strategies which they can use over time with any reading materials. This was derived from the information obtained from the pre-teaching questionnaire (PreT) on what the students would do when they face problems in understanding printed text.

All of the participants reported when they faced problems they would turn to the dictionary. As mentioned by Sherin: “I will refer to the dictionary. If there are too many words that I cannot understand I will stop” (PreQ[Sh]). Even in her first interview she related her views on this. She stated that in her school days, “reading comprehension was taught just like that. We were given a passage and we were required to answer. That was it. There were no strategies on how to read” (Int.1[Sh] Mac 2011). This supports the stance made by Koda (2005) L2 students rely heavily on word meaning as well as by Bernhardt (2005, 2011) on the current existing pedagogical instruction of teaching reading which puts emphasis on students extracting specific information rather than making meaning with the text that they are reading. Moreover, realizing the class syllabus does not put emphasis on teaching reading strategies to students the instructor decided to include them in the lesson plan (see Appendix R).

Reflecting on the importance of students to be engaged readers by employing reading strategies, the instructor decided to include the teaching of reading strategies in her lessons. This is in accordance to Guthrie et al.’s (2006) on the attributes of reading engagement as well as to facilitate students to progress well in their academic pursuit. This is also in line with Bernhardt’s (2011) and Grabe’s (2010) assertion on L2 students in a higher institution of learning. University students need to be exposed on how to approach academic reading materials because the language nuances of academic or expository texts are different and if not tackled appropriately may hinder students’ comprehension. This is consistent with the claim made by Bernhardt (2005), Best et al. (2008), and Koda (2005). L2 learners face more challenges in approaching academic reading text compared to L1 learners such as background knowledge and linguistic complexities. The students/participants in this study experienced the same scenario.

Therefore, being aware of the challenges the students faced the instructor decided to include strategy on determining the meaning of word for the students in this class

such as determining the meaning of word through contextual clues and structural analysis (see Appendix O). The reading strategies taught helped the participants to approach the printed texts in a strategic manner. The participants' mind was activated; they were more alert and were constructing the meaning of the printed text at a deeper level. This substantiates the study done by Alexander (2005) and Guthrie, Wigfield, Humerick et al. (2006). When classroom practices directly address engagement in reading by providing instruction through the use of cognitive instruction, the processes of engagement in reading among students are facilitated. The finding in this study affirms this. The participants in this class acknowledged the benefits of learning the reading strategies. For instance, Sherin reported:

The instructor taught us strategies on how to read. So that makes it easier for us. Like when we use clues to understand meaning. Initially we do not know there are ways to do this. (Int. 1[Sh] Mac 2012)

Sherin stressed this again in her post-teaching questionnaire when she reported: "The strategies taught in the class have helped me to understand an article easily. When I am able to understand the article I become more excited to read" (PostQ[Sh]12Apr 2011). Data from the observation supported this. As observed in week 6,

The students did not hesitate to read the long text. They started to read and began to highlight the main idea and the supporting details in the text. They did their task with delight as they shared and exchanged their ideas with their group member. Sometimes the students got stuck but that did not hinder them from seeking help from both the instructor and their friends. (Obs. Week 6.Mac 2011)

Data from the observation showed the instructor constructed the lesson for that day and requested the students do their work in the assigned group. They read and engaged with the text as well as exchanging ideas while completing the task. The students managed to complete the task assigned on their own in the respective groups. Thus, when the students know how to tackle their reading strategically they were more motivated to read even when they faced problem with the text. The instructor ensured

that the students were given ample opportunities to interact with the reading text assigned as well as with the peers in the respective groups.

The process permitted the students to make meaning with the text and subsequently they become engaged with the text. As they become engaged their cognitive ability is awakened, the students become more critical and reflective when they read. This lends support to Guthrie et al.'s (2006) study on the contention of reading strategies in making students engaged and motivated to read. Additionally, this illustrates the responsibility of the educators to set learning objectives which include the provision of autonomous thinking as well as reflective thinking, which aligns to Guthrie's (2004), Mezirow's (1997), and E. W. Taylor's (2007) assertion on autonomous thinking.

Approaching university students require educators to be pedagogically sensitive on how to make the learning becomes meaningful; the students too have to be helped to transform the existing frame of reference so that they would be able to fully understand the learning experience and gradually become autonomous. This is consistent with Mezirow's (1997) transformative learning theory. Thus, by constantly reflecting on the students' learning process it permitted the instructor to structure the learning that would best meet the needs of the students. The information gained allowed her to create avenues for the students to experience learning in a more meaningful manner that is through interaction (see Appendix O).

Pedagogical space. Next is the pedagogical space. Under the pedagogy of thoughtfulness, reflective educators tend to be pedagogically sensitive to their students and to what and how they teach. This is consistent with M. Van Manen's (1991a) assertion. This also aligns with Kreber's (2004) assertion in order "for learning to be meaningful instructors need to be more concerned with why teach rather than with how or what they teach" (p. 41). This was reflected in the study. Pertaining to observations

in class as well as data gained from the pre-teaching questionnaire, the instructor recognized she needed to create space for students to apply what they have learned as well as for her to monitor the learning process because the 2 hours allotted for the course is insufficient.

Acknowledging that in order for students to be engaged readers the students need to be constantly exposed to the act of reading. With the limited time available in the class the instructor decided to create a learning space where students could progress as effective readers such as by providing the out-of-class letter (see Appendix O). As observed in week 2 of Table O1 (see Appendix O) when the instructor realized she needed an avenue to monitor her students' progress in reading closely, the instructor decided to create pedagogical space such as the in-class letter (ICL), out-of-class letter (OCL), and small-group task to gain in-depth understanding of her students' development in learning. In addition, the students can use the avenue as a learning space because the space created made it permissible for the students to apply what they have learned, develop their identity as readers, and view reading as social process. Furthermore, the instructor used the space to pedagogically monitor and guide her students' learning in a discreet manner (see Appendix P). This is in accordance with Pressley's (2000) and Mezirow's (1997) idea on the role of the instructor in scaffolding students' progress in reading and M. Van Manen's (1991a) and Bernhardt's (2011) view on the thoughtfulness of the instructor in ensuring that the students' needs are fulfilled.

Data from in-class letters and observation corroborate this. For example when the students wrote in their ICL and shared their opinions with their writing partner on the inability to grasp the lesson on structural analysis. Khiriah wrote, "Sometimes I am quite stress. There are lots of papers and exercises to do. I agree that using the root word is quite difficult" (ICL_L2[Kh]). This was also observed in the class during observation week 3:

The students began to do the second exercise on structural analysis. This time the exercise was a bit more difficult. The students did not enjoy doing it. Some students were frowning and sighing. Their faces showed they were unsure how to find the root word. A few students sought their friends' help. Several put their hands up requesting the instructor to explain further on structural analysis. The instructor modelled the use of the strategies again. She pointed out the clues she had given the week earlier. Then she went from one group to another to monitor and scaffold the learning. (Obs. Week 3)

The findings from the participants' out-of-class letter (OCL) affirmed this. The following example illustrated this.

It's not that difficult to understand this article, but sometimes I'm confused about what the writer wants to tell to the reader from paragraph 14 toward the end of the article. I mean, what the paragraphs really relate to the title of the article "The World We Lost." The world here refers to the wolves or to us? I wonder . . . in this article, I sometimes use the structural analysis for the word I can't understand the meaning. For example, the word 'aftermath' (line 59), it derives from the word after and math, which mean after the incident. (OCL. L1[R] 24 Jan 2011)

The instructor's reflective notes also substantiated this:

I observed the lesson on structural analysis was challenging to the students. I could see they were restless and heard their sighing when doing the activity. I need to restructure the lesson to make them easy to understand how the structural analysis can be used. I will repeat the topic again in the next lesson and give more time for students to grasp the use of the strategy. (Refl. Obs. Week 3)

When the instructor recognized the challenges the students faced while doing the task, she reflected the students need more time to grasp the lesson so she decided to reduce the number of exercises given in the coming lesson (see Appendix O). She explained and modelled the use of the strategies again and decided to give only one more exercise for them to do. She gave them more time to grasp what was taught and provided them opportunity to apply what they have learned and continued with the topic in the following week. She repeated the same process in the OCL. The instructor read the letter carefully before responding. When the students expressed the problems they faced when tackling the reading, the instructor would hold back and reflect on how to approach that particular student (see Appendix P). For instance the following excerpt from the participant's out-of-class letter illustrates this:

According to this article, I think the author advised us to be cautious. Being disabling is not as easy as we think. The language of this article is not easy to understand actually. I myself have to read many times to get know what it is all about. Besides, there are few words I didn't understand and some of the words are new to me. (OCL L4 [N])

She recognized Nurin faced problem in digesting the content of the article due to some difficult words in the article. This lends support to the studies by Alexander (2005), Noorizah (2006), and Cantrell and Carter (2009) that low-proficiency readers are heavily dependent on word-level reading than the semantic information. The instructor did not want Nurin to be disheartened. To this, the instructor responded with cautious but in a caring manner:

Yes it is never easy to accept being disabled. You did manage to show you understand the content of the article even when it is difficult to you. You did well. Keep it up. Nurin, sometimes we have to read a text several times to understand. It is okay. I experienced it too. Remember when we read we do not have to know the meaning of every difficult word. Do you still remember the strategy on contextual clues? Get the gist of the word by connecting it with the sentences around it. It will help you even when the article is difficult to understand. (OCL L4[I N]Feb 2011)

The space, via the out-of-class letter (OCL), permitted the instructor to gain an in-depth understanding of how the students process their learning and progress as effective readers. This consequently permitted the instructor to use the space to pedagogically guide the students in a discreet manner. Initially she used the words of praise to encourage Nurin to continue with her effort and informed her it is normal to read a text several times to decipher the content. She proposed the use of contextual clues as a strategy for Nurin to tackle the problem. Indirectly, she is teaching her how she can use them. She did not instruct her to do it but in a suggestive manner she explained how the problem can be resolved. There was no coercion but more of a suggestion that the student can do. She wanted the student to be able to think autonomously and critically.

The finding aligns with Mezirow's (1997) assertion the goal of university education is to help the students to become a more autonomous thinker. This process is

referred to as pedagogical reflection whereby the instructor would constantly reflect the teaching and learning process and at the same time she needed to be pedagogically sensitive to the challenges faced by students. This is consistent with M. Van Manen's (1991a) view on being an effective instructor. The process requires the willingness of the instructor to design the practical teacher knowledge in a pedagogical manner (see Appendix O). In other words, the instructor is willing to focus away from putting emphasis only on the instructional outcomes, system scores and so forth but instead focusing and showing concern on the progress made by each individual student in the class (see Appendix O).

In addition, exchanging ideas through letters permitted the instructor to monitor and understand the students' learning process as well as promotes better relationship between the instructor and the students. This aligns with J. Van Manen's (2007) assertion on the role of letter writing. Even the students showed appreciations with this method of learning. For instance Khiriah said in her out-of-class letter (OCL), "It is more special when my e-mail is replied by my instructor" (PostQ.[Kh] Apr 2011). This learning process through the practice of priming interaction allowed the students to construct their learning with the help of the instructor. This is consistent with Vygotsky's (1978) theory on zone of proximal development and more knowledgeable other. As a result they felt comfortable to learn and their interest to learn heightened (see Table 3). Their relationship with the peers and instructor were also fostered.

Pedagogical relationship. The fourth element under the pedagogy of thoughtfulness is pedagogical relationship. Pedagogical relationship concerns viewing the instructor's job not merely as rehearsed performance, but viewing it more as an interactive process with the students. In other words, being a teacher or an instructor requires one to be reflective and sensitive as well as thoughtful to the needs and vulnerabilities of the students. Thus, the instructor needed to create a medium or space

to gain better insights from the students' emic perspectives of the learning. Therefore, for this class the instructor created avenues to dialogue with her students such as the small-group tasks, in-class letters, and out-of-class letters (see Appendix O). The conversational relation enables the instructor to give directions and this is met by responsiveness on the part of the students.

Subsequently, the two-way communication cements the relationship between instructor and student; it becomes more personal, intentional, and interpretive (see Appendix P). This supports Haynes's (2009) and Mezirow's (1997) contention on the role of the instructor to scaffold the students' learning. This is also in accordance with Vygotsky's (1978) view effective instruction can be accomplished through social interaction. For instance, the tenets under this theory such as the More Knowledgeable Other (MKO) and Zone of Proximal Development (ZPD) put emphasis on learning is constructed through the interactive process in the form of collaboration between the expert (instructor/student) and novice (student) as well as the tenet of ZPD that focuses on the role of the instructor or peers in scaffolding the learning of the student (see Appendix O). Subsequently this enables the student to take charge of their own learning.

Data from the post-teaching questionnaire (PostQ) and interview corroborate this.

As illustrated by Khiriah in her PostQ:

Honestly, I don't feel burden when I do this even sometimes the article is hard for me to understand and I need to write the letter to my instructor. It is not only giving what my lecturer wants but I can also share my experience and tell her what my problem is. That is why when sending e-mail to her I feel relief because not only it is done as homework but I can also share my problem with her. (PostT [Kh]Apr 2011)

In one of the interviews Ruby shared her thoughts on the task:

My reaction at that time to be frank I was really happy, elated and makes me eager to write again. The moment I received the e-mail I just print out what the lecturer sent to me and then I feel like 'Oh! The lecturer responded to me', so that means the lecture read the article also. She tries to understand, she did like what I did.

Sometimes when I . . . not sometimes when I highlighted a point I asked her whether it is right or wrong, she said yeah you are right, it is a good job that you ask me a question whether you understand the article or not so I feel like I am so happy. (Int.2[R] 17 Mar 2011)

The findings above showed when the participants were comfortable in the learning environment they began to react positively to learning. They cherished the attention given and the extra effort made by the instructor to respond to each student individually. They used the space to relate and share their experience with the instructor openly. To the participants they perceived the task as personal because it was only between them and the instructor. The participants acknowledged the benefits of having this dialogue space to interact with the instructor. They asserted the medium allowed them to be closer to their instructor. As Nurin indicated in her interview, “In the beginning it was formal then we are able to laugh together, make fun. It is like more personal relationship” (Int. 3[N] 31 Mar 2011). To the students in this class the close relationship fosters between them and the instructor is what matters most to them. For instance, Khiriah retorted, “For me the method and attitude of the instructor are very important. This is the biggest factor that will influence my interest in this class” (PostQ.[Kh]. 10 Apr 2011). Data from the interview also affirmed this. Sherin elucidated:

For me the instructor plays a bigger role because if he or she is very demanding or too strict. This can cause students to be de-motivated, they will become lazy, afraid to go to class. In this class the instructor understands and monitors our learning, cares about us. Just do not ignore us being a student which I think is important. (Int.2 [Sh]Mar 2011)

This supports M. Van Manen’s (1991a, 1994) view pedagogical relationship may help teachers to conceptualize the virtues such as listening to students’ stories, being considerate and thoughtful of the challenges the students and so forth because the heart of teaching does not allow the students to grow in isolation. They grow with the help and assistance provided by their instructors. Thus, it is important for the instructor to

portray enthusiasm, dedication, concern, and care toward students because it will influence their perceptions of learning. This is also in line with Vygotsky's (1978) notion on learning is socially mediated as well as Bernhardt's (2011) compensatory theory.

Moreover, the aim of the pedagogy of thoughtfulness is to teach in a tactful and understanding manner that includes the element of overseeing the implementation of the teaching and learning process of reading in a course for this study. The pedagogical instruction covers the selection of instructional materials, instructional procedure, selection of reading strategies, and choices of tasks (see Appendix O). In the context of the pedagogy of thoughtfulness the elements of cognitive and human science aspects are considered in the reading class. Since the aim of the study is to assist students to progress as engaged readers, the pedagogy of thoughtfulness employed make it necessary for the instructor to take into consideration the lesson planning which would facilitate not only the mind but also the heart of the students to become better readers. The instructor provides students opportunities to experience learning in a meaningful learning when they experience concrete interactions throughout the process of learning (see Appendix O).

Concomitantly, the instructor through the human science pedagogy provides understanding and subsequently nurtures the growth of the students to the status of effective reader in a discreet manner. Thus, in this reading course the instructor included both these aspects so that the students' development in reading grows proportionately in their mind, heart, and through their course of action. As illustrated in the sample below taken from one of the instructor's letter to one of the student via out-of-class letter:

When I read your letter and judging from the content I know that you have understood the article quite well. Do not worry if you feel that the article is difficult because some of your friends do think so too. First of all, I am glad that you managed to find the meaning of the word 'den' through the strategy that I have taught you in class. That is good, keep it up. And another thing I am

impressed that you have even tried to guess the ending of the article which is good. That is also a good strategy. By guessing and predicting the content of the article will increase your ability to think. (OCL. L1 I[AI]19 Jan 2011)

From the data gathered it illustrated how the instructor facilitated the student's mind and heart influenced the student's course of actions. First, the instructor deals with the student's mind by acknowledging the effort made by the student in employing the reading strategies. Then she proceeded with the heart of the student indicating she understand the challenges faced by the student through the practice of priming interaction such as in the dialogue form. She also gave praises and words of encouragement for the student to continue with her good effort. Concomitantly, the process permitted her to foster a closer relationship with the student.

5.3.3 The challenges faced in planning interactions. Pedagogical approach in the current higher education milieu requires a change in course design, delivery and teaching style so as to meet the needs of various learners (Keeling, 2006; Mezirow, 1997). However, any new pedagogical approach requires time and adjustment for instructors and students to progress effectively and efficiently (Keeling, 2006; M. Van Manen, 1991a). Several factors which influence the efficiency of learning such as gender, type of assignment, language proficiency and students' motivation are interdependent of one another (Dornyei, 2001; Miller & Faircloth, 2009; Guthrie, 2004). These factors influence the students' culture of learning. Subsequently, this may affect the flow of the teaching and learning process as well as provide the challenges for the instructor to construct learning. In this study the challenges faced in planning interactions can be divided into two which are in-class interaction and out-of class interaction.

In-class challenges. The first challenge in planning interaction is the in-class interaction. The in-class interaction is further divided into type of tasks that is small group task and in-class letter. Students who are not used to or exposed to having

interaction in class experienced challenges to adjust. This is similar to J. Van Manen's (2007) claim that providing interaction requires time for students to be adjusted. This was observed during the small-group task in the first two lessons.

The students were asked to get into groups of five. The instructor gave them the liberty to choose their own group members. After several minutes then only the students started to move into a smaller group. They did it quite reluctantly (Obs. Com: the students did not seem eager to do their work in the group. They took their own sweet time to choose the group members). The instructor gave them a reading material and asked them to read and later explain the task they needed to complete. The initial stage was very slow. They did not respond to the question posed by the instructor and they did not immediately do the task. They just sat quiet. What could be completed in less than 30 minutes time, seemed ages. It took more than the time allotted to do it. Only when several other groups started discussing other groups began to take heed. (Obs 1_Week 2).

The finding illustrates that the students were used to their normal culture of learning in traditional classroom where the instructor or teacher takes the center stage. The students in this class perceive reading as a solitary process. To them when doing a reading task, it is an individual process. They need to read the reading material on their own and answer the following questions posed at the end of the passage. For instance, one of the participants, Ziela uttered: "Reading task is just to answer question" (Int.1[Z]Mar 2011). Thus, when the instructor requested them to do this in a smaller group they were unprepared. They were lost and seemed not eager to do it. In this study initially the students have difficulties in initiating discussions and being passive during group discussion. This is similar to Tong's (2004, 2010) study. According to Tong (2010), this is because the students lack the ability to interact in social settings using English language and often have limited opportunity to interact academically or socially. Due to this they would evade from using the target language. They do not interact openly during discussion be it in class or outside of class.

Data from the instructor's reflective note too show this.

During the first lesson that is the second week I asked the students to get into groups of their own choice. It was not an easy task. Waiting for them to decide which group to go to and which friends should be in the group was ages. It

seemed they were not moving I have to constantly request them to do it quickly. There were five groups. All the boys grouped themselves into one group. I had to ask them to form another group because it was too big. The other three groups consist of girls. Once they were in the group I distributed the reading materials and instructed them to read and discuss in the group assigned while they needed to complete the group assigned. This too took a longer time. They read the reading materials on their own but they stopped there. They did not know how to begin. I saw they looked at other groups and were looking at each other or some seemed to continue reading although they have read the materials. I then had to explain to them the purpose of group discussion and explain how by discussing enable it would strengthen their existing frame of the reading material. Only then the ball started to roll. I would look at it again probably I will have to put them into groups of similar English language proficiency level. (Obs.Wk 2. Jan 2011).

The finding showed that the students were not ready to participate and interact willingly. It was apparent that they need time to adjust to this new type of learning. This affirms Tong's (2010) and J. Van Manen's (2007) claim on allowing students to adjust to the new approach in learning. Data from the in-class letter and during the interview also illustrate that the students were not used to discuss openly in class. I need to explain to the students constantly on the purpose of having small-group task while completing their assigned task.

Sherin noted in her in-class letter. She wrote:

We were put into groups. In the beginning all of us were unsure how to handle this because we were never taught to discuss our reading with others. But I began to enjoy them. It is better to do it like this. As we discuss we will be able to come up with better ideas. (ICL_L2[Sh] 16 Jan 2011).

She confirmed this again during the interview:

I like doing the task in a smaller group. It encourages everybody to take part and be active in class. Our understanding of the text also improved. However in the beginning to students like me who is not used to speak during class it was not easy. But my group members are supportive and sporting. They did not make fun of any mistakes I made. (Int. 1[Sh]. 3 Mar 2011).

The findings showed that initially the students were reluctant to interact and discuss openly with their friends. This substantiate Tong's (2010) claim on Asian students being reticent speakers. The students would unlikely participate in discussion unless they were forced to do it. However, once the students adjusted to the task and

when they see the benefit in doing the task they disclosed that the group discussion also protected them from feeling embarrassed if they got stuck while doing the task. As mentioned by Ziela during the interview: “When I make mistake or when I do not know I am not shy to ask my friends in the group” (Int.1[Z]. 3 Mar 2011). This is affirmed by finding from the participants’ PostQ, for instance Amelia wrote, “Learning in group enables students to take part actively to understand what is being taught and tackle the problem together” (PostQ.[Am]. 16 Apr 2011).

Participants who lack proficiency in the language have the tendency to be reticent in using the English language openly for fear that others would laugh at their lack of proficiency in the target language. This lends support to the study by Tong (2010) and Wei (2008) students are more willing to participate when they are more comfortable with the environment as well as supports Klinger and Vaughn’s (2004) claim group work helps L2 struggling readers. This was evidenced in the finding as the students began to feel comfortable completing the task assigned in group they are more willing to participate. Therefore, the space created through the small-group task permit students to take part because they do not feel threatened. All the 8 participants appreciated the method used.

Another form of interaction planned for in-class activity is through in-class letter. This is another challenge in planning interaction for the reading class. The purpose of having the task is to encourage students to share their thoughts on the lesson learned on the specific day as well as preparing them to do their out-of class task later. Although all the participants expressed positive view to learning when attending the class, the findings revealed there is conflicting opinion about the activities conducted in the class. This was illustrated in the findings. Sherin, Khiriah, Ruby, Amelia and Ziela reported the task permitted them to reinforce their understanding of the subject taught. However, Nurin, Syed, Azhan thought otherwise. For instance, Nurin did not see the purpose of

in-class letter. She prefers the task on in-class letter be replaced with informal speaking task. To Nurin the speaking skill need more reinforcement rather than writing. Being a student who is more proficient in the language because she obtained A2 in her SPM English language result (equivalent to O level English) she would rather use and speak the language because she wants to improve her speaking skill. She reported in the first interview: “Actually I like English language only that I am not fluent in speaking but in writing I think I am able to so I would want to improve my writing skill” (Int. 1. [N], 1 March 2011).

The finding illustrated that selection of activity also did influence their motivation to learn (see Appendices A and O). For example, in the case of the 2 other participants, Azhar and Syed who obtained average and below-average English proficiency result in English, feel the amount of work given in the class was too much and burdensome such as the handouts and the in-class letter. As stated by Ziela in her interview, students’ perceptions of the task given to them depended on how they viewed the activity. Zeila said, “It also depends on the person. If the person feels that it is helpful the person will like it, and if the person feels that it is burdensome then the person will not like them” (Int.4.[Z]12 Apr 2011).

To Syed and Azhan, the tasks in the class could be overwhelming such as the in-class letter (ICL) to their friend, which was done 10 minutes before the class ended. Azhan and Syed described the task as “rushing.” They wanted to go back early. Syed informed:

For me it is last minute. It is very rushing so it is not efficient because we want to go back. Initially it was okay but because we want to go back early so we were unable to concentrate 100%. (Int. 3.[Sy]. 23 Mar 2011)

Findings from observation and the instructor’s reflective notes also validated this.

It was almost the end of the lesson; the students wrote their ICL and handed the letter to their writing partner. Azhan and Syed were restless; they kept looking at their watch and exchanging glances with one another. Once they received their

friends' letter they did not bother to read the letter carefully, they just scribbled their thoughts and quickly submitted the letters to the instructor. They were grinning and were set to go. (Obs. Week 7. March 2011)

The instructor's reflective notes showed:

Often when it is the time doing the ICL (in-class letter) I noticed that the students especially some of the boys kept looking at their watch. They eagerly wrote the letter and kept pestering their writing partner to write the letter quickly. Maybe it was because the class was late in the evening and they were already tired and were restless to go back. Or could it be because the task given or is it because they are males. (Refl. Obs. Wk 7).

As shown in the data above the male students were the one who complained because it was time to end the class. The reason provided was more personal because they wanted to go back. The cue from the students made me more sensitive of the time. Hence, whenever I gave the in-class letter I made sure I did not exceed the class time. I gave them more time to write their letter and I limit the number of pages for the students to write. Although, as reported earlier (Section 4.2.1), both Azhan and Syed prefer the approach used by the instructor to teach the class and they claimed their interest in learning was fostered, the experience was unable to sustain their interest wholeheartedly. This illustrates to a certain extent both of them were experiencing a shift in their existing frame of references. They recognized and acknowledged the transformative learning they were experiencing because they became more reflective and critical. Nonetheless, their lack of motivation to do extra work has influenced their conception of learning particularly on the tasks assigned to them. In the case of Nurin, her interest in learning was strengthened. She has a good grasp of the language. She did not mind doing all the tasks assigned. It was just her level of preference in the type of task given because with the outside class task she did not make any fuss in completing the task assigned although it was still a writing task. This affirms Dornyei, Csizer, and Nemeth's (2006) claim that students' motivational level as well as Miller and Faircloth's (2009) assertion on the type of task given to students do influence their

interest and preference to learn. Due to that the instructor need to be alert and be pedagogically sensitive all the time. Being the instructor I need to ensure that the students' interest to learn is not dampened. Thus, I need to be sensitive and constantly reflect what I need to do next (refer to Appendix O).

Out of class challenge. Second form of challenge in planning interaction is the task assigned outside of class hours. The finding showed that planning interactions for out-of class too require extra effort and time for both students and the instructor. All the 8 participants reported the task on e-mail writing (OCL) to their instructor is new to them (Int. 1 [R, Sh, Kh, Sy, Am, N, Z, Az]). Hence, at the beginning the participants were apprehensive to do the task. According to Khiriah at the beginning they were not eager to do it, she said, "At the beginning I felt it was a bit formal so I was a bit scared to do it" (Int. 2[Kh]. 15 Mar 2011). This corroborates with what J. Van Manen (2007) said on letter writing that it may create distance between the instructor and the students. However, the distance will disappear as the exchanges between each student and the instructor grow (J. Van Manen, 2007). The main purpose in planning this task was to sustain the students' interest and motivation to read and write their interpretation of the text in the form of a letter. The challenge is not only on the time and effort given to prepare for the task. The other challenge is providing a sympathetic and understanding listener. Often than not I have to play the role as counsellor as well as a motivator. This is because I need to listen without being prejudiced while at the same time I need to constantly encourage them to ensure that they will continue to write. In addition, I need to be careful when responding to the students' letters. This was reflected in the instructor's reflective notes:

I must admit the out-of class letter do require time and effort since I need to give equal attention to each student personally. It is challenging but it is worthwhile when you see the students are progressing slowly and coming out from their cocoon. In the end the hard work paid off. (Refl.notes. Obs_Week 6)

Furthermore, I need to explain explicitly the purpose of doing the task to ensure they understand the benefit. Moreover, to sustain the students' interest in reading I need to carefully select the reading materials. This is important because students need to be given choices of reading materials to sustain their interest in reading. This substantiates Guthrie, Wigfield, Perencevich (2004) on the choice of reading materials to arouse students' interest to read.

Although the participants acknowledged the benefits of having writing in the reading class, there are conflicting opinions of writing particularly the task on out-of-class letter (OCL). The 6 participants, Sherin, Khiriah, Ziela, Amelia, and Nurin view writing as a way to enhance understanding, reading and writing as a package, and as a learning practice. However, 3 other participants, Ruby, Syed, and Azhan, perceive it as burdensome. They have different perception of the task. As Sherin pointed out, the task on e-mail writing also depends on the individual's preference. She reiterated:

I do believe this technique is good. It is definitely good. I do like it. But at times it also depends on the individual. Sometimes people do not like it then it doesn't work for that person. (Int. 2 [Sh] 15 Mar 2011)

The 3 participants were unable to acknowledge the benefit of the task wholeheartedly. Data from the interview confirms this. For instance, to Azhan when the task becomes monotonous his interest decreases. He said, "Initially when she gave the e-mail I was excited to reply. But when we have to do it for quite some time I began to submit late because it is boring" (Int. 2 [Az] 23 Mar 2011). In addition, he claimed:

The e-mail I do feel a bit burdensome. . . . The task is done outside of class and we still need to send the e-mail at night and now when the semester is coming to an end we also need to concentrate doing other assignments. (Int. 2 [Az] 23 Mar 2011)

Syed, Azhan, and Ruby acknowledged the benefit in doing the task but when facing challenges they cease to put much effort. They perceived the task as burdensome particularly so when they have other assignments to complete. They also reported since

they have to do the letter writing almost every week they found the task as routine and boring. They admitted they feel a bit overwhelmed during the letter writing task. At the beginning of the semester, they do not mind doing it but once their workload increased they began to have doubts about doing the task.

As in the case of Ruby, she describes the task as challenging. She reiterated:

Challenging. Reading an article, writing my understanding in a form of a letter and sending it to the instructor sure is a challenging experience for me. When I was given an article, I have to read and reread it so that I understand what the article is about. After that, I will write a draft, or draw a rough mind map to highlight the point. Then I will compose a letter to my lecturer. Waiting for the Wifi connection to be available at hostel sure is something that can be tormenting sometimes. But overall it is a challenging experience for me. (PostQ.[R] Apr 2011)

Ruby describes the process as challenging because to her it is an arduous task. It demanded a lot of her time; she needed to read the article several times before she began writing. She explained when she writes she does not just simply type the words in the computer. Initially, she would write in the form of a draft; only when she is satisfied would she submit it to the instructor. However, to her the process did not end there until the e-mail is sent to the instructor. Waiting for the WIFI connection too is a demanding task because she has to wait for a better connection in order to send the e-mail. All in all the process require her to spend a lot of her time and when she has to do it weekly the process takes a toll on her. The 3 participants do recognize the role of writing with reading in order. As illustrated in the findings above although the three participants admitted the benefit in doing the task which is to reinforce better understanding of their reading text; however they did not take up the challenge when they have to struggle with their other academic courses. This may have influenced the participants' attitude and perception of the task.

These are the challenges faced in planning interactions strategically in a reading class. The students' cultures of learning do influence their interest and perception of

learning. However, the student's motivation does play a role in influencing their interest to learn. This affirms Dornyei's (2001) assertion that students' attitude and motivation play a role in influencing the success of an activity. Students who are engaged readers are usually motivated and they are willing to take up the challenges they faced because they want to improve themselves. While the students who are disengaged readers are usually extrinsic motivated; they do the task because they are required to rather than seeing the value of embarking on the activity. Therefore, when they face some challenges such as the time constraint they became disengaged because they have to complete other assignments. As a result they began to perceive the task as monotonous and routine. However, when compared to their other counterparts they differ in the opinion. The other 5 participants accepted and embraced the challenges they faced in completing the task. Guthrie (2004) refers to this type of students as engaged reader. They do not evade from doing the task when facing challenges. These students embrace the challenges and view it as a learning process.

5.3.4 Graphic depiction of the implementation of priming interaction in a reading class. A graphic depiction of how the practice of priming interaction is implemented in the reading program as well as the four attributes of reading engagement is shown in Figure 4. The diagram is adapted from the Guthrie, Wigfield, Perencevich's (2004) engagement model of reading development. The engagement model of reading development designed by Guthrie, Wigfield, Perencevich (2004) displays the attributes of reading engagement such as having desire to extend knowledge during reading, being strategic with texts, having motivation to read successfully, and interacting socially during literacy activities.

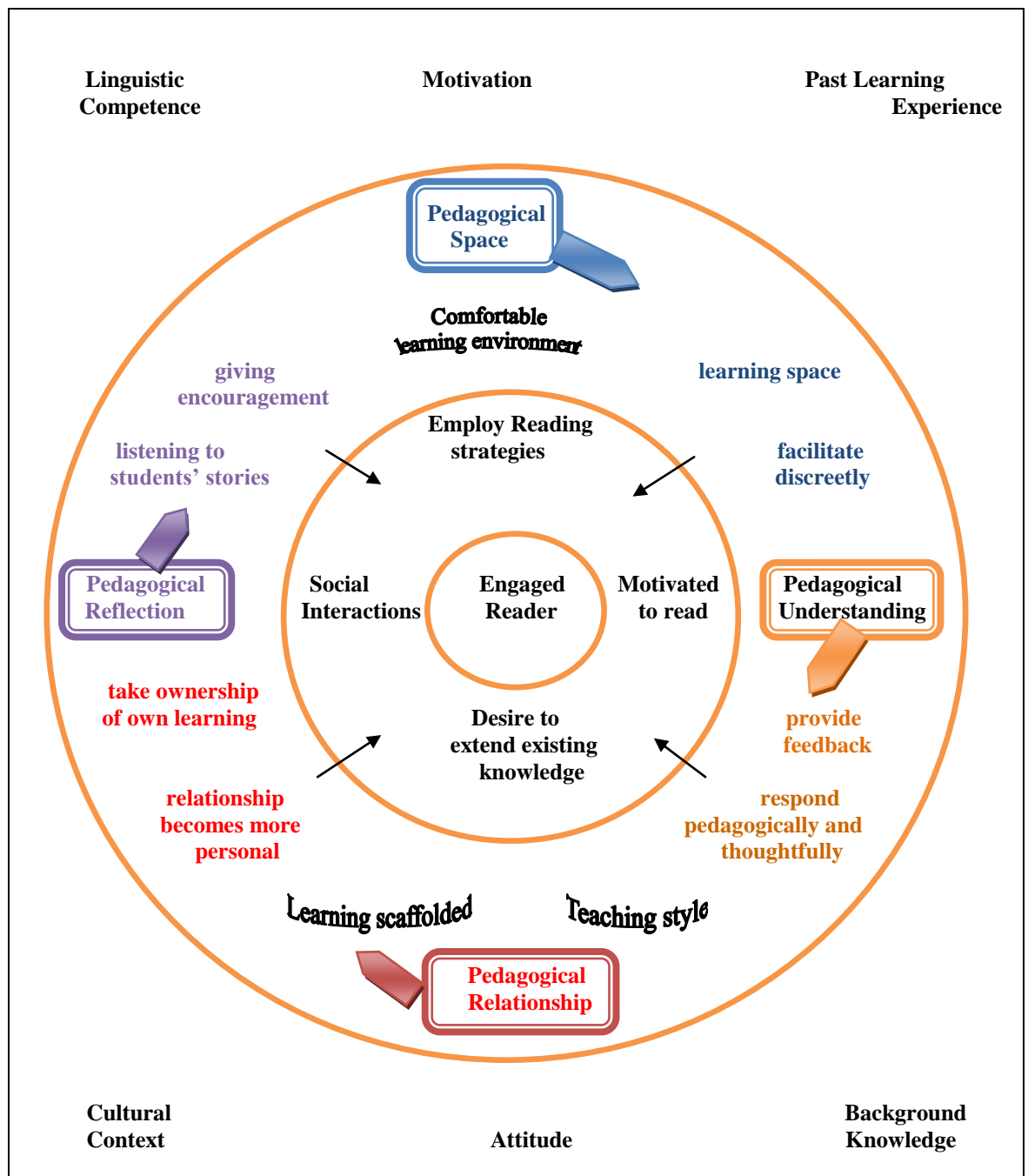
Besides the attributes mentioned the model includes factors such as teacher involvement, learning and knowledge goals, autonomy support, interesting text, collaboration support and other factors as processes that can produce improvement in

engagement and reading comprehension. This is in accordance with Guthrie's (2004) assertion the more students engaged in reading as well as portraying the four attributes of reading engagement, the more likely their comprehension in reading is enhanced.

The model indicated in order for students to reach the status of effective and engaged readers they need to be exposed and taught on how to approach their reading strategically. In addition, they also need to see how the strategies can help them to be engaged readers. Nevertheless, the original model of Guthrie's reading engagement does not include the component of human science approach in the pedagogical instruction.

Under the transformative learning theory a detail explanation on how human science element can be fostered in a classroom has not been included despite Mezirow's (1997) proponent on the aspect of human relation under the theory (E. W. Taylor, 2007). Under Bernhardt's (2011) compensatory theory too she has not included the human science pedagogy which takes into consideration approaching learning with suitable pedagogical instruction that fosters better interaction. Although, Bernhardt (2011) admitted that L2 students do face challenges in approaching their L2 reading text and she informed it is important for L2 instructors to understand the challenges faced she has not provided alternatives to approach the students pedagogically that is through a positive learning environment.

This substantiates M. Van Manen's (2006) claim the human science pedagogy is often neglected because what matters most in the current pedagogical instruction is the mind of the student not the heart. By considering the practice of priming interaction in the pedagogical instruction both the mind and heart of the student matter. This is particularly relevant to L2 learners because of the complexities they face being a non-native speakers of the language (Koda, 2005).



Legend:
 → Priming interaction

Figure 4. The implementation of practice of priming interaction in a reading course adapted from Guthrie, Wigfield, and Perencevich's (2004) engagement model of reading development and M. Van Manen's (1991a) theory on pedagogy of thoughtfulness.

Figure 4 depicts the attributes in the pedagogy of thoughtfulness and reading engagement as well as factors that influence and contribute to students' engagement in reading. There are three layers of circle and one square. The circles represent the micro level of learning that is inside the classroom, while the square represents the macro level that is outside elements that students bring into the classroom.

The elements that students bring into the classroom would influence their perception and attitude of learning. Each circle as well as the square has its own function and purpose. At the center of this figure is a circle with desired student outcomes in reading: effective reader/ lifelong reader.

The second outer circle was adopted from Guthrie, Wigfield, and Perencevich (2004) represent processes of reading engagement which consists of approaching reading text strategically, having desire to extend existing knowledge, having motivation to read, and interacting with students in literacy activities. This theoretical model as suggested by Guthrie, Wigfield, and Perencevich (2004) highlights the notion that instructional context has a vital role in increasing student engagement in reading, which subsequently facilitates better reading comprehension among the students. The four reading engagement elements found in Guthrie, Wigfield, and Perencevich's (2004) are included in the diagram in Figure 4.

The third circle representing the role of the practice of priming interaction plays in contributing to students' reading engagement. The elements under the pedagogy of thoughtfulness which promotes the practice of priming interaction are placed in the second layer of circle in the diagram to illustrate that in order to progress as effective and engaged readers the pedagogical approach need to include the elements such as pedagogical understanding, pedagogical reflection, and pedagogical relation because they are the heart of successful teaching. These four elements are derived from M. Van Manen's theory of pedagogy of thoughtfulness. Only four elements were considered

from the list of elements under the pedagogy of thoughtfulness as it is related to university students and to reading for L2 in this study. The element of the pedagogical space is included in the practice of priming interaction for this study because as noted by J. Van Manen (2007) reading activity requires space for students to engage and interact with the text as well as space to grow as readers. In addition, the space created enables the instructor to pedagogically monitor and provide assistance to her students in a discreet manner (J. Van Manen, 2007). Therefore, all the four elements are constructed and included into the diagram as these elements promote the practice of priming interaction.

As displayed in the diagram the pedagogy of thoughtfulness is placed at the first outer layer of the three circles next to the square shape. As mentioned earlier the pedagogy is the umbrella of the pedagogical instruction in the reading course as it oversees the overall teaching and learning process of the students in the reading course. The elements for each category are given different colors to indicate the sub-elements belong to the respectful category. Other factors displayed in the findings of the study which have also influenced the students' interest in learning are the teaching style, learning is scaffolded, and comfortable learning environment are also included in the circle. The last layer that is the square represents the background knowledge and context the students bring to the class such as background knowledge, culture, linguistic competence, attitude, motivation and past learning experience of the students. The pedagogy is placed between the square shape and the second layer of circle that is the reading engagement because the pedagogy bridges the gap between the students' home and school culture. This is because the dissonance between the two cultures in and out of class do have impacts on students' learning (Guthrie, Wigfield, & Perencevich, 2004) as well as the establishment of the practice of priming interaction bridge the gap between the two dissonances. The pedagogy of thoughtfulness connects the existing knowledge

and experiences the students' bring from outside and what goes on in the class. In other words, under the pedagogy what students bring outside of class matters and being considered by the instructor because the information obtained provide her better understanding of students' background knowledge, motivation, attitude, linguistic competence, past learning experience, and cultural context.

In short, there are four elements under the pedagogy of thoughtfulness that are used in this study—pedagogical space, pedagogical understanding, pedagogical relationship, and pedagogical reflection (J. Van Manen, 2007; M. Van Manen, 1991a). The four elements promoted the practice of priming interaction in the reading class. Subsequently, the practice of priming interaction permitted the students to experience reading in an engaging manner. The employment of the four elements under the pedagogy of thoughtfulness permitted the students to experience learning in engaging and meaningful manner. This is because the elements promote and create avenues for the students to experience concrete interactions with the text, their peers as well as the instructor throughout the learning process. Subsequently, the constant interaction experienced by the students enabled them to progress to the status of engaged readers as the elements also pay heed to the students' development both cognitively and emotionally as readers. As put forward by Kreber (2004) and M. Van Manen (1991a) that educators who are reflective are usually pedagogically sensitive to their students' right from the aspect why, what and how to teach the students.

5.4 Chapter Summary

Findings from two research questions—Questions 2 and 3 are presented. The first section describes the role that the practice of priming interaction plays in contributing to the participants' engagement in reading. The subsequent section describes how the practice of priming interaction is implemented in a reading class. For the first section

three participants were purposely selected to gain an in-depth understanding of the role of interaction plays in contributing to participants' reading engagement. The elements of pedagogy of thoughtfulness transcend through the instructional approach and the teaching style have garnered the students' interest in learning and desire to become engaged readers due to the interactions provided.

In addition, the interaction has enabled the instructor to facilitate the students to be engaged with their reading as they employed the strategies taught to them, become motivated to read, have desire to master new knowledge, and approach the learning in a social interactive manner. Furthermore, how the instructor approached the students and conducted the class is vital to students' learning. The participants reported that the learning environment which builds on trust and care fostered their interest in wanting to learn. This is in line with Mezirow's (1997) theory on transformative learning and Keeling's (2004, 2006) assertion that teaching university students require a different set of teaching approach which fosters student to be autonomous, critical as well as establishes a learning environment that promotes respect and thoughtfulness. Nonetheless, there are also challenges faced by the instructor in planning interactions strategically in the classroom. The students' culture of learning does influence their attitude and perception of learning. Hence, the instructor needs to understand and constantly reflect on the cues shown by the students in and outside of class.

Thus, the interaction illustrates that how the instructor considered the cues from the students' learning experiences and subsequently, approached the students as a person not merely as students are the elements which need to be fostered in the realm of educational practice. The data obtained from the observations, semi-structured interviews, and documents were triangulated. Henceforth, the selection of pedagogical approach which promotes the practice of priming interaction throughout the teaching and learning process do necessitate students' interest in learning and reading as

proclaimed by Grabe (2010) and Guthrie (2004). This illustrates that the choice of instructional approach and the role played by the instructor are vital in ensuring the success of the teaching and learning process. The following chapter provides the discussion and conclusion of the study.

CHAPTER 6

DISCUSSION, CONCLUSIONS, AND RECOMMENDATIONS

6.1 Overview

This chapter provides the summary of major findings and conclusions of the present study. The section begins with several summarizing tasks. First, the research base and rationale to carry out the study are reviewed. The subsequent section discusses and synthesizes the findings presented in Chapter 4 and Chapter 5, which correspond to the three research questions presented in Chapter 1. These findings are placed within the field of reading comprehension. They are also considered in the light of recent studies on university students, giving particular consideration to reading comprehension among second language (L2) tertiary level students. Several suggestions are made for further research, after taking into account the limitations in this study. Finally, the theoretical implications of the findings and implications for instructional practices in reading classes are discussed. The chapter concludes by illustrating how the practice of priming interaction to develop both the heart and mind of students can facilitate the students' progress to the status of engaged readers.

6.2 Summary of the Study

The success of university students in their pursuit of academic excellence is greatly influenced by how well they approach the nuances of academic texts (Bernhardt, 2011; Cantrell & Carter, 2009; Nassaji, 2011). This shows that university students need to equip themselves to be effective readers. In addition, university students require a different set of pedagogical approaches in the teaching and learning process (Keeling, 2004, 2006; Mezirow, 1997) and this has influenced the make-up of the study. Recognizing the prominence of reading comprehension skill among students, scholars and educators have searched for ways to assist students in their reading comprehension.

A plethora of research has been done on facilitating reading among school children as well as investigating the effectiveness in employing reading strategies among school children, and L2 learners, whereas university student readers have received comparably little consideration (Bosley, 2008; Moje, 2002). Although many studies have investigated the cognitive aspect of the employment of reading strategies to facilitate reading comprehension (Jiang & Grabe, 2007), to date minimal research has looked into the use of pedagogical approach in teaching reading (Bernhardt, 2003, 2011). In addition, minimal study has looked into a pedagogical approach in tackling reading which constitutes the development of both the mind and the heart of students (Van Manen, 2007). One area that has been relatively neglected, however, is how pedagogical approach and instruction may facilitate L2 students' reading comprehension cognitively and emotionally through the practice of priming interaction (Duke et al., 2011; Grabe, 2010; Pressley, 2002).

In fact, as stipulated by Bernhardt (2011), Falk-Ross (2001), and Pressley (2006) minimal study has explored how to approach these students' problems with effective instruction and academic support that allows for meaningful and appropriate comprehension strategy development which is deemed necessary in helping them to adjust to their academic lives. Grabe (2010) argues that the abundance of information available such as in books and the Internet further complicates students' attempts to grasp the nuances of such texts. Hence, it is essential to understand the experiences of these students to enable the instructor to facilitate and scaffold their learning. Therefore, this study attempted to find some answers to this phenomenon.

In particular, this study explored the potential usefulness priming interaction as a strategy to understand the experiences of students as well as to facilitate students cognitively and emotionally so that they are able to engage with reading meaningfully. The study was intended to initiate a better understanding of how classroom contexts

through pedagogical approach and instruction that fosters the practice of priming interaction can be designed to enhance the development of reading engagement among L2 tertiary level students. This study attempted to answer the following research questions:

- How do the participants respond to the practice of priming interaction?
- What role does priming interaction play in contributing to the participants' reading engagement?
- How can the practice of priming interaction be implemented in a tertiary level academic reading class?

6.3 Discussion of Research Findings

This section reviews and discusses the research findings based on the three research questions of the study. The theories selected for the study- sociocultural theory, transformative learning theory, compensatory theory and reading engagement theory provide the lenses on how interaction can be primed strategically to promote learning as well as how the data were interpreted and analysed. All the four theories share the same element that learning is best achieved through interaction; the students will respond positively when the learning environment is positive and when they are given equal opportunities to interact socially throughout the teaching and learning process. Viewing the process of learning from the sociocultural theory lens permitted me to understand that learning does not occur in isolation. The process of learning takes place when students are given the opportunities to interact with reading materials, their peers as well as the instructor. In addition, the concepts of Zone of Proximal Development (ZPD) and More Knowledgeable Other (MKO) suggested by Vygotsky show the important role of the instructor in scaffolding and facilitating the students' learning.

When the instructor gives encouragement, space and opportunities for students to learn, the students are able to take charge of their learning.

Next, the understanding that university students require a different teaching approach in a positive learning environment as mooted by Mezirow in the transformative learning theory helps me to view the teaching and learning process from this perspective. When the students feel comfortable with their learning environment and when there is a two-way communication between the instructor the students experience a positive change in their perception of learning. This is because the positive learning environment permeates better interaction between the students and the instructor. Thus, the employment of suitable pedagogical approach needs to consider an approach that fosters better relationship and interaction between the instructor and the students. This is because under the transformative learning theory learning takes place effectively when the learning environment is built on trust and care and this can be established through a positive relationship and interaction that is developed between the instructor and the students in the classroom.

Furthermore, the understanding that L2 students require the necessary assistance to progress as effective readers as well as the notion that factors of learning are dependent with one another (Bernhardt, 2011) illustrates the importance of L2 students need to learn how to be strategic readers. This can be achieved when the instructor takes the effort to model the use of reading strategies and to teach students how to use their existing frame of references in their L1 to compensate their inability to understand L2 reading materials. This again illustrates the importance of reading instructors to provide the necessary assistance to facilitate students to become effective readers. Moreover, to progress as effective readers the students need to be engaged readers as proposed by Guthrie (2004) in the reading engagement theory. The understanding of the four attributes under the reading engagement theory has allowed me to perceive reading not

only as a solitary process. The instructor again needs to provide space for students to engage in discussion with the text, peers as well as with the instructor to reinforce the students' understanding of the reading materials. The power of discourse enables students to strengthen their identity as readers as well as permit them to make meaning of the reading better. Thus, this has led me to view the critical role a reading instructor need to play as well as the role of pedagogical approach in ensuring that students are given opportunities to interact socially during the learning process such as through collaborative learning like small group task and through dialogue in the form of letter writing. The theories selected for the study helped me in addressing the assumptions within the research questions.

In the sections which follow, discussion will focus on the key themes which emerged in the data in terms of understanding the practice of priming interaction. Research question 1 explores the participants' responses to the practice of priming interaction in the reading classroom. The first section of the discussion focuses on the participants' responses to interaction in a reading classroom. The second section discusses the second research question on the role played by priming interaction in contributing to participants' engagement in reading. The third section deals with the third research question on the implementation of the priming interaction in a tertiary level academic reading course.

6.3.1 The participants' responses to the practice of priming interaction in the reading classroom. The first research question was formulated to gain a better understanding of how the participants responded to the practice of priming interaction in the reading class. The findings in the study illustrated that the participants responded positively to learning through interaction (see Table 3). The findings of the present study is consistent with the perspectives of the four theories selected for the study – socio-cultural theory, transformative learning theory, compensatory theory and reading

engagement theory. Based on the four theories description in Figure 2 (page 86) learning is much influenced by the social context of the class. In other words how the instructor approaches the lessons and the students influences the students' interest to learn. When the students experience active personal involvement with the text, their peers and the instructor, their interest to learn is heightened. In addition, when students experience a different approach of learning whereby two way communication between the instructor and the students are established and their voices are considered, transformation in learning is likely to occur. This is in line with Bernhardt's (2011), Grabe's (2010), Guthrie, Wigfield, and Perencevich's (2004) and Mezirow's assertion on selection of suitable and appropriate pedagogical approach and instruction do facilitate students' learning. In the findings, the participants made comparison on what they had experienced in their previous English classes with this class based on these three aspects—the pedagogical approach used by the instructor, style of teaching, and literacy activities.

The pedagogical approach used. One key finding in the study was the employment of pedagogical approach that promoted a positive learning environment through interaction which influenced the participants' motivation to learn (see Table 3). They appreciated the effort made by the instructor through the pedagogy employed in fostering the development of both their hearts and minds concurrently as they progress to become effective readers (refer to Section 4.2.1). The participants recognized that in the class the instructor did not just teach them how to be effective readers but also created a learning environment that fosters positive relationship between the instructor and students (refer to Section 4.2.1 and Section 4.2.2). This affirms the claim made by van Worde (2003). According to van Worde (2003), "Students are more willing to participate when the instructor makes the class environment one of interest and engagement, which will then lessen learner anxiety." (p. 7).

In this study the participants' initial negative perception of learning is transformed to a more positive attitude, when they are comfortable with the learning environment (see Table 3). This may be due to several factors such as the role of the instructor and their ability to follow the lesson taught. For instance, they observed that the instructor is concerned about their learning development. They saw it through the gestures made by the instructor and how the instructor approached the lesson and the students. Additionally, the way the instructor structured the lesson permitted them to strengthen their understanding on the purpose of learning in the reading class. Consequently, the learning interest began to take place because their self-efficacy improved. This was illustrated in this study when the participants displayed a more positive attitude toward learning throughout the semester (refer to Table 3). This also substantiates Mezirow's (1997, 2000, 2003) and M. Van Manen's (1991a) assertion that learning is transformed effectively when the learning environment is built on trust and care. This also affirms Bernhardt's (2011) and Block and Pressley's (2007) assertion on the role of pedagogical approach and instruction to engage L2 students in reading.

The finding also corroborates M. Van Manen's (1991a) view that when teaching includes the gesture of care, hope, and concern for student well-being in the class as well as provide space to interact is exhibited by the instructor, "The pedagogical love of the educator for the students becomes the precondition for the pedagogical relation to grow" (p. 66). In other words, the participants were at ease and comfortable to interact with the positive learning environment displayed to enable them to process the learning in a more positive attitude. Subsequently, the interaction permitted the students to experience the learning in a more positive manner (refer to Table 3).

The finding also illustrates that a learning environment that promotes two-way communication facilitates learning. The two way communication between the instructor and the students in the class permitted them to participate actively and openly with their

peers and the instructor besides promoting better relationship and understanding between the two parties (refer to Figure 2, page 86). Concomitantly, this allows learning to take place which is consistent with Pitcher, Martinez, Dicembre et al.'s (2010) and Tong (2010) claim. Mezirow (1997, 2000) argues that learning is rooted in how we human beings communicate. Hence, approaching university students requires a form of communication built upon trust and care (Keeling, 2004). When the students perceived the learning as comfortable because they could be themselves, they were able to interact positively. As a result, they could express and share their learning experience freely, and knew that the instructor understood them. Thus their existing negative perception was transformed into a more positive perspective (see Table 3). This substantiates Feinstein (2004), Guthrie (2004), Keeling (2004), Mezirow (1997), and van Worde's (2003) notion that learning is fostered when the instructor provides students with direct and personally engaging learning experiences as well as provide opportunities for students to interact (see Appendix O).

The participants admitted that the new experiences were stimulating especially when they received responses from the instructor both in and outside of class through small-group task and letter writings. The result confirms Vygotsky's (1978) theory on learning as socially mediated and the role of the instructor as More Knowledgeable Other (MKO) in scaffolding the learning. This also supports M. Van Manen's (1991a) view that the elements under pedagogical approach should encourage students to develop a positive view of learning. This can be achieved when the students know that the instructor's presence is to facilitate them in learning and when they are able to see the purpose of learning. This confirms Keeling (2004, 2006), Guthrie (2004), and Mezirow's (1997) affirmation that the selection of pedagogical approach would either hinder or facilitate student learning.

Teaching style. Another key finding is the role of instructor's style of teaching influence the participants' motivation to learn and to read. This is consistent with Meziow's (1997) transformative learning theory. As mentioned earlier, under this pedagogy of thoughtfulness the students' development for both the heart and mind were considered. The mind focuses on exposing and providing students opportunities to interact and employ strategies in tackling reading, while the heart considers the challenges the students faced, that is, by providing space to listen to students' voices on their learning experiences as well as approaching the students in a thoughtful and caring manner through interaction (see Appendix O). The participants admitted the way the learning was constructed as well as the instructor's style in approaching the students sustains their interest in learning. In addition, they acknowledged the stress free environment enable them to connect with the lessons better and have closer rapport with the instructor. This study lends support to claims by Dent and Harden (2001) and Hutchinson (2003) learning depends on several factors but most vital is the engagement of the learner with the environment, that is, a psychological connection with the setting in which learning takes place. They further explained that the psychological connection is the role of teacher and the teaching practices. The participants in the study also acknowledged the two elements mentioned. Dent and Harden (2001) argued that the teacher has a central role in establishing a supportive environment; the teacher's attitude, enthusiasm and interest in the subject affect learners directly and indirectly.

Furthermore, the students felt that their presence in the class was acknowledged and received recognition by the instructor. They affirmed that the instructor recognized that each of them experience challenges in approaching English and reading materials in English (refer to Section 4.2.1 and Appendix G). This lends support to M. Van Manen's (1991a) assertion on the importance of instructors being pedagogically sensitive to students' needs by showing concern for the students' learning development and creating

a learning environment that permits the students to interact and develop gradually. Although they admitted that they had to do a lot of tasks, the students emphasized how they were approached by the instructor played an important role in sustaining their interest in learning. They appreciated the instructor was sensitive to the challenges they faced when approaching academic reading texts. Hence they were willing to share their challenges and learning experience with the instructor. This lends support to Mezirow (1997, 2000) and M. Van Manen's (1991a) claim that a teacher or instructor's role in the class is not just to disseminate knowledge; he or she needs to be sensitive on how the students process the learning. Additionally, the thoughtfulness and the caring manner displayed by the instructor throughout the learning experience have changed their initial negative perception of learning to positive (see Table 3). The participants reported they were aware that the instructor did care about their learning development. Subsequently, the gestures shown by the instructor transforms their interest to learn because they felt appreciated and loved (refer to Section 5.2.4). This affirms the assertion made by McLaughlin (2010) and Nassaji (2011) of the many factors which play a major role in students' academic reading achievement, the role of teachers and pedagogical approach have been found to be very influential in students' reading development.

Literacy activities. Another key finding in the study is the students acknowledged the importance to be cognitively active when approaching reading. This is in line with Guthrie's (2004) reading engagement theory. Initially the participants perceived reading as a passive exercise; to them reading is only a way of retrieving important information found in the text and providing answers to the questions at the end of the reading text (see Table 3). This is consistent with Bernhardt's (2011) compensatory theory and McElvain's (2009) assertion that L2 readers perceive reading as a process of memorizing discrete skills with minimal purpose of making meaning of the text. In

other words, it is just a chore for them to complete tasks as requested by their teachers which limit the students making meaning with the academic texts in a meaningful manner. Thus, they became disengaged with the act of reading because they claimed they did not see the purpose of learning and did not understand what was taught to them.

In addition, the current style of teaching reading in educational setting in international and in Malaysia has also hindered the students from being more analytical and critical when reading (Ahmad Mazli, 2007; Bernhardt, 2011; Klinger & Edwards, 2006; Nambiar, 2007; Smith & Goodman, 2008), which has resulted in viewing reading as a chore to complete the questions related to the text. This was evidenced in the finding from the pre-teaching questionnaire before the participants were exposed to reading in this classroom. The finding affirms the assertion made by Grabe (2010), Klinger and Edwards (2006), Olson (2007), and Zamel (1992) that when reading is taught in a static manner, students are not encouraged to process and activate their minds as well as make meaning with the reading text.

Most of the participants reported they faced difficulty in understanding reading materials in English. This lends support to the report by the American College Testing (ACT) in 2005 (as cited in Cantrell & Carter, 2009) that many university students perceive reading as a static process as the task is only to lift information to answer the questions at the end of the reading passage. They do not possess the necessary cognitive strategies to approach and comprehend text which lead to students facing difficulties across other subject areas because they are not engaged with the reading text. To progress as effective and engaged readers students need to understand that reading is not a static process. This illustrates the vital role for instructors of reading to take in order to facilitate students to progress as effective readers. Thus, as suggested by M. Van Manen (1994), when an instructor considers teaching with the head and the heart and knows

what the appropriate thing to do in ever changing circumstances with the students, the students would cherish and acknowledge the effort made and mutually return the gesture with respect and co-operation. This was illustrated in the finding (see Appendix O).

Besides that, it was found that the participants' past learning experiences have hindered their interest in learning the subject. They reported during the first interview and in the pre-teaching questionnaire that reading was limited to answer the questions at the end of the reading materials. This is consistent with a study conducted by Belzer (2002) in that students' understanding of what was expected and valued as reading in school had a negative impact on their desire to enroll in reading programs and Torgeson's (2000) claim that 20% to 30% of all students will not learn to read without effective reading instruction.

However, after attending the reading course the students' initial negative perception of reading transformed (see Table 3). This is consistent with Mezirow's (1997) and Keeling's (2006) contention when students able to understand what is being taught and comprehend the purpose of learning their perspective of learning will transform positively. The students understand the purpose of learning reading strategies after the instructor put effort to teach, model, and expose students to reading strategies. This is consistent with Guthrie's (2004) reading engagement theory when the instructor makes provision for students to understand and engage in reading activities permit the students to see the purpose of learning better. They understand when approaching reading they need to activate their mind to enable them to comprehend the reading materials better.

In addition, the space provided by the instructor for students to interact during the reading tasks such a small-group tasks and letter writing permitted the students to experience their literacy activities in a more engaging and meaningful manner. In this

study it was observed that the interaction between the instructor and students and between students and their peers fostered the construction of learning. This is because the process of interaction allowed them to engage in oral interaction and cooperatively negotiated meaning and understanding of the texts with their instructor and peers. This affirms Adescope, Lavin, Thompson, and Ungerleider's (2010) study on pedagogical strategies to teach literacy to ESL students. This also substantiates Vygotsky's (1978) theory on More Knowledgeable Other and Zone of Proximal Development.

Moreover, the students reported that the space provided allowed them to reinforce their understanding of the reading materials as they interact with the text and the instructor. This is consistent with Guthrie's (2004) and Keeling's (2004, 2006) assertion that providing space for students to dialogue enable students to reinforce and substantiate their understanding. Additionally, the space to interact also fostered better relationship between the instructor and the students in the. Subsequently, the positive relationship that was established enabled the students to take charge of their own learning and allowed the development of trust between the students and the instructors to exist. This affirms Keeling's (2004, 2006), J. Van Manen's (2007), Mezirow's (2003) view on transformative relationships. This also substantiates E. W. Taylor's (1998) assertion on the importance of fostering positive relationship between the instructor and the students to promote learning.

Other factor influences students' responses. Another interesting factor gained from this study is the negative attitude and motivation to learn can be transformed to positive with the correct approach and suitable pedagogical instruction (see Table 3). This aligns with Noels's (2003) affirmation on motivation to learn. Initially the participants admitted that their past experiences in learning and their inability to understand what was taught impeded their interest and attitude toward learning. This is similar with the findings of N. Anderson (2004) and Levin and Calcagno (2008). For

instance, Levin and Calcagno (2008) posit students' low motivation to learn is due to how the lesson is taught. They further elaborated university students do not want to see the same style of teaching in their secondary school employed in the university.

This supports N. Anderson's (2004) contention when students fail to understand what the teacher is talking about they become frustrated. The finding also lends support to the claim made by M. Van Manen (2003) the art of teaching depends highly on the role of the instructor to be pedagogically sensitive and constantly reflective to the needs of the students, knowing what the students want and how to assist them in the learning process (refer to Section 4.2.2). Students are drawn to engage in a task because they perceive the task as interesting, enjoyable, or useful (Becker et al., 2010; Ryan & Deci, 2000). This affirms Guthrie (2004) and Mezirow's (1997) on the importance of engaging students with meaningful activities during the process of learning.

6.3.2 The role played by priming interaction in contributing to participants' engagement in reading. The second research question was formed to explore an in-depth understanding of how the practice of priming interaction contributed to participants' reading engagement. The findings are consistent with the four theories selected for the study (refer to Figure 2, page 86). The results of this study highlight the role of pedagogical approach and instruction, and the need for focused interactions designed to elicit engagement with text meanings as facilitative of students' learning. This involves not only consideration of the information instructors guide learners to attend to when teaching them reading comprehension, but equally important to an understanding of effective practice are the qualities of the interactions that enhance communication between instructor and students. In other words, the pedagogy considers both the development of student's heart and the mind for effective learning. As illustrated in the Figure 2 (page 86), the theoretical framework of this study puts emphasis on interaction to be primed strategically to foster reading engagement among

students. The interactions were established through the reading texts, dialogue between the students and peers as well as the instructor, selection of tasks, positive learning environment and positive student-instructor interaction.

The findings illustrate that by including the interaction as a primed strategy in the reading classroom participants' engagement in reading is fostered. As can be observed in the study the participants who are engaged readers employ strategies as they read, are motivated to read, have desire to master new knowledge through text, and interact socially in learning (refer to Section 5.2). This is consistent with Guthrie's (2004) assertion on the attributes of engaged readers. The efficacy of priming interaction shows that the participants become more conscious of their reading skills. The reading strategies taught in the class enabled them to perceive the importance of approaching reading in a strategic manner. In addition, they realized what were taught in the class can be applied in learning other subjects. Their initial negative perceptions of reading and learning changed. This also aligns with Mezirow's (1997) transformative learning theory.

Subsequently, the students' motivation to read increased. The elements in the pedagogy of thoughtfulness such as pedagogical space, pedagogical understanding, pedagogical reflection and pedagogical relation have facilitated the participants' engagement in reading (Appendix O). This is consistent with the theoretical framework of the study as illustrated in Figure 2 (refer to p. 86). The participants' reading engagement fostered in this study may be explained in several ways—pedagogical space, pedagogical understanding, pedagogical reflection, pedagogical relationship, motivation, and gender.

Pedagogical space. The first reason was the pedagogical space provided under the pedagogy. The elements of the pedagogy of thoughtfulness in the reading classroom did not only pay heed to facilitate students to become effective readers but the most

important factor is approaching the students in a tactful manner by providing space to interact that is the umbrella of this pedagogical instruction (see Appendix O). In other words, the pedagogy balances the development of students' mind and heart. The mind which can be represented as the *hardware* of students which include the cognitive abilities; while the heart can be represented as the *heartware* of students which consider the students' emotions, feelings and voices throughout the teaching and learning process. Both of these elements need to be considered to permit the students to progress as effective readers.

The pedagogy of thoughtfulness provides the space for the instructor to teach, interact, and scaffold the learning so that instructors have space to listen to the students' struggles in learning as well as allow them to reach the status of engaged readers (see Appendices A, H, I, and O). By approaching them in a tactful and understanding manner the instructor was able to consider their struggles and needs, which subsequently allowed the instructor to construct lessons to meet the needs of each student (see Appendices H and I). This was done by listening to the students' experiences as they tackle their reading. In other words, it is essential for instructors to provide space for students to dialogue and share their learning experience as well as being considerate of students' vulnerabilities in approaching learning in order to establish a positive learning environment (see Appendices H and I). This is consistent with McElvain's (2010) and McKenna's (2001) claim that failure to take into consideration the students' cultural and personal experiences, preferences, strengths, and vulnerabilities may impact their beliefs about the outcomes of reading because reading attitudes are precursors to behaviors (see Table 3).

In addition, the pedagogical space provided particularly through the letter writing allowed the instructor to interact, scaffold and facilitate learning discreetly to each student (see Appendices I and P). The scaffolding required that the instructor monitor

the students' learning carefully and consistently. This pedagogical approach is different from the traditional way of teaching which focuses more on achieving the end product that is whether the students are able to answer the questions at the end of the printed text. This is consistent with Guthrie and Cox (2001) and Scull and Lo Bianco's (2008) assertion that effective reading instruction is different from the traditional teacher-led transmission models of instruction because in an effective reading class there is evidence of interaction, collaboration and exchanges between the students and the instructor whereby the students are encouraged to take an active role in their learning (see Appendices A, H, and I). This finding lends support to recent research by J. Van Manen (2007) besides corroborating Mezirow's (1997) transformative learning theory and Guthrie's (2004) reading engagement theory on the idea that giving students tasks such as letter writing and small-group task would enable the instructor to gain insights into students' learning outcomes and also allow the transformative growth of the students as effective readers to take place (see Appendices A, I, and O).

Furthermore, the pedagogical space available creates avenues for students to apply what they have learned in the learning space such as the letter writing. Through the letter writing the participants began to employ the reading strategies taught to them as they approach their reading material. They began to read at a deeper level by posing questions, looking for clues, determining main idea, summarizing, and so forth. As posited by Pressley et al. (2007) reading is meaning-making process. Thus, when the students used mental activities to construct meaning from the text they were employing higher order thinking skills (August & Shanahan, 2006; Lesaux, Lipka, & Siegel, 2006; Zhao, 2011), which consequently, improves the students' comprehension of the text. In other words, they no longer read at surface level but at a deeper level as they approach the text strategically. The participants need to summarize and write about their understanding before submitting the letter to the instructor. The writing process

permitted them to reinforce and strengthen their understanding. This finding affirms Cordero-Ponce's (2000) and Rinehart, Stahl, and Erickson's (1986) study that summarizing cultivates activate active reading, which influences comprehension.

When students received many opportunities to practice a comprehension strategy, with the instructor's guidance and using many texts they would have a good understanding of how to use and apply the strategies; this lends support to claims made by Block and Parris (2008), and Pressley and Block (2002). Additionally, the letter writing method permitted them to employ the reading strategies and monitor their understanding of the strategies. This concurs with studies by Fuchs and Fuchs (2005), McNamara (2007), and Ozgungor and Guthrie (2004) that reading strategies improve reading comprehension. Subsequently, the space provided allowed them to progress both cognitively and emotionally as engaged readers.

Pedagogical understanding. The second reason is pedagogical understanding of students' needs, which is the element of the *heartware* of the students. An important area is the understanding of L2 students' struggles and needs. This understanding of students' struggles in L2 learning particularly in reading was evidenced in their pre-teaching questionnaire (see Table 3). As illustrated in the participants' letters there were instances where they have to read the text more than once to understand the text better (see Appendix I). According to Koda (2005) and Nassaji (2007) less skilled readers tend to read text more slowly or may have to reread the text several times because they have less efficient construction processes. In other words, they have less working memory resources for dealing with the text; thus they have to read more than once to reinforce their working memory of the text content. Such understanding and knowledge of the students' struggles and needs are an important component of the general professional knowledge expected of teachers/instructors (Bernhardt, 2011; M. Van Manen, 1991a; see Appendix G).

This lends support to D. H. Brown's (2007) claim that without a clear knowledge and understanding of students' factors that influence learning, it is impossible to be an effective educator or provide effective instruction. Thus, the pedagogical understanding of students' needs permitted the instructor to interact and listen to their learning challenges, provide feedback as well as give them encouragement and support to continue reading. This study confirms McElvain's (2009) study which illustrates how students' interest and involvement increase when instruction makes explicit connections between literacy activities and students' own lives and concerns. In addition, findings of this study concurred with those of McNamara (2004) who found that students' self-explanation on what they have read either through writing or orally can improve deep-level comprehension of text.

Dialogue either in the form of writing or orally for the purpose of learning has a playful or experimental dimension (Haynes, 2009; J. Van Manen, 2007). Through writing the student can play with the ideas or language, they can try out, or change their thinking about their topic, or generate a more compelling idea. This approach is more inviting to students as they are not afraid of being wrong because the purpose is to generate ideas (Haynes, 2009). By alternating turns leading discussions through the letter writing and small-group tasks students will find themselves capable of assuming an active role as they begin to internalize their learning. In addition, the space created enables the students to dialogue with the instructor in a more personal manner.

Furthermore, this finding lends support to the claim made by Lei et al. (2010) that L2 tertiary level students would perceive reading as an enjoyable activity if they truly enjoy the subject matter taught to them. This can be seen with participants such as Sherin, Khiriah, Nurin, Amelia, Ruby and Ziela who partake in every reading task with delight and they employed reading strategies when approaching printed materials. To students who faced some difficulty in understanding reading text she provided

encouragement and motivation. From the instructor's observation through listening to the students' learning experiences the language used by the author of the article does impact students' interest in reading.

According to the students, the difficult the words used in the text the harder and more difficult for them to understand a written text. The more difficult the text is the more resistant they become and finally they would just give up reading. The students who have problem in grasping the meaning of the text become frustrated when they are unable to understand the passages. Thus, this causes the students not making any attempt to read materials in English. Therefore, by creating the space to understand enabled the instructor to be more selective when considering the reading materials for her students. Subsequently, this allowed her to gain an in-depth understanding how the students approach the reading materials and the strategies they employ as they tackle the reading materials. Listening to her students' voices creates this space for her to be more sensitive and understanding as well as be more considerate in the preparation of instructional approach for the following class (see Appendices O and G).

Pedagogical reflection. The third reason is pedagogical reflection. Under this element the instructor reflected on the information gained from the students as they progress to the status of engaged readers (see Appendix O). For pedagogical reflection both the mind and heart of the students are being considered. Initially, the instructor reflected on how the strategies taught helped the students and concomitantly, she listened to the students' stories. As a result the instructor would be able to determine from the students' voices whether they are making progress as engaged readers or otherwise. From the findings, Syed claimed that it was of utmost importance for him to understand every word in the text. Thus, when he was unable to understand it hindered his interest to read because he faced difficulty in comprehending the text. He did not

employ problem-solving strategies when comprehension was disrupted (Pressley & Afflerbach, 1995).

This reaffirms the claim made by Lesaux et al. (2006) that poor L2 readers would read word for word rather than rely on the effective reading strategies in tackling the reading text. Being a less experienced reader, and with limited linguistic ability, Syed has resorted to surface-level strategies rather than deep processing strategies (Alexander, 2005; Noorizah, 2006). Within this surface-level the student read for extrinsic motivation, poor application of reading strategies and afraid of texts which are lengthy and wordy (Noorizah, 2006). In fact, Syed perceived the task on letter writing as routine and unvarying particularly so when he had other assignments to complete. Although, he admitted the benefit in doing the task that has not helped him to embrace the challenges he faced. This can be observed in the way Syed responded in his letter (see Appendix U). The result then affirms the findings made by Guthrie, Wigfield, and Perencevich (2004) that disengaged readers do not embrace the challenge and do not take delight in their learning.

Thus, as teachers and instructors we need to be considerate and thoughtful as well as tact in approaching learner. Although this would definitely demand extra effort and time, it is worth an effort. This is consistent with J. Van Manen's (2007) and Keeling's (2006) view when approaching university students the educator needs to respect the students' rights, beliefs, values, and decision. In other words, educators need to be mindful and not force the students' learning into unwanted transformation rather provide opportunities for the students to progress and develop. This also substantiates King's (2004) stance the university students enter a learning experience with multitude of individual circumstances and needs which require the instructor to be tactful and mindful in tackling each individual student. Therefore, by constantly reflecting on students' learning development the instructor was able to construct and design lessons

to meet the needs of the students. The instructor reflected on ways to respond and assist them to progress as engaged readers.

Pedagogical relationship. The fourth reason is pedagogical relationship which concerns approaching students in a thoughtful and caring manner. Under the construction of pedagogical relation, the way the instructor approaches the relationship with the students is of utmost importance. Every gesture made by the instructor is important because it will influence the students' perception of learning. From the observations made the students were comfortable sharing their opinions and ideas together with their peers in the assigned group as they tried to understand the reading materials (see Appendix A). This student-to-student interaction within the group promotes critical discussion; subsequently the group knowledge develops and expands when the students help each other clarify ideas and negotiate meaning from the text (Avalos, 2003; McElvain, 2010). This result reinforces the explanation made by McElvain (2010) that "effective L2 reading comprehension approaches facilitate meaning, self-efficacy and most importantly, viable interaction in a classroom" (p. 182; see Appendix O).

Concomitantly, the humanistic values are considered such as through the positive learning environment and the establishment of positive relationship between the instructor and students. For example, upon completion of reading the text, students are required to construct and state understanding of the text as well as describe the reading strategies that they have employed in the form of a letter and small-group tasks. The students are required to provide responses of their understanding of a text by writing a letter and having discussion through small-group tasks. This form of dialogue provides a medium of interaction between the instructor and the students and permits a meaningful engagement for student learning throughout the teaching and learning process. According to the transformative learning theory and reading engagement

theory this type of discourse permits students to substantiate their understanding and beliefs. In fact the interaction created between the instructor and students through the small-group and letter writing provided the opportunities for the instructor and students to know each other better. This finding supports Herman-Davis's (2011) and McElvain's (2010) study where dialogue between teacher/instructor and student creates the opportunity to discuss how the text intersects with students' lives and subsequently fostering students' interest in reading and establishing a sense of trust between the two parties.

Furthermore, the findings showed that the participants approached reading in a social interactive manner. They shared their interpretation of the text with their friends during the small-group tasks as well as with the instructor through the letter writing. The instructor played a facilitative role through the pedagogy of thoughtfulness. She guided and promoted purposeful literacy events through experiences that relate to the contexts of the students' lives (J. Van Manen, 2007). In other words, the participants could see the purpose of learning and realized that they were able to apply the knowledge learned to other subjects.

Additionally, the instructor carefully scaffolded student understandings through interactive instruction between the instructor and the students both in the class and outside of class (refer to Appendix A). The pedagogical and learning space created enable the instructor to understand the joys and the uncertainties the students face as they approach their reading text. The growth in students' competence as readers appeared to build their confidence, spark their interest to read and succeed in their academic pursuit. This study lends support for the powerful role of instructions that include genuine dialogue between the student and instructor, as well as student-to-student collaborative talk (N. Anderson & Roit, 1998; Herman-Davis, 2011; J. Van

Manen, 2007) which increases student interest and involvement besides promoting better reading comprehension (see Table 3).

Moreover, in the class, the instructor did not take the position as an authoritarian figure but more as a person who cares and tries to understand what her students are facing. She portrayed this in the class through the small-group tasks and reflected the persona through the letters. This corroborates with J. Van Manen's (2007) study on the pedagogical relation that is emulated through letter writing. The space created enables the development of a pedagogic relation to grow whereby the instructor is able to understand her students in a caring and responsible way (J. Van Manen, 2007). Although, the findings showed the elements under the pedagogy of thoughtfulness employed which promotes interaction fostered learning to take place, there are other factors which also affect students' learning.

Other factors affecting students' reading engagement. Another finding gained from this study is the role of motivation in engaging readers. This is consistent with Guthrie's (2004) notion on centrality of motivation in engaging students to read. The instructor may play the role to motivate the students by facilitating and providing guidance and assistance when necessary. However, at the end of the day it is the students' who need to take charge of the learning. From the finding out of the three selected participants, two of the participants, Sherin and Khiriah, showed a keen interest to progress as engaged readers as compared to their other counterparts, Syed.

Both Sherin and Khiriah put effort to respond and provide detail explanation how they have used the strategies taught in the class as well as sharing their personal experience to foster their understanding of the reading materials. Syed, on the other hand, would constantly express difficulty in understanding the reading texts given to him. Having a below average grade in his SPM English showed his lack of proficiency

in grasping the language and vocabulary and this has affected his understanding of the reading text.

This corroborates the studies by Lervag and Aukrust (2010) and McElvain (2010) which found that the limitations in vocabulary skills in L2 learners hinder their progress in becoming effective readers. This study is also in accordance to claims made by Shanahan and Beck (2006) that second language readers may be able to acquire word recognition and decoding skills but these skills do not automatically generalize to reading comprehension. However, students who are motivated and have desire to engage as readers are the ones who will persist and take up the challenge even when they face difficulty in understanding the text. The result confirms the findings of Wigfield et al. (2008) that motivation is the key factor in enhancing reading comprehension and reading engagement.

The finding also corroborates the claim made by Snow (2002) that motivation of students to read and their engagement in subject matter depends highly on the student's perception of how competent the individual feels as a reader. As posited by Guthrie, Wigfield, and Perencevich (2004), motivation plays a major role in determining students' attitude toward reading because motivated and interested students tend to value reading activities. The finding shows that intrinsic motivation plays a role in determining students' interest in learning. This indicates that the role of educators is not just to disseminate knowledge but they too need to find ways to facilitate students' engagement in reading. Thus, it is necessary for educators to approach the students' cognitively and emotionally so that their interest to read may be aroused. As a consequence, the students who have interest and motivation to read may progress to become life-long readers.

Another finding is the role of gender. The gender factor too may have influenced the participant's action. This finding is consistent with the studies examining gender and

reading strategy by Cantrell and Carter (2009) and Slotte et al. (2001) that girls are more likely than boys to use cognitive strategies to gain meaning from text. Although, Syed, and Azhan continued attempting to complete the reading and the task assigned to them, they did not embrace the challenge with delight. This can be seen in their responses during the interviews. They may be termed as having extrinsic motivation in contrast with their other classmates like Sherin and Khiriah, who are engaged readers (Guthrie, Wigfield, Perencevich, 2004).

Having a lower proficiency level in English as shown in Table 1 may also influence their motivation to learn (Koda, 2005). For instance, the findings illustrated that Syed was not progressing well as an engaged reader compared to his other two counterparts, nonetheless, he showed a change in his initial perception of reading (see Table 3). His interest in reading increased through the practice of priming interaction. This was reflected from the interview and the post-teaching questionnaire as well as the out-of class letter. As the instructor listened to the students' stories, she provided encouragement and motivation for students to continue learning. Additionally, she encouraged students to persist when they face problems by showing and explaining to them there are ways to address difficult reading texts. In the instructor's response to Syed she kept reminding him of the benefits of applying the strategies which can be applied to other subjects.

This is in accordance with claims by L. D. Raphael, Bogner, Pressley, Shell, and Masters (2001) and McElvain (2010) that teachers who emphasize both the social and literacy skills raise the comprehension and personal response with students of diverse backgrounds who may be unfamiliar with the interactional demands of classroom activities. However, to students like Syed, they need time and exposure to reading a lot of materials to become engaged readers. This requires effort and time by the instructor to include the space available for students to apply what they have learned through the

selection of pedagogical instruction, and this is consistent with Guthrie's (2004) assertion that to build students' intrinsic motivation requires time because engagement in reading is not a one day effort.

In short, the overall findings show that students are more willing to participate in the learning process when they feel that the courses are organized and taught in ways that are much more socio-culturally appropriate and effective (Keeling, 2006) as well as when there is a positive relationship between the instructor and the students (J. Van Manen, 2007). Additionally, the role of intrinsic motivation enables the participants/readers to see the relevancy of learning which subsequently sustain their interest to learn. These findings revealed that interaction can be primed strategically to engage students in reading. Thus, this implies that the role of priming interaction via the activities provided is essential to facilitate students' learning as well as for their progress as engaged readers. As explicated by J. Van Manen (2007), "Pedagogy is personal. It involves seeing the students as a person, not merely as a 'learner', who fits a certain profile or learner descriptors" (p. 140).

6.3.3 The implementation of the practice of priming interaction in a tertiary level academic reading course. The findings show that the practice of priming interaction can be implemented in the reading classroom. This is in line with the four theories selected for the study (Figure 2, refer to page 86). The construction of priming interaction for this study is based on the understanding of the four theories that learning is best achieved through interaction. Interaction when primed strategically makes the learning more meaningful to students (Duke, Pearson, Strachan, & Billman, 2011). The practice of priming interaction, as displayed in the theoretical framework of the study (see Figure 2, page 86), can be achieved through selection of class activities, positive learning environment as well as positive relationship between instructor and students. As mentioned earlier in Chapter 3 and Chapter 5 the pedagogy covers both the element

of mind and heart of student. Both of these elements were included in the teaching and learning process. There are several constructs which are important for the implementation of the practice of priming interaction in a tertiary level academic reading course. The following section provides a discussion of the constructions in detail.

The employment of human science pedagogy: Pedagogy of thoughtfulness.

The findings showed through the human science pedagogy under the pedagogy of thoughtfulness, that the instructor did not only disseminate knowledge to the learners, the instructor approached and interacted with them in a tactful manner (see Appendix G). The instructor needs to see, interact, listen and respond to them. In addition, the instructor tried the very best to understand the students' world without imposing any prejudice or biasness (see Appendices A, H, and I).

M. Van Manen (1994) refers to this as the heart of good and effective teaching; it is a two-way process whereby the instructor not only teaches, but also understands how the students experience things (see Appendix O). Therefore, the crux of teaching under this humanistic pedagogy is showing thoughtfulness and concern for the students' development and how the instructor used the information gained to assist the students' learning. The pedagogy is conditioned by love, concern, care, and being responsible for the student (M. Van Manen, 1991a). For instance, in this class the instructor's aim was to facilitate students to become engaged in their reading, the instructor then designed and constructed the lesson plans to enable students to progress as an effective reader via the strategies taught (see Appendices F and O).

The elements of pedagogy of thoughtfulness: Inclusion of the elements of the mind and the heart. The following sections discuss the elements of pedagogy from the two important viewpoints—the mind and the heart.

Inclusion of the element of mind/cognition. This section deals with the element of mind first. The mind can be referred to as *hardware* and it constitutes components that are necessary for students to be cognitively activated in becoming effective readers. The findings illustrate that the development of participants' mind was achieved by taking into account the tenets under the pedagogy of thoughtfulness, which are pedagogical space, pedagogical understanding, and pedagogical reflection. The elements under the pedagogy of thoughtfulness also included several measures such as providing and explaining learning goals, exposing and modelling selected reading strategies, describing the purpose of learning the reading strategies, and selecting appropriate activities/tasks. From the findings, the participants acknowledged the need to be strategic and active readers to enhance better understanding of the text.

This lends support to Guthrie, Wigfield, and Perencevich's (2004), Pintrich's (2000), and Swan's (2004) assertion that it is vital for instructors to provide learning goals and describe the purpose of learning reading strategies because it will enhance both the cognitive and motivational benefits to students. Swan (2004) further argued when teachers' goals for students are about learning the concepts and understanding rather than getting the right answer, the students are more willing to put effort to grasp the learning (see Table 3). This was evidenced in the finding (see Table 3). The students in the class put effort to complete the assigned task in the class (see Appendix O). They also reported in the interviews and post-teaching questionnaire of their willingness to learn and participate in and out-of-class activity (see Table 3).

Teaching reading strategies. In addition, the findings showed that the inclusion of reading strategies and how to comprehend reading in the reading classroom has developed the participants' interest in reading. This affirms the assertion made by Bernhardt (2011), Biancarosa and Snow (2004), Grabe (2010), and Guthrie, Wigfield, and Perencevich (2004), and McLaughlin (2010) when students are provided strategic

instruction, their reading skills and proficiency improve and they generally perform well in understanding the reading text. This also corroborates Mezirow (2000) and Keeling's (2004, 2006) notion besides affirming O'Sullivan's (2003) claim learning is transformed when students encounter learning in a more engaging manner and when the consciousness of the mind as well as the frames of references associated with are expanded because they are experiencing a shift in their thoughts, feelings, and course of actions (see Table 3). Subsequently, through exposure to the thoughts and discussion of others, the students were able to restructure their knowledge (Keeling, 2004, 2006) and extend their knowledge base, leading to encapsulation of their knowledge of certain subjects (Guthrie, Wigfield, & Perencevich, 2004). The findings in the study illustrated this. The learners' initial negative conceptions of reading become positive after the study (see Table 3). In addition, their motivation level to learn was heightened. Lei et al. (2010) asserted that when students are able to see the relevancy of learning, their motivation level is promoted. In the contextualizing of learning, for instance, the students may continue to read even when they experience challenges in understanding the text and they begin to approach the reading text strategically by applying what they have learned in the class. Subsequently this would help students to realize how the skills can be applied to other subjects besides English.

From the findings, it is evident that the participants began to realize that reading is not a static process and that they needed to activate their mind in order to understand the information in the text. This is similar to Grabe's (2010) and Koda's (2005) ideas that L2 readers should be aware of reading strategies and their merits. That is why in ESL reading classrooms, strategies are taught explicitly. The finding also supports the assertions made by Keeling (2004, 2006) and Mezirow (2000) university students require a different kind of approach and pedagogical instruction in order for learning to be engaging and meaningful. Thus, the tenets employed under the pedagogy of

thoughtfulness- pedagogical space, understanding, and reflection - permitted the instructor to construct the pedagogical instruction to facilitate students to become engaged cognitively and socio-psychologically and provide space for students to progress as engaged readers. The element of mind under the pedagogy was established when the instructor constantly provides understanding and reflects on her teaching to ensure that learning did take place as well as create space for students to employ and grasp the learning (J. Van Manen, 2007; M. Van Manen, 1991b; refer to Appendix O). Hence, when the classroom context provided by the instructor is meaningful, the students began to enjoy the learning (see Table 3). This in accordance to Swan's (2004) assertion that classroom contexts are critical for students in determining their level of motivation to read and engage in learning.

The inclusion of the element of heart. Next, the element of heart can be referred to as *heartware* which includes aspects of viewing learning from the students' emic perspective by considering their emotions, feelings, and self-efficacy as well as the instructor's gesture of thoughtfulness during the teaching and learning process (refer to Section 5.3.1). The pedagogy also takes into consideration the students' past learning experiences, background knowledge, culture, and so forth they bring to the reading class. In addition, the instructor provided opportunities or spaces for students to interact and voice their learning experiences and applied what they have learned as they approach the reading material such as in the class through small-group task and out of class in the form of letter writing (see Appendices H and I).

Additionally, the spaces provided enabled the instructor to pedagogically observe how students grasp their learning such as constantly reflecting how to assist the students to progress as engaged readers and indirectly facilitate and scaffold the learning process. This aligns with M. Van Manen's (1991a) assertion that it is necessary for the teacher or instructor to understand the particular situations that appear from the student's point of

view and not to neglect the direct and indirect influence to ensure that learning does take place. By gaining such information the instructor would gain a better understanding on how students' past learning experience and attitude affect their learning ability (see Appendix O). The instructor established this through the humanistic pedagogy by teaching in a thoughtful and considerate manner.

Under the pedagogy of thoughtfulness four tenets were considered in tackling the student's heart—pedagogical understanding, pedagogical reflection, pedagogical relation, and pedagogical space. The key element which links the four tenets under the pedagogy is providing space to interact that is through dialogue. The dialogue space allowed the students to come to terms with their identity as readers, to validate their understanding, as well as space to interact with the instructor. Consequently, the space created permitted the instructor to understand, reflect, improve rapport, and provide space for better interaction and monitoring.

Furthermore, as posited by Mezirow (1997, 2000) and Keeling (2004, 2006), one of the ways to transform learning is encouraging equal participation among students in discourse. Besides, the dialogue allows the students to project their own voice during the teaching and learning process as well as substantiate their understanding. This was revealed in the study (see Appendix I). The finding corroborates with Keeling's (2006) and Mezirow's (1997) assertion that dialogue between the educator and students permit students to experience engagement in learning besides providing space for the instructor to be pedagogically sensitive to students' needs. By gaining such information from the students the instructor reflected on and structured her lessons to meet their needs (see Appendix O). Therefore, the role of educators under the pedagogy of thoughtfulness is to include lessons that encourage autonomous thinking and this can be accomplished by fostering university students' critical reflection and experience in a dialogue form as well as priming interaction, which is consistent with Mezirow's (1997) transformative

learning theory (see Appendices F and O). The elements employed under the pedagogy enabled interaction to take place. Subsequently, the interaction established permitted a positive learning environment whereby the students felt their interest to learn was heightened due to several factors—comfortable learning environment, teaching style, and learning is scaffolded.

Comfortable learning environment. Concomitantly, when the participants were comfortable with the instructor's approach they started to be more proactive with the lesson and were more positive of their attitude toward learning. This was evidenced in the findings (see Appendix O). The results demonstrated that teachers or instructors play a critical role in the students' acquisition of effective strategies which substantiated the assertion made by Pearson and Duke (2002). The participants admitted the instructor approached her teaching in a distinctive manner, enabling them to grasp what was being taught and at the same time they could make sense the course objective and purpose of learning. In addition, they stated that the character of the instructor who did not coerce them but instead approached them in a tactful manner by showing understanding and being friendly has facilitated their learning such as through the use of out-of-class letter (OCL) and small-group task. This affirms Lepper's (1988) and Levin and Calgano's (2008) claim when the classroom is perceived as positive and has supportive environment, in other words when there is a feeling of belonging, and they are treated with respect and valued, L2 students tend to be active participant in the learning process.

Teaching style. Moreover, the students confirmed that they began to enjoy their reading because of the way the instructor taught them. The finding is consistent with Lei et al. (2010) that for L2 university students, reading can be an enjoyable activity if they enjoy the academic subject matter they are reading, as well as how the subject is taught. This also corroborates the findings of L. D. Raphael et al. (2001) that effective teachers

engage their students in literacy instruction such as encouraging cooperative learning, scaffolding student learning, having a gentle, caring manner, interacting with students positively, making personal connections with students, making the classroom fun, encouraging creative and independent thinking by students and so forth (see Appendices F and O). In contrast, the instructor or teacher, who strongly controls the learning activities for students tend to minimize opportunities for students to utilize their thinking activities (Den Brok et al., 2004). Den Brok et al. (2004) stipulated that students' engagement in their learning activities depend on their perceptions of the quality and the amount of teacher regulatory behaviors. Findings from the participants' initial conceptions of reading in the pre-teaching questionnaire and the post-teaching questionnaire showed this (see Table 3). The higher the amount of control by the teacher the more likely the students' will become disengaged from the learning activities. In other words, students' perceptions of their teacher's regulatory behaviors may influence their learning behaviors (see Table 3).

Learning is scaffolded. From the finding it was revealed that the instructor scaffolded the learning and created a learning environment that was more relaxed and engaging (refer to Appendix O). The students in the class were encouraged to communicate, express their learning experiences and were provided space to progress as engaged readers. This type of learning has influenced the participants' conception of learning and subsequently their interest to learn is heightened and they have the desire to be good readers (see Table 3). This corroborates Guthrie's (2004) assertion that classroom contexts are necessary to engage students in reading where the instructor considers the students as possessing cognitive and motivational qualities combined.

The challenges faced in planning interactions strategically. Another finding in the study is the relationship between student's motivation in putting effort to learn and their cultures of learning. The findings showed that the student's culture of learning

plays a role in influencing their interest and motivation to learn (Dornyei, 2001). In the study it was observed that there are challenges in planning interactions. The first challenge is the nature of class. The students were used to the traditional classroom context where the teacher or the instructor will take the center stage. For instance initially when the students were asked to go into groups of four of their own choices, they were uncomfortable to express and share their opinions in the group. Being aware of this I decided to restructure the grouping of students based on their SPM English proficiency level (equivalent to O level English) as shown in Appendix O and Table 3.1. According to Tong (2010), the process of putting and rearranging the students according to similar proficiency level would encourage better participation and avoid students being intimidated. Then, I decided to mix the male and female students into groups of similar proficiency level. In addition, I did not reprimand them to only use L1 when discussing the reading material. This is because according to Bernhardt (2011) L2 students should be encouraged to use their existing frame of references in their L1 to compensate any deficiencies in the target language.

Similar challenges were experienced with the other two tasks which are the in-class letter and out-of class letter. Both tasks require the students to express and share their thoughts with another person. For the in-class letter the students were paired with another writing partner assigned by the instructor. The students needed to write to each other a letter and share their thoughts on what they had learned on that day. The out-of class letter demanded the students to share their thoughts and opinion with the instructor. The findings in the pre-teaching and post-teaching questionnaire showed prior to this the students never had the experience to do this type of tasks. It was observed that the participants' motivation in wanting to learn and willingness to take up challenges influence their conceptions of learning and their willingness to do the tasks assigned both in and out of class. The results also confirm the findings of Mori (2004)

which illustrate students' attitude and motivation influence success in learning. Motivation plays a role in fostering learning because it has implications for both the personal and social level of the student (Guthrie, Wigfield, & Perencevich, 2004; Kreber, 2004). Thus, Mezirow (1997) asserts that the role of the instructor under the theory of transformative learning is to provide opportunities for students to apply and practice what have been taught so that the reinforcements may strengthen their existing frame of references (see Appendix O). The participants who perceive the tasks given to them as a way to improve their learning would act positively. The students' self-efficacy is heightened when they see the purpose and benefit of learning. The data in the findings showed this.

On the other hand the participants who view the tasks as not positive reacted negatively due to their extrinsic motivation of learning. Consistent with this perspective, Dornyei (2001), Gardner (1985), Mazano and Pickering (1997) view that attitudes and motivation are important factors for determining success in second language learning. They stipulated that when positive attitudes and perceptions are in place and productive habits of minds are being used, learners can more effectively do the thinking required and are motivated to learn. Concomitantly, this will affect students' abilities to learn that is evidenced with the 8 participants in this study (see Table 3).

To participants such as Syed, Azhan, and Ruby acknowledged the benefit in doing the out-of class letter, but they perceived the task as burdensome especially when they have other assignments to complete. The 3 participants, Syed, Azhan and Ruby, reported that since they have to do the letter writing almost every week they found the task as routine and boring. This is similar to Guthrie, Wigfield, Perencevich (2004) definition of disengaged reader. According to Guthrie, Wigfield, Perencevich (2004) students who are disengaged complete the task because they were required to do them rather than doing the task because it is fulfilling. In addition, students with low reading

self-efficacy try to evade challenging reading activities and tend to eschew the task they perceive as difficult (Guthrie et al., 2007).

Another factor was their struggle in completing the task. To Ruby although she obtained an above average grade (A2) in her SPM English (equivalent to O level English) she still perceives the task as arduous because to her the process requires her to spend a lot of time and effort. This lends support to the claim by Avalos (2003) and Wallace (2007) that students with fluent oral proficiency do not necessarily have the skills to function as effective readers. They did not take up the challenge to take up the learning process with delight as compared to their other friends who thought otherwise. In addition, they did not want to be burdened doing homework outside of class hours and prefer the task to be completed in the class. This may have resulted in their negative perception of the task, which lends support to the contention made by Dornyei, Csizer, and Nemeth (2006) a person's attitudes and beliefs may affect and influence how they react.

Other factors such as gender and language proficiency also play a part in students' attitude toward learning. The 2 male participants, Syed and Azhan, obtained an average and below average SPM English grade. Since both participants who struggled with their English language are males, this may influence their lackadaisical attitude in completing the letter writing tasks for both the in class and out-of class letters. While in the case of Nurin who prefers speaking task to reading, this is because of her preference to improve her speaking skill. She has a good grasp of the language. Obtaining an above average score that is A2 in her SPM English (equivalent to O level English) she would seize every opportunity to improve herself. This is in accordance with Miller and Faircloth's (2009) study indicating that the types of task and gender contribute to students' preference and motivation in learning and completing the task assigned. Students, who may be motivated, internally and externally, are more than willing to engage with the

task assigned. This also concurs with Dornyei's (2001) and Dornyei et al.'s (2006) assertion that the trend as how the individuals' conscious attitudes, thoughts and beliefs may influence their behavior. In other words, how the students perceive competence is determined first by their beliefs of whether they are up to the challenge on the course of action. Roberts and Wilson (2006) share similar views. They argued that reading attitude is an integral part of the development and use of lifelong reading skills.

As posited by Meltzer and Hamann (2004) students who are internally motivated or referred to as intrinsic motivation seek to improve skills and are willing to accept challenges. In contrast, students who are more concerned with gaining good grades for their ability than with learning or gaining something from the task are referred to as having extrinsic motivation, which influence their conceptions of learning. Nonetheless, the three participants, Syed, Azhan, and Ruby acknowledged their preference of the pedagogical approach employed by the instructor. They felt comfortable to learn. This was evidenced in the findings. This is consistent with T. Raphael's (2000) and McElvain's (2010) assertion that the students' conceptions of learning were greatly influenced by the pedagogical approach employed during the teaching and learning process. However, the process of progressing as engaged reader is not established in one day. This process requires several factors such as space and time for students to grow and adjust as well as encouraging environment created by the instructor (Guthrie, 2004).

Therefore, this illustrates that the role of the instructor in selecting a suitable pedagogy plays an important role to ensure that learning takes place. This aligns with Mezirow's (2000) transformative learning theory and Guthrie's (2004) reading engagement theory. By being sensitive to the students' needs, the instructor was able to cater to both the high proficiency and lower proficiency students (see Appendix O). This also supports the notion made by M. Van Manen (1991b) on being pedagogically sensitive. In other words, an educator needs to interact, listen to, and understand, each

student individually. Thus, when the students' heart as well as the mind is touched through the pedagogy of thoughtfulness, they welcome learning with open arms because they realize what they learn is useful to them and they believe the instructor does care and show concern for them (M. Van Manen, 2003). This substantiates Guthrie (2004), Keeling (2004, 2006), M. Van Manen's (1991b, 2003) contentions on the role of the instructor who is not confined to being a disseminator of knowledge. Under this pedagogy instructors or teachers care for their students as persons and want to see the students' progress and develop (see Appendices G and O). M. Van Manen (1991a) argues that teaching is not confined to disseminating knowledge; the bigger picture of pedagogy which involves the human science should be given priority. Hence, when students were approached in a caring and thoughtful manner they responded positively to learning (see Table 3).

From the study it was found the nature of the relationship between the instructor and the students play a role in determining students' interest in learning. The students claimed the role of the instructor is not only limited to provide a comfortable learning environment but also be a "friend" supporting and helping them to continue with the challenges they faced during learning. The positive relationship fostered between the instructor and students permit the learning to blossom because the students observed the instructor do care for their effort to progress as effective readers. Planning interaction in class requires more than one attempt. The instructor needs to be patient and need to consider to students' culture of learning. In addition, the instructor needs to explicitly explain the purpose of having the task in group and the task on letters. It is only when these factors are considered can the learning process be successful. This substantiated Guthrie's (2004), Mezirow's (1997) and Bernhardt's (2011) claim that reading instructor needs to understand and structure the lesson that fits the students' needs. The constraints faced in implementing the pedagogy are dealt due to my concern of the

students' development in progressing as engaged readers. The drive for me in constructing the lessons and dealing with the challenges in planning interaction strategically derived from my love and care in wanting to see the students to progress and develop as effective readers and subsequently to become a life-long reader.

Although I admit the process of becoming engaged reader is not as straight forward and automatic, as an instructor it is vital for me to be pedagogically sensitive and reflective of the progress made by my students. This substantiates Guthrie's (2004) claim the students need constant support in order to increase and sustain their interest to read and progress as engaged readers. He further noted "Engaged reading is the primary pathway toward the competencies and expertise needed for achievement" (p. 4). Subsequently, although there are challenges experienced in constructing and planning interaction due to the students' culture of learning the challenges faced have not dampened my interest to scaffold and facilitate the students to progress as engaged readers. The challenges can be dealt with in due time. The utmost element is the students themselves experience the transformative of learning. As posited by Keeling (2006) when the students experience a transition in their perception of learning that is from negative to positive the transformative of learning is taking place.

Thus, learning is fostered when the students experience a comfortable learning environment in the class. In other words, the comfortable learning environment is established through elements such as there is a two way communication between the instructor and the students; when the instructor puts effort to listen and understand the challenges they experienced; there is no pressure imposed but space and time given for them to grasp the learning; the learning is enjoyable. The overall findings show that the practice of priming interaction which was established through the employment of the pedagogy of thoughtfulness promotes a better learning experience. The findings revealed support on the role of pedagogical instruction and approach as well as

interaction plays in sustaining students' engagement in reading. Therefore, engaging students through interaction in a reading class seem effective in facilitating students' learning.

In short, the overall findings show that interaction can be implemented in a reading class among L2 tertiary level students. Under this pedagogy of thoughtfulness the humane approach to students is considered. For the instructor this means appreciating and honoring the students' multiple perspectives. Consequently, the pedagogical instruction which considers both the mind and the heart of students through the pedagogy of thoughtfulness which considers the practice of priming interaction ensure that learning does take place. Thus, the role of the educator in the practice of priming interaction is not only limited to deliver knowledge but also to play the role in facilitating and providing opportunities for students to interact and acquire the skills taught (see Appendix O). When the students feel comfortable in the learning environment, they began to take part actively in the class because they know that they can trust the instructor to provide the necessary support if they faced any challenges.

This also corroborates Vygotsky's (1978) notion that the More Knowledgeable Other (MKO) or an expert person facilitates learning in the Zone of Proximal Development (ZPD) which is beyond what the learner is able to achieve if he did it independently. M. Van Manen (1991a) stipulates teaching is a caring profession which involves the role of the instructor or teacher providing encouragement, showing concern and worrying about individual students and the process of learning as well as Bernhardt (2011) notion on viewing learning from the perspective of the students. Therefore, the practice of priming interaction to teach reading is necessary as it focuses on the pedagogical instruction and as well as the students' well-being in the teaching and learning process (Bernhardt, 2011).

6.4 Limitations and Delimitations

Although the study has made some contributions to the field of L2 reading comprehension, it has some limitations too. The limitations of the present study are: First, the research method used for the study. The study employed a qualitative case study which focused on exploring the phenomenon in a bounded context in order to gain an in-depth understanding with no intention of making claims and generalizations. Because of the research design, it is not possible to generalize the findings of this study to other populations.

Second, the number of students for this study; the study had used a small sample size. Since only 8 students participated voluntarily in this study, thus its findings may not be generalizable. Furthermore, there was no participant who could be considered highly proficient or obtained a band 5 or 6 result in the MUET (Malaysian University English Test). Having students of mixed proficiency level would garner more insights into how the pedagogy is perceived, subsequently allowing the researcher to understand how students with varying proficiency respond to the pedagogical approach.

Third, for this study the researcher has dual roles to play—as the instructor and also the researcher; to increase credibility of the study during the interview session the researcher had asked another person to carry out the interview. This limits the opportunity for the researcher to probe further during the interview session. The researcher had to resort to other means of gaining information such as during post-teaching questionnaire and informal interview. In addition, the researcher ensured that she did not impose any biasness toward the subject of the study by being objective and informed her role as a researcher/instructor at the onset of the study as explained in Chapter 3.

The delimitations of the study also need to be addressed. First, is the scope of study, the present study only examined one reading class of a group of students and at

one university. Therefore, generalization of the study to other university students cannot be made.

Second, is the length of study; the study was only conducted for one semester that was around 14 weeks. Thus, a follow-up study over an extended period might be needed to better understand and more deeply appreciate the role of balanced pedagogical approach in a reading classroom.

Third, this study only focuses on one area that is the role of priming interaction plays in contributing to reading engagement in the L2 context. The study does not include other skills such as listening, and speaking. In addition, the study also does not cover the type of reading materials which would facilitate students' interest in reading.

6.5 Implications of the Study

Several implications can be derived from the study. The implications of the study can be divided into two: theoretical implications and pedagogical implications.

6.5.1 Theoretical implications. The outcomes of the study have theoretical implications for understanding reading in second language learning. The results discussed support the theoretical framework of the study drawn from Vygotsky's socio-cultural theory, Mezirow's transformative learning theory, Bernhardt's compensatory theory, and Guthrie's reading engagement theory. The understanding that learning is socially mediated illustrate that interaction can be primed strategically to foster reading engagement. The study, in particular, extended theoretical understanding of how reading for second language learners can be approached. The study contributes to an understanding of the role of the priming interaction through the employment of pedagogy of thoughtfulness. While the contemporary literature recognizes the importance of addressing university students' reading comprehension skill particularly

understanding of academic text, empirical research among L2 tertiary level students is limited.

The study has now broadened the knowledge base regarding how L2 tertiary level students' reading comprehension can be approached. In addition, the study too has extended Bernhardt's compensatory theory on the aspect of other or the unexplained variance that may influence L2 students' reading competence. Bernhardt's (2011) compensatory theory has provided detail explanation how students' L1 reading comprehension skill and grammatical structure can facilitate the deficiencies faced by the reader as they approached L2 reading text. Nevertheless, Bernhardt (2011) has not included the role of pedagogical approach as well as the role of interaction as one of the variances that may influence students' motivation and engagement in reading.

One key element obtained from the study is the role of pedagogical approach in engaging and motivating students to read through the practice of priming interaction. Although Bernhardt (2011) too has acknowledged the important role of the instructor to be pedagogically sensitive to the L2 students' literacy level, she has not included the selection of pedagogical approach as one of the unexplained variance in her model. Furthermore, priming interaction found to be an important element in fostering reading engagement for this study. In approaching the teaching of reading for L2 students the structuring of classroom activities need to consider the selection of pedagogical approach that encourage the practice of priming interaction because in order for students to experience learning meaningfully they need the opportunities to experience concrete interactions throughout the teaching and learning process.

The discussion of the findings that relate to the role of the practice of priming interaction in L2 university students reading classroom is illustrated in Figure 5. To facilitate L2 university students to progress to the status of effective readers, pedagogy of thoughtfulness which develops the student's heart and mind is considered.

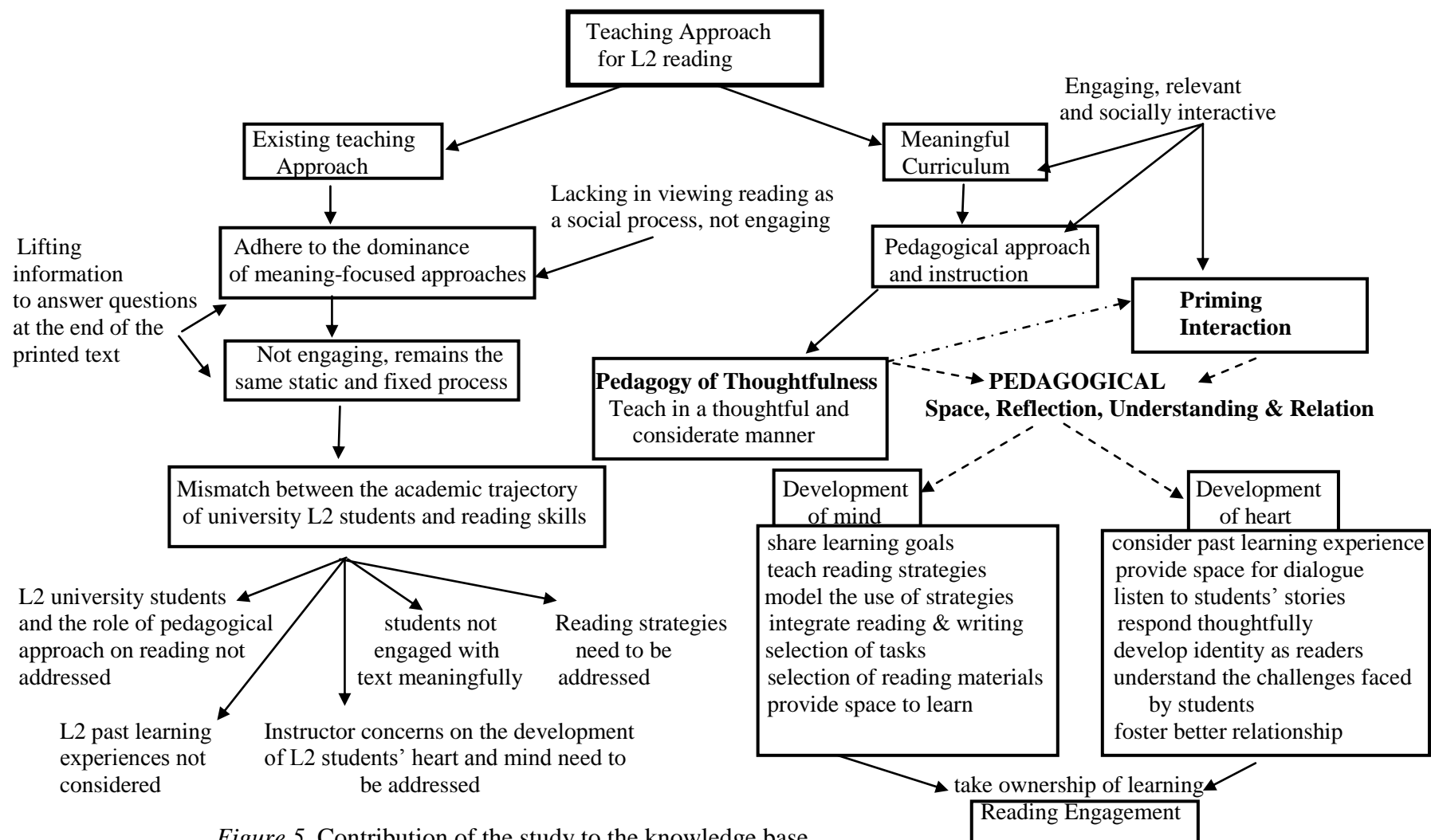


Figure 5. Contribution of the study to the knowledge base.

Approaching L2 university students require the instructor to be more than just a disseminator; effective instructors engaged their students in literacy instruction through the practice of priming interaction such as encouraging cooperative learning, scaffolding student learning, having a gentle, caring manner, interacting with students positively, making personal connections with students, making the classroom fun, encouraging creative and independent thinking by students and so forth (L. D. Raphael et al., 2001). Guthrie (2004) asserts that classroom contexts are necessary to engage students in reading where the instructor considers that the students possess the qualities of these two elements—cognitive and motivational—woven together.

Curriculum planners as well as reading instructors should recognize the role of pedagogical approach in engaging students to progress to the status of effective readers. In addition, the study extends the knowledge base that L2 readers face more than just complexity of the language in understanding materials in English. Several other factors such as students' past learning experience, background knowledge of understanding reading, attitude, and cognitive aspect also influence students' interest in learning.

Therefore, in managing L2 readers, the complexities of the language in academic text as well as the instructional approach in teaching reading which consider students' background knowledge should be balanced.

Furthermore, this study extends knowledge that motivation and engagement play a key role in L2 tertiary level academic literacy development. Students who are not motivated to read do not become substantively engaged with reading and writing. Hence, reading, motivation, and engagement cannot be separated to ensure that successful learning does take place.

6.5.2 Pedagogical implications. The findings of the study also contribute to the pedagogical implications in teaching reading to L2 learners from primary, high school until university level. Several pedagogical implications can be raised from the findings.

First, the findings obtained illustrate that L2 students do need help in approaching their academic reading. The students need help because they have difficulties in understanding the nuances and linguistics terms in academic reading. As asserted by Bernhardt (2011) and Koda (2005), L2 learners' linguistic competence and background knowledge of the content materials hinder their interest in reading such materials.

Second, the study indirectly informs reading instruction intended to help students become more strategic and critical readers. In other words, students need to know how to approach their reading strategically. Teachers and instructors of reading need to explicitly teach students how to approach academic reading text, particularly in this era of IT where abundance of materials and information can be accessed through the Internet. As such reading should not only be seen as a static process where students are requested only to locate information found in the text which hinders students from engaging with the text at a deeper level. By exposing and teaching students reading strategies they would be aware of the benefits.

Third, selecting appropriate reading materials matters. Finding texts students could comprehend and that meet their own purposes for reading was an intricate but important process. Several researchers (e.g., Grabe, 2010; Guthrie, 2004) indicated that choosing appropriate and suitable reading materials is important in sustaining the students' interest in reading. As asserted by Smagorinsky (2007), texts serve as a tool for understanding and engaging students meaningfully in the real world. Thus, to build and sustain students' interest in reading the proper selection of reading materials is necessary.

Fourth, instructors or teachers of reading should create curriculum that is relevant to students' lives in and out of the classroom. Reading programs must be meaningful and useful to students in order for them to see the relevancy of learning the subject. In addition, instructors need to approach students in a caring and thoughtful manner. They

must build relationships with students so students feel safe to share their learning experience.

Furthermore, they need to establish and build a culture of trust in classrooms to promote open and respectful dialogue. Subsequently, this would enable the instructor to gain a better perspective of how the students approach their learning and at the same time allow the instructor to strengthen and improve the teaching method. Thus, this lies in the willingness of the instructor to know students; transform their practice and beliefs about teaching because as argued by M. Van Manen(1991a, 2003) the pedagogy of teaching asks of the teacher a certain thoughtfulness and tact, and it also demands extra effort and time.

Fifth, writing should not be separated in the reading curriculum. Of particular importance is the potential of letter writing to empower participants through awareness. This method affords participants, instructors, and researchers with another way to gain awareness and increased understanding. The use of letter writing in conjunction with putting students into small groups added a component of making ideas more concrete, which in turn enabled students to arrive at realizations unprompted by the reading instructor. Curriculum planners of reading need to be aware of the advantages afforded by integrating writing and reading. Both are acts of the composing process which require an active mind in order to foster better understanding of the reading materials. By engaging in writing to interpret the content of the article, the reader is allowed to reinforce understanding of the reading materials. Additionally, writing allows students to make meaning with the text better rather than reading at a surface level. However, as asserted by J. Van Manen (2007) not all language teachers are willing to invest additional time and effort to constantly read the students' letters and in turn respond to the students in writing unless the instructor has the intrinsic motivation to do so. One recommendation is to alternate the regularity of writing from students. The students would be put into

groups based on their English proficiency. Each group will rotate writing to the instructor once a week, followed by another group the following week.

Sixth, this study sheds light on a formidable challenge to instructors, researchers, and policy makers that second language learners need opportunities to learn academic content. Curriculum on reading should also consider student interaction, motivation and engagement which imply that in-service training to reading instructors and teachers need to be effective promoters of students' literacy development through the attention to the three aspects mentioned earlier. Additionally, reading class should constitute both cognitive and human science aspects. The cognitive aspect covers the strategies in tackling reading, equip learning goals, model the use of strategies, select appropriate tasks and reading materials, provide concrete interaction with reading text, while the human science pedagogy involves the role of the instructor in gaining a better perspective of how the students approach the learning experience, priming interaction with the peers and instructors, providing dialogue space, allowing students' voices to be heard so that the instructor is able to construct a better instructional approach to assist the students in becoming effective readers. This is pertinent particularly in approaching L2 learners who face challenges in tackling the reading materials (Bernhardt, 2011; Grabe, 2010; Koda, 2005).

6.6 Suggestions for Further Research

Several suggestions for future research can be proposed from this study. First, further research is needed to explore (Re)valuing methodology with different participants from different context areas in different contextual situations. This continued exploration will provide additional evidence of the methodology's potential as well as extend its methodologies possibilities or highlight its limitations. For example, by employing the quantitative research method we can see the impact of the practice of priming interaction

on students' reading engagement. In addition, through this method and with bigger sample size the findings from the study can be generalized to other learning contexts. Furthermore, by employing the quantitative approach using the experimental design method, students' reading engagement can be measured. Moreover, the degree of effectiveness in employing priming interaction against the selection of reading strategies too can also be determined.

Second, some of the principal practices gleaned from this study can be combined with future research that more thoroughly taps into the cultural, content, and linguistic knowledge that students bring to the classroom. This would garner a better understanding of how the students' background influence their attitude and motivation to read English materials. Concomitantly, the findings may add on to the knowledge base of L2 readers.

Third, the duration of the study should be longer. Having a longer time would allow the researcher to have prolonged engagement with the participants to glean better insight into how the students respond to the practice of priming interaction in the reading classroom as well as gain an in-depth understanding of how the practice of priming interaction contributes to students' reading engagement.

Fourth, research is needed on the potential usefulness of priming interaction using technology. The pervasiveness of technology in students' lives is obvious especially because of their reliance on technology in all aspects of life. ICT is currently used extensively in the teaching of ESL. Web tools –web 2.0 and 3.0 tools – have amazingly provided an avenue for “interactive” (interaction of learners and teachers) learning for students. Social media platforms such as facebook, blogs, tweeter and other similar tools is giving learning (and reading) a whole new meaning and dimension. For instance, the Internet and hypertext reading represents the new shift in the landscape of reading among students especially where abundance of information can easily be accessed through the Internet. The pedagogy of thoughtfulness can be incorporated in these new technologies

that could further help to enhance reader engagement in reading texts for the ESL classroom. The understanding would enable curriculum planners and instructors of reading to design reading course which includes the use of technology as learning tools that can foster student learning and interaction.

6.7 Conclusions

Based on the preceding discussion of the results, several conclusions can be drawn from this study. First, it is deemed necessary to provide assistance and scaffold L2 tertiary level students to tackle the nuances of academic text. Prominent scholars (e.g., Bernhardt, 2000, 2011; Grabe, 2010) emphasize the importance for university students to have a good grasp of reading comprehension skill for academic success. However, the current existing research on reading provides minimal empirical research on instructional approaches for teaching reading to L2 tertiary-level learners (Bernhardt, 2011; Nassaji, 2011) particularly on priming interaction (Mohr & Mohr, 2007).

In addition, university students require a different approach in tackling them. The reading classes should also build L2 students' metacognitive knowledge as well as giving them the opportunity to explore the understanding of a text in a meaningful manner through the practice of priming interaction. In other words, instructors must provide L2 learners with instruction and strategies that are tailored to fit their linguistic needs while building reading comprehension skills. Thus, the findings in the study demonstrate that it is necessary for tertiary level L2 students to acquire effective reading skills to ensure academic success through an appropriate pedagogical approach that foster interaction (Mohr & Mohr, 2007).

Second, it can be deduced that the pedagogical approach and instruction play a role in facilitating students' learning and reading which is often overlooked by curriculum planners and scholars. This was illustrated in the study whereby the participants' interest

in reading and learning was fostered by how the instructor approached the teaching and learning process and how the instructor approached her students. The participants in the study claimed the way the class was conducted, the instructional approach selected, and whether it was meaningful and comprehensible are important factors in determining their interest in learning and reading (Cantrell & Carter, 2009; Pressley, 2000). In other words, how the instructor plans, structures, and prepares the lessons are important to ensure that learning does take place.

Additionally, the participants appreciated the thoughtful gesture made by the instructor when approaching them. They wanted an understanding *friend* who recognizes their strengths and weaknesses during the teaching and learning process rather than an authoritarian figure who demands their participation and co-operation. Students will engage in learning when the instructor brings a sense of personal involvement to the classroom and a positive relationship is fostered or in another term refers to as humanistic approach to learning (Scull & Lo Bianco, 2008; Wolk, 2001). Thus, they claimed that the positive learning environment which builds on trust and care heightens their interest in learning. Therefore, awareness of the benefits through the practice of priming interaction, which includes the development of the heart and mind of the students during the teaching and learning process, is necessary.

Third, it can be deduced that interaction fosters students' motivation and engagement in reading. This was established when the instructor provided students' opportunities to experience concrete interactions throughout the learning process such as through small-group tasks, letter writing, expose to various reading materials, having positive relationship with the instructor and so forth. Subsequently, the practice of priming interaction permitted the students to develop both their mind such as exposing students to reading strategies and varying tasks during learning and heart such as understanding the challenges faced by students, creating space to listen and dialogue with

students, responding and indirectly teaching them to progress as engaged readers simultaneously. This is because the interaction permitted the students to engage in learning in a more engaging and meaningful manner. The students reported that they cherished the opportunities provided by the instructor to experience reading as a social process. To progress as effective readers L2 students need opportunities to interact in social and academic setting (Mohr & Mohr, 2007). In addition, as aptly put by Mohr and Mohr (2007) that L2 students need a positive learning environment and opportunities to interact with the instructor to enable them to participate actively during the learning process. Furthermore, interaction can be fostered when reading and writing skills are integrated. The medium of writing can be a tool to substantiate students' understanding through summarizing, expressing their interpretation and opinion of the text as they interact with the printed text as well as a tool to interact personally with their peers and instructor during the learning process. Moreover, the instructor may use this medium to pedagogically oversee and monitor the students' learning development discreetly (J. Van Manen, 2007).

Next, it can be inferred that dialogue plays a role in facilitating learning and reading comprehension. This can be achieved by creating a space for the students to relate their joys and uncertainties while approaching reading with their instructor through dialogue. The dialogue articulated by the students served as a vehicle for deepening understanding of the printed text and pedagogical relationship (J. Van Manen, 2007). Thus, the space to communicate and carry out dialogue is important for the pedagogical relationship which in turn permits a better learning environment (M. Van Manen, 1991a). Therefore, a coherent and balanced instruction where students are given opportunities to engage in the learning process and have dialogue with the instructor as well as a space for the instructor to pedagogically listen to the students' lived learning experiences foster better learning experiences. As students began to embark on the journey to becoming better readers, they

cherish the spaces made available by the instructor through the pedagogical approach. Concomitantly, their understanding of printed text deepens; they did not at a surface level they began to interact with the text at a deeper level by questioning, clarifying, summarizing the comprehension of the text. As a consequence, they become more engaged with the text and this motivated them to take charge of their own learning and reading as well as become lifelong readers.

In short, the teaching and learning process of reading among L2 university students requires a pedagogical approach that balances the development of heart and mind of the students through the practice of priming interaction. The role of the instructor should not only be limited as disseminator of knowledge, the instructor too should employ the human science pedagogy which considers the students' feelings, emotions, and sensitivity to the students' development. Subsequently, the practice of priming interaction that was established through the employment of the pedagogy of thoughtfulness permitted the students to progress as engaged readers when both the elements of heart and mind are considered and when the learning environment is built on trust and care.

The students acknowledged the importance of approaching reading in a strategic manner and cherished the spaces provided by the instructor to grow and develop as readers by considering their voices throughout the learning journey. As was discovered through this study that the students' engagement does not happen accidentally; it takes thoughtfulness on the part of the instructor to create a relevant curriculum that includes the interest of the students as well as sharing their lived experiences. Besides, teaching is not a one way effort; it involves two-way communication between the instructor and students and the students with the instructor. An effective way of teaching is when the students' voices as well as opportunities to experience concrete interactions are also being considered. It is like a communal pact between two solidarity groups: instructor and students. Additionally, the interactions reported in this study also contribute to our

understanding of the social practice of reading and comprehension instruction, that helps to inhere in students' minds a permeable awareness of what reading involves, how it is tackled and what strategies to employ (Scull & Lo Bianco, 2008). Therefore, the classroom contexts through an appropriate pedagogical approach that promotes the practice of priming interaction play an important role in contributing to students' engagement in reading.

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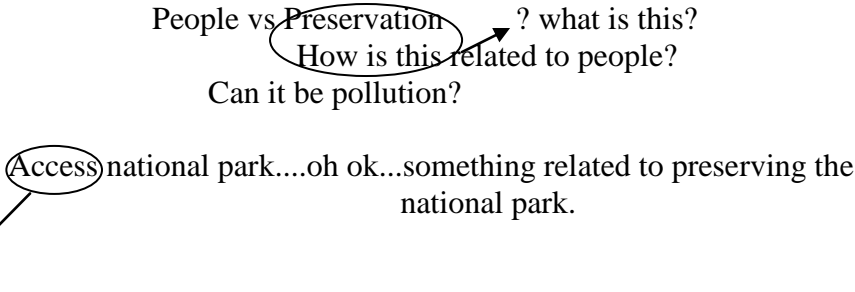
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Appendix A: Observation Transcription

NO. Of OBSERVATION: OBS 4/ 25 JAN 2011

| Guidelines | Observation Notes (which include observer's comment/s) | Observer's Notes/Reflection |
|---|--|--|
| Description of the following: 1. Place/surrounding environment, ambience and facilities: 2. People – primary and secondary participants 3. Teaching & Learning Process | <p>A well appointed classroom and facilities. Students seemed to be comfortable in their seating. Well-spaced classroom. Conducive for learning.</p> <p>The total number of students is 24. A breakdown of 13 female students and 11 male students.</p> <p>I sat behind to ensure that my presenece did not hinder students' attention in learning. The instructor began the lesson recapturing what the students had learnt the previous week. A group of student answered contextual clues. She posed anpther question on the purpose of learning the strategy. A girl who sat at the fron t seat managed to respond and provide the correct answer.</p> <p>The instructor further explained about being an active reader versus passive reader. She encouraged students to be more active, think critically as they read.</p> <p>The instuctor began her lesson explaining to students that there are ways to being an effective reader.</p> <p>She distributed a text to the students and explained that she would model</p> | <p>Pedagogical understanding and reflection</p> <p>Model the use of strategies – cognitive development</p> |

Appendix A: Observation Transcription

| Guidelines | Observation Notes (which include observer's comment/s) | Observer's Notes/Reflection |
|---|--|---|
| <p>Employment of the four elements of pedagogy of thoughtfulness (pedagogical understanding, pedagogical space, pedagogical reflection and pedagogical relationship)</p> <p>Processes of reading classroom characteristics through interaction:</p> <p>The role of the instructor-</p> <ol style="list-style-type: none"> i. vary tasks to promote interaction (small-group tasks, in-class and out-of class letter, integration reading and writing, dialogue) ii. expose students to reading strategies iii. model the use of strategies iv. provide space to apply learning v. give motivation and feedback vi. respond tactfully vii. interacting with students | <p>what the act of reading involves. She asked the students to observe and make notes of the process.</p> <p style="text-align: center;">  </p> <p>national park....oh ok...something related to preserving the national park.</p> <p>She read the whole text. A short text. Students were observing her intently.</p> <p>Once she was done, she told the students. 'You see when I read, I just do not read passively, I make sure my mind is active when I read. I question myself, I put down notes. This is how an active reader will do as she/he reads.'</p> <p>She explained further "Being an active reader we used questioning techniques such as asking what is the main idea of the text, what is the tone of the author. We note down responses or what comes to our mind at that time."</p> <p>She provided some encouragement. Though little feedback was given as there was no queries from the students.</p> | <p>Do they understand what she was doing. Some students were jotting notes on their paper.</p> <p>Motivation is more group directed. Not one to one or to individual student.</p> |

Appendix A: Observation Transcription

| Guidelines | Observation Notes (which include observer's comment/s) | Observer's Notes/Reflection |
|--|---|--|
| <p>in literacy activities viii. create supportive and positive learning environment</p> | <p>The instructor related that reading strategies taught can also be used to all forms of reading especially for academic reading which would help students better in their academic pursuit.</p> <p>She explained about prereading, while reading and post reading to students. What is the purpose of the strategies used for reading. She prompted students to respond to her questions. Students only responded when prompted.</p> <p>Task 1 She distributed exercises on finding main idea. She requested the students to go into their assigned group to discuss the task together. She informed students of the need to support reasons for their selection of titles. She asked students to provide title for the tasks set, leading the topic for the day that is identifying the main idea.</p> <p><u>Khiriah's Group</u> The instructor checked the progress of one of the groups. She asked the group whether they managed to get the answer. One of the student said retina. She prompted them to explain how did they come out with the answer. Nurin answered 'retina'. Another girl said because the word is bolded. They continued with the exercises given. The instructor praised the group and observed them doing some of the exercises before moving to another group.</p> <p><u>Azhan's group</u> The students were reading the text. Then Azhan started the discussion by prompting the group members to locate the answer. The initial answer was eye. The instructor asked the reason for the selection. They kept quite. Then Ziela said the answer is 'retina'. The instructor again asked</p> | <p>Pedagogical space and relationship</p> <p>Responded tactfully. Do ask students to provide reason for their answers. To observe their cognitive ability. Were the students engage while doing their reading?</p> <p>Provide reason for selection of answers. (cognitive)</p> <p>Discuss answers together.</p> |

Appendix A: Observation Transcription

| Guidelines | Observation Notes (which include observer's comment/s) | Observer's Notes/Reflection |
|--|--|---|
| <p>4. Instructional context</p> | <p>why had she chosen that answer. She prompted Ziela to provide her answer. Ziela responded because of repetition. The group continued doing the task.</p> <p><u>Syed's group</u> The group took a longer time to finish reading the text before made attempt to provide the answer. The instructor waited patiently. Syed provided the answer. He first began explaining the structure of the retina. Then he moved on to the purpose of the retina. The instructor listened attentively and asked the other group members to provide answers. She then requested which answer would they accept. Syed said 'retina'. She asked him to explain. The rest of the groups agreed. The instructor waited for them to finish the task before moving to another group.</p> <p><u>Ruby's group</u> Ruby's group managed to complete the exercises given in a shorter period of time. The instructor sat with the group and discussed their answers together. The group managed to locate the main ideas for all the exercises correctly. She praised their good work and moved to another group.</p> <p>Another question on air pollution. Students managed to locate the main idea but not able to link the idea of pollution with agriculture. Some students asked whether they managed to get the answer correctly. The instructor model how the strategy was used in the next exercise and explained how agriculture is linked to pollution. She asked them to look at link words such as as a result, effects and so forth. The students observed and continued doing the exercises.</p> | <p>(socially mediated – reading engagement)</p> <p>There was instructor's involvement. Showed the instructor waited patiently for students to grasp learning and gave sufficient time for them to the exercise.</p> <p>Given snippets of 'very good' to students.</p> <p>Motivated. (Reading engagement)</p> <p>Socially interactive in learning as they discussed and exchanged ideas.</p> <p>Should have asked other group to provide the answer rather than the instructor explained the answer.</p> <p>Willing to ask. Motivated</p> <p>Observed that the students were employing the skill taught as they underlined repeated words and discussed the answer with their group members.</p> |

Appendix A1: Classroom Observation Protocol

Classroom Observation Protocol

| Guidelines | Observation | Researcher's Reflection Notes |
|---|--|--|
| <p>Observation</p> <ul style="list-style-type: none"> ❖ Teaching and learning process <p>Development of the mind/cognitive of students</p> <ul style="list-style-type: none"> - Explain the purpose of lesson - Describe what reading strategies are - Model the use of reading strategies <p>Development of the heart/emotion</p> <ul style="list-style-type: none"> - Provide understanding - Pedagogically sensitive to the challenges faced by students as they approach the reading materials as well as facilitate their development as effective and engaged readers - Listens and cares to students' learning experiences - Give constant encouragement, support and motivation - There is two-way communication - Strengthen their identity as | <p>Priming interaction: The role of the instructor: Interaction is primed strategically via the four elements of the pedagogy of thoughtfulness, which are pedagogical understanding, pedagogical space, pedagogical reflection, and pedagogical relationship, throughout the teaching and learning process</p> <ul style="list-style-type: none"> ➤ Pedagogical understanding Taking into consideration the students' past learning experiences and their background knowledge Provide suitable and appropriate reading materials ➤ Pedagogical reflection Constantly reflect how to scaffold and facilitate students' learning Reflect on the lesson taught Make necessary amendments to cater to students' needs Check and monitor the learning development (moving from one group to another) Scaffold the learning ➤ Pedagogical space Provide space and opportunities for students to apply what they have learned Give students time and space to grasp the learning Vary the tasks to promote interaction (small-group task, reading and writing connection – in-class and out of class letter, dialogue between instructor and students and students themselves) Provide space to interact | <p>Salient features noted:</p> <p>Required further action:</p> |

Appendix A1: Classroom Observation Protocol

| | | |
|--|---|--|
| <p>reader</p> <ul style="list-style-type: none"> - Provide feedback - No pressure; provide supportive learning environment <p>❖ Learning conception (active or passive participation)</p> <p>❖ Learning Outcomes</p> | <p>Provide space to monitor learning does take place</p> <p>➤ Pedagogical relationship Foster positive relationship Provide positive and supportive learning environment Encourage interaction Respond tactfully to students</p> <p>Observe students' behavior and action during the teaching and learning process Active: participate in class, discuss with friends, show eagerness, raise hands Passive: silent, keep to oneself, does not show interest, does not participate, respond when requested (involuntarily)</p> <p>Attributes of Reading engagement: Reading at a deeper level (not at surface level- able to bring own experience and interpretation of the reading assigned.) Progress as engaged reader</p> <p>❖ Employ reading strategies:</p> <ul style="list-style-type: none"> - underline/circle words - contextual clues/structural analysis - concept map - summarize - metacognitive strategies (think aloud/ ask question) <p>❖ Motivated to read:</p> <ul style="list-style-type: none"> - Read several times to understand - Continue reading even when face challenges - Reread section/part of the text seems confusing or difficult until able to understand | |
|--|---|--|

Appendix A1: Classroom Observation Protocol

| | | |
|--|---|--|
| | <ul style="list-style-type: none">❖ Have desire to extend existing knowledge<ul style="list-style-type: none">- Show eagerness- Show interest- Continue reading❖ Socially interactive in learning<ul style="list-style-type: none">- Enjoy learning in group- Participate actively- Unhesitant to share ideas openly | |
|--|---|--|

Appendix B: Informed Consent

THE INFORMED CONSENT FORM

I am requesting your participation, which will involve several numbers of interviews. The interview sessions will be conducted more than once. The time length for the interview will be around 45 minutes to 1 hour. The first interview will be conducted in groups, then a one-to-one interview will follow suit. The space for the next interview will normally be over a week or two. I would also like to inform that the interview will be audio-taped and recorded. The focus of the interview will be of the teaching and learning process of the course and your experience as a student.

I am conducting a research study on students' participation in English classes. The objectives of the study are to observe the teaching and learning of reading in classroom, share your learning experiences, and understand how to assist and engage students in their academic reading text. Your participation in the study will provide a better understanding of how to assist students to engage in their reading materials and to design a curriculum which benefits the students. I intend to use the research for my PhD dissertation.

Participation

Your participation in this study is voluntary. If you choose not to participate or to withdraw from the study at any time, there will be no penalty.

The person who is conducting the interview is an employee of the university and a doctoral candidate at USM.

Confidentiality

I will ensure that your identity will remain confidential and not be revealed. Pseudonyms will be substituted in the transcripts.

The results of the research study may be published, but your name will not be used. The transcripts for the interview will only be shared among the doctoral committee and academicians.

By signing the consent form you are giving permission for me as a researcher to use your words in the ways described in the transcripts and permits me to use the interview material as I plan to use for my dissertation and future purposes such as presenting the research at conferences.

Token of appreciation

At the end of the interviews (last interview) conducted you will be given a gift as a token of appreciation for your participation in the study.


Appendix B: Informed Consent

Contact

If you have any queries or doubts with regard to the research you may kindly contact this number 019 573 7280.

Researcher's name: Puteri Rohani Megat Abdul Rahim

I give consent to participate in the above study.



Signature

1 March 2011
Date

Appendix B: Informed Consent

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I am requesting your participation, which will involve several numbers of interviews. The interview sessions will be conducted more than once. The time length for the interview will be around 45 minutes to 1 hour. The first interview will be conducted in groups, then a one-to-one interview will follow suit. The space for the next interview will normally be over a week or two. I would also like to inform that the interview will be audio-taped and recorded. The focus of the interview will be of the teaching and learning process of the course and your experience as a student.

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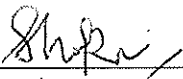
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Researcher's name: Puteri Rohani Megat Abdul Rahim

I give consent to participate in the above study.



Signature

15 / 3 / 11

Date

Appendix C: Transcription of Interview

- 1 Interview 1 [Ruby]
- 2 I: Ok dah berapa minggu ye BEL 462 ini belajar? Dah nak masuk 7 minggukan?
- 3 R: Belajar?
- 4 I: Ok masa mula-mula masuk kelas nikan first class BEL 462 ini ada pensyarah explain pasalobjektif
5 462 ni
- 6 R: First time the BEL classes yeap the lecturer has given us a brief description about the courses
7 being about and she told us that this is the preparation to read and understand the articles so that it
8 is a preparation for the next BEL that she...we will learn about the report writing for our research
9 later on
- 10 I: Ok so what do you expect from this BEL 462?
- 11 R: I expect from the class. The expectation is maybe when I attend this class I was hoping to improve
12 my reading skills, when I read usually I will just tend to read it and just imagine about it but when I in
13 this class, I learn about reading and also about analysing the sentence like what is the tone of the
14 author and the purpose of the author article itself also to hold the important points that the author
15 wants to give to the audience
- 16 I: What do you mean by imagine just now, you said that you read and then you imagine, maksud
17 yang macam tu tu macammama tu?
- 18 R: when I read I don't know it
- 19 I: mean this is before 462
- 20 R: before I attend this class I usually when I am insecondary school or in primary school when I read
21 my teacher said when you read you try to imagine what you are reading and I tried that concept and
22 I kind of stick into me for example when I read novels maybe when I read articles, academic general
23 may be textbooks, when I read for example behaviour it is about culture diversity then I will imagine
24 in this company we will have Malay, Indian, Chinese and another person from abroad and how the
25 knowledge is going to be transferred because from different background, different perspective
26 different attitude. How does this organization organizational behaviour will group as together for
27 example like that
- 28 I: oh Ok meaning that you imagine a lot?
- 29 R: yeap
- 30 I: ok before this any reading classes or any reading courses that you attended before
- 31 R: if it is about reading I am not sure but I think the BL critical thinking ah introduction of critical
32 thinking if I am not mistaken I took it in part four under Ms L and she told us about almost the same
33 as this course but is more about analysing the structure whether the sentence of the article that is
34 full of fallacy or may be it is a fact and opinion and its basically more mostly about analysing the
35 structure rather than what is the intend purpose of the author, audience. This reading course that I

Appendix C: Transcription of Interview

36 attended/studied in my diploma level is not in-depth. it is just roughly about the article itself rather
37 than the intended purpose of the author's writing.. writing that article to (wanting to continue)

38 I: meaning that the difference is not too in-depth?

39 R: yeah it is not really in-depth it is just about the structure of the article itself for example like many
40 people go to school everyday for example that sentence the word many is kind of vague because it is
41 not a fact if it is a fact then they must be a figure conducted by whom. It is when in the reading
42 course before this mainly about determining whether it is a fact or opinion. It is a fact whether it is a
43 strong fact or not. It is mainly analysing about the sentence itself whether it is

44 I: This is for critical thinking right?

45 R: whether it is a good sentence or this article is good article or academically good article or not

46 I: so do you like the way it is taught or do you just like it?

47 R: I don't know I actually love everything in English, whether it is in English class or maybe whether
48 you give me a thick English novel I am fine with it

49 I: Besides that is there any difference between this critical thinking and BEL 462?

50 R: yes because in this course we tend to write ah expressing our opinions based on the articles given
51 so that we can understand the articles better because in the critical thinking we tend to just read it
52 and say about this article is the word used is vague but in this course we can express our own
53 opinion about the article almost the same as the previous BEL class but this course is about you
54 know how we express for me about how express our opinion about the article by writing because for
55 example before this I was given an article about the Spanish Influenza. Ok I read the article well here
56 is kind of busy I am expressing my opinion about the article about the article is about what and how
57 the author using the words to tackle the interest of the audience (wanting to continue)

58 I: so meaning you learn how to use vocab ok just now you said writing what kind of writing are you
59 using in class?

60 R: If it is in this class the lecturer uses an indicator for us writing what we understand about the
61 article

62 I: indicator?

63 R: use it's like uh...measure how well we know the article by by writing maybe writing an article to
64 her write a letter to her expressing what you understand about the article or not

65 I: oh meaning you have to read?

66 R: yeah we have to read, understand, analyse and we write a report back to her

67 I: oh report?

68 R: not not report it is actually like a letter

Appendix C: Transcription of Interview

69 I: ok it is actually read, understand, analyse and write. Then she give you a respond, by sending e-
70 mail

71 R: sending e-mail, sometimes we wrote to our friends about what we learn in the class

72 I: oh friends and PnPuteri

73 R: yeah it's like 360 degree (wanting to continue)

74 I: ok when she first told you about write me a letter, write me a summary of this article what do you
75 think? I mean what was your feeling?

76 R: Ok

77 I: What did you think at that moment?

78 R: first time Madam told me told the class right write a letter to her, may be write letters to our
79 partners in class. I feel like first of all, I don't aspect it this thing to happen because before this class I
80 sometimes wrote e-mails to my pen-pal overseas so we use English a lot and when Madam said that
81 I was oh my god I was given writing a letter, writing an email but this kind of letter is kind of different
82 because writing to my friend or lecturer who is a Malaysian rather than overseas maybe it is a good
83 idea why not I participate since I usually do this with my friend and discuss problem something like
84 that so I guess ok (wanting to continue)

85 I: does she reply to your e-mail?

86 R: yes

87 I: immediately or she takes two or three days?

88 R: usually immediately and sometimes it depends on the students themselves because usually if I
89 were in her shoes to send first come first serve and then if I were to reply immediately I have about
90 30 students sending it. So the first person who sends to me, I will reply probably for the other
91 students who send rather late may be my reply is also may be two days after the e-mail being sent
92 to me. Maybe because Madam has to reply to other students e-mail also

93 I: so what do you do in class actually I mean beside writing you have to send e-mail or send
94 immediately after class or two or three days after class?

95 R: if it's in the class I have a partner in the class and during the class, the lecturer said ok right now
96 write a letter to your friends, telling him or her what they did in class, whether you enjoy or not and
97 maybe you ask for your friends' opinion. That is what we do in class usually take time about 10
98 minutes and then sometimes PnPuteri also give an article to us and she gave us for about two or
99 three days to do the article and submit to her through e-mail

100 I: oh you mention just now you have to write a letter to a friend. So do you choose your own friend
101 or how do you choose your partner?

102 R: ok choosing partners PnPuteri assigned the partners because if you assigned definitely you be
103 bias. I prefer this friend other than other friend

Appendix C: Transcription of Interview

- 104 I: so which one do you prefer you choose your own partner or PnPuteri assigned?
- 105 R: It is okay I am comfortable with both of it
- 106 I: so far your partner is?
- 107 R: a male
- 108 I: so far your partner is okay or not really ok?
- 109 R: he is ok
- 110 I: so he replied to your e-mail?
- 111 R: yeah sometimes he gives suggestions, It is kind of fun replying back to you, sometimes there are
112 grammatical errors but I don't care about that
- 113 I: I mean do you both contradict each other, I mean your opinion and his opinion?
- 114 R: sometimes our opinion is the same, sometimes we have clashes of opinions, if there are clashes of
115 opinion I will reply back to his letter and I said you got your point but I don't really agree with you
116 then I write down in what terms in what context I disagreed with him
- 117 I: what kind of language do you use to PnPuteri and to your partner, the same kind of language with
118 the same kind of sentences, different one is written for your lecturer the other one is written for
119 your friend, so do you use the same style of writing or different style?
- 120 R: I usually use different style of writing because first of all when I write to PnPuteri the recipient is a
121 lecturer so the language used more formal, sometimes I put a little bit of humour so that she will not
122 get bored if it is 100% formal people will tend to get bored add some humour and then I wrote a
123 letter to her maybe ask her opinion also for example I say about the point what do you think puan?
124 Have I got it right? Please correct me if I am wrong. So I don't know maybe she got bored when she
125 get my letter may be she can reply to me because I asked questions to her whether I got it right or
126 wrong in the articles. Once I did it she replied to me. Yes she said thank you so much for asking me
127 that question. Yes you got it right about the point. When I received that e-mail My God I was so
128 happy because I got it right
- 129 I: happy when your lecturer replies?
- 130 R: yes, makes me eager to write again
- 131 I: ok eager to write again explain meaning you want to write more on the article or you want to write
132 more on any other issues or topic?
- 133 R: I I don't care whether it is about this article or about other articles. When you write a letter to
134 someone when someone replied back you feel happy and you feel you want to write again. It
135 doesn't matter whether it is about the same article or other articles.
- 136 I: have you asked her about personal problems?
- 137 R: personal problems?

Appendix C: Transcription of Interview

- 1 Interview 2: Participant Sheri
- 2 I: Assalamualaikum hari ini kita akan teruskan dengan aktiviti ke2 lanjutan daripada interview
3 pertama hari itu
- 4 S: Waalaikummussalam
- 5 I: ok kita mulakan soalan pertama. Ceritakan pengalaman awak pembelajaran dalam BEL 462 ini
- 6 S: pengalaman sekarang ini?
- 7 I: ehm
- 8 S: pengalaman lebih berminatla nak belajar reading, lebih berminat tentang bEL inila. Sebelum ini
9 macam kelas BEL aje memang tak berminat, memang refusela, memang nak withdraw aje adri kelas
- 10 I: sebabnya
- 11 S: sebab orang stereotypekan, mesti susah mesti tak faham. Sebab tak faham lepas tu. Secara
12 jujurnyakan bila dah BEL ini cara reading apa semua, bila dah tahu apa-apapun material reading pun
13 dah macam tak nak tolak dah. Just baca macam tulah yang saya rasa sekarang ini. Macam contohnya
14 sekarang ini puan ada bagi artikel yang panjang-panjangkan saya dah tak rasa macam susah. Saya
15 buat malam tu say abaca macam tu ha saya tak rasa susahlah macam tu. Sebelum ini Nampak aje
16 artikel panjang-panjang he panjangnya malasle, letak tepi tak baca langsung (laughed)
- 17 I: oh ok jadi Sheri kata apa aje artikel boleh bagi
- 18 S: ha ah tak kisah. Saya akan walau sesusah manapun
19 saya akan cuba untuk membaca ni sebabkan dah ada diajar cara-cara strategi tu saya pun nak
20 adaptla strategi tukan, ha macam tulah
- 21 I: ha ok makna memang sukalah
- 22 S: bagi saya tak tahulah orang lain. Bagi saya saya suka
- 23 I: ha itula masa interview pertama ada disebut suka sangat dengan kaedah ini. Sebab apa ye?
- 24 S: sebab ia menjadila pada saya. Dia macam bagi berkesanla.ha sebab tu saya suka sebab sebelum
25 ini saya memang tak minat nak belajar pun. Tapi bila dah kaedah ini saya rasa ia selari dengan diri
26 saya (laughed). Then memang nampakla saya memang berminatla macam kalau nak buat baca
27 artikel tukan saya dah pandai dah tahu macam mana nak gunakan strategi-strategi itu ha
- 28 I: jadi Sheri kata beri kesanlah kan mungkin. Apa yang menyebabkan ada kesan itu?
- 29 S: macam kalau saya baca tu, saya lebih berminat, saya lebih faham macam gunakan strategi tukan.
30 Ehm saya guna macam saya fahamla macam maksud dia apa macam sebelum ini sayabaca saya tak
31 tahu apa-apa. Saya macam just baca macam tu tapi sebenarnya ada kaedah-kaedah dia macam kita
32 kena summarize dulu, lepas tu semasa baca kita kena clarify jelas ke kat kitakan, lepas tu kita kena
33 bertanya apa, siapa dia, apa bendanya macam, semasa benda tu kita jadi aktifla bukan sekadar baca
34 aje ha macam tu

Appendix C: Transcription of Interview

- 35 I: ehm ok maknanya writing ini boleh membantu
- 36 S: ha writing boleh mmebantu
- 37 I: membantu dari segi apa tu?
- 38 S: macam bila kita membaca, maksud puan writing membantu dalam reading tu?
- 39 I: ha writing membantu reading ke?
- 40 S: ha macam kita kalau writing dia macam sekali sekali macam package lengkapla macam kita writing
- 41 kita macam sekaligus kita mestilah mengadaptkan apa yang kita baca semua tukan. Ha dia macam
- 42 combination jugakkan
- 43 I: ok masa membaca tu ada taka da tak yang beza ketara dari mula masuk kelas dengan sekarang?
- 44 S: memang masa mula masuk sangat ketarala
- 45 I: yang paling ketara?
- 46 S: yang paling ketara macam orang kata reading tu macam writing tu memang saya tak minat
- 47 I: langsung-langsung
- 48 S: ha (laughed) macam puan cakap Puan sendiri Puan Puteri cakapkan. Macam sebelum masuk kelas
- 49 dia, dia bagi reading test kan memang teruk la semua keputusan (laughed). Lepas tu bila after tu kita
- 50 orang buat dia kata dah better dah. Semua kebanyakannya better sebab dia dah bagi strategi dan
- 51 kaedah semuakan. Tapi bila masuk tu kita tak tahu apa-apa kita jawab-jawab, kita main jawab
- 52 aje. Lepas tu baca pun kit abaca semua tau, langkau-langkau. Ha biasalakan ha apa ni tak faham ha
- 53 (laughed) macam tula
- 54 I: lepas tu selain daripada reading dalam kelas ini ada writing jugakkan
- 55 S: ha ah
- 56 I: ok boleh terangkan pasal writing tu pulak?
- 57 S: writing tu, kita writing letter apa semua tu, asaya adaptkanla apa yang ini ha apa yang diajar tu.
- 58 Saya buat apa reading yang kita nampak tu ayat-ayat yang difficult apa semua tu. Bila kita dah tahu.
- 59 saya rasa reading tu tak ada masalah bagi saya macam dia biasa aje (wanting to continue)
- 60 I: masa interview pertama Sheri ada beritahu ada writing dia ada dua kan?
- 61 S: ha ah
- 62 I: satu kepada pensyarah satu kepada kawan. Ok proses nak menulis surat tu nak menulis e-mail tu
- 63 sama tak antara ensyarah dan partner yang Sheri buat?
- 64 S: Writing yang diluar ke writing yang di dalam e-mail
- 65 I: luar tu maksudnya?

Appendix D: Translated Version of Data in English

Translated version of data from Malay language to English (interviews, pre-teaching and post-teaching questionnaire, in-class letter)

| Original Version | Translated Version |
|--|--|
| <p>sebab tak terlalu formal dan dia pun macam dia tak kisahlah kalau guna sikit-sikit bahasa Melayukan (Int. 1[Kh]. 1 Mar 2011)</p> <p>sebenarnya dah lama macam nak benda bukan macam bukan lecturer boleh respond kat kita tapi macam tak ada peluangkan jadi macam rasa excited (Int. 1[Kh]. 1 Mar 2011)</p> <p>bezala kalau hantar pada Pn Puteri kita analyze artikel. Kita boleh tahu apa yang telah guna strategi apa yang diajar tu kita gunakan dalam surat tu. (Int. 1[Kh]. 1 Mar 2011)</p> <p>sebab kadang banyak kerja, sebab kadang terlupa banyak kerja. Before midnight tu ok. Kekadang line pun tak ok sebab internetkan (Int. 1[Kh]. 1 Mar 2011)</p> <p>saya nak cakap saya suka cara e-mail inila. Lepas kita belajar tu dia suruh kita tak pun dia bagi kita artikel dia suruh bagi email tentang apa yang belajar ke apa ke dia suruh kita ceritakan apa semua, lepas tu kita sentiasa guna bahasa Inggeris (Int. 1[Sh]. 1 Mar 2011)</p> <p>itu yang kita orang selit-selitkan bila pasal artikel ada related pasal experience(Int. 1[Sh]. 1 Mar 2011)</p> <p>saya sangat setuju dan sangat suka (very obvious from her face she showed keen interest) cara tu. (Int. 1[Sh]. 1 Mar 2011)</p> <p>satu lagi bila kita bagi letter tu dalam e-mail dia respond kat kita jadi kita tahu tahap kita betul ke kita summarize atau analyze artikel tu jadi kita tahula...eh betulla apa yang dianalyzekan(Int. 1[Sh]. 1 Mar 2011)</p> | <p>Because it was not that formal and she does not mind if we use a little bit of Malay language (Int. 1[Kh]. 1 Mar 2011)</p> <p>Actually I have wanted to do this where the lecturer can respond to us but there was never a chance. So I do feel excited. (Int. 1[Kh]. 1 Mar 2011)</p> <p>There is a difference sending the letter to Madam we need to analyse article. We are able to know what strategy that have been taught in the letter (Int. 1[Kh]. 1 Mar 2011)</p> <p>Because at times there are a lot of work, because sometimes I do forget because there are a lot of work. Before midnight it is okay. Sometimes even the internet line is not ok (Int. 1[Kh]. 1 Mar 2011)</p> <p>I want to say that I like the e-mail technique. After our lesson she will ask us or give us an article and request us to e-mail her on what we have learned or tell her what the article is about, then we always use English for the activity (Int. 1[Sh]. 1 Mar 2011)</p> <p>In the e-mail letter we will also share our experience in relation to the topic of the article. (Int. 1[Sh]. 1 Mar 2011)</p> <p>For the e-mail I really do agree with this technique and like it a lot (very obvious from her face she showed keen interest) (Int. 1[Sh]. 1 Mar 2011)</p> <p>Another thing when we give the letter via e-mail she responded. So we will know our performance whether we have summarized and analysed the article correctly. We will know eh what we have analysed is correct (Int. 1[Sh]. 1 Mar 2011)</p> |

Translated by: _____

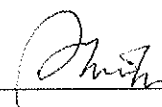
(Certified Translator)

Appendix D: Translated Version of Data in English

Interview Transcript Translated Version

| Original Version | Translated Version |
|---|--|
| <p>Gembira kerana sepanjang pembelajaran saya tentang b. Inggeris dari bangku sekolah rendah hingga ke peringkat diploma saya tidak pernah menghantar emel kepada cikgu atau pensyarah. 'feedback' yang diterima dari pensyarah juga membuatkan saya gembira untuk menghantar emel tersebut. Melalui e-mel yang saya hantar, pensyarah akan memberi komen dan galakan untuk saya terus menghantar emel kepada pensyarah lagi.' (PostQ. [Az] Apr 2011).</p> <p>kalau tak ada skill tu macam makin kurang makin kurang sebab lecturer tak tahu mana kita punya kelemahan ha macam tu kan kira macam yelah lecturer tak tahu kat mana kita salahkan, kita budget kita tahu jadi macam kita tahu kita boleh buat final. Macam kita buat letters ini at least kita puan forward ini walaupun saya tak baca ha kan kita tahu salah kita kat mana, kat situ improve lagi benda itu ha macam tulah (Int. 2. [N]. 21 Mar 2011).</p> <p>'enthusiasm' saya betul-betul excited untuk memahami artikel yang diberikan kerana ada artikel yang memberikan informasi yang baru kepada saya. Untuk memahami sesuatu artikel adalah satu perkara yang mudah tapi untuk menceritakan kembali kepada pensyarah melalui penulisan saya menghadapi sedikit kesukaran. Tapi lama-kelamaan dapat membiasakan diri dan sekarang tahap keyakinan sedikit meningkat untuk menulis. (PostQ.[Am] Apr. 2011).</p> | <p>Happy because throughout learning English right when I was in the primary school until the diploma level I have never sent e-mail to my teacher or lecturer. The feedback I received from the lecturer too also makes me happy to send the e-mail. Through the e-mail that I submitted the instructor gave comments and encouragement for me to send e-mail again (PostQ. [Az] Apr 2011).</p> <p>When there is no letter the skill that we want to obtain will be less and less because the instructor does not know our weaknesses. It is like the instructor does not know where we make mistake. We thought we knew. At least when we write the letters Madam respond we know the mistakes we made. Then we can improve ourselves. Furthermore, the letter writing through e-mail it is between two people. Others do not read them (Int. 2. [N]. 21 Mar 2011).</p> <p>"Enthusiasm". I am really excited to understand the article given to me because there are articles which give new information to me. To understand the article it is actually not that difficult but to relate it to the instructor through e-mail writing I experience some difficulty. But sooner or later I was able to adjust and now my confidence level in writing has increased a bit. . (PostQ.[Am] Apr. 2011).</p> |

Translated by:



(Certified Translator)

Appendix E: Interview Questions

Interview Questions

Interview 1 – Participant’s Life Experiences Prior to taking the class

What is your perception of reading in English?

Why did you state that you like/dislike reading in English in your pre-teaching questionnaire?

How was reading taught to you earlier?

How was your previous learning experience in the English class?

What do you think of that class?

What did you do in the class?

Tell me about this class.

Interview 2 – Sharing details of their current experiences

Tell me more about your learning experience in the class particularly on reading and writing.

Can you share your experience in writing letter in this class?

What do you think of this approach?

What do you do for the OCL?

What do you think of this approach?

Out of these two letters which would you likely prefer?

What is the role of writing in this class?

What do you like of this class?

Appendix E: Interview Questions

Interview 3 – Relate understanding of a reading article and employment of reading strategies

What is the article about?

Explain to me how you manage to get the meaning of the article.

What were the strategies you use to make you understand better?

How has the class facilitate you to become a reader?

Did you face any difficulties understand the article? If yes did you manage to overcome the problem?

Explain how you manage to overcome the problem.

Before taking this class how did you approach your reading?

Interview 4 – Reflection on the learning experiences

Tell me your opinion of this class

How do you describe your learning experience in this class?

If you are given an opportunity to improve this writing approach in your reading class what do suggest?

How is your relationship with your lecturer in your first two classes?

If there is no writing activity in this class what do you think of the class?

Appendix F: Weekly Tasks

Weekly tasks for the reading class

| Week | Tasks | Rationale |
|--|---|---|
| Week 1 *Extra class | Reading Test “Tell me about yourself” Reading an article and write a letter | To obtain information about the students’ entry knowledge and skill on reading. To gauge the students’ initial perspective on reading and writing prior to study. To gather information about entry knowledge and skill in interpreting reading text (* once received talk about this with students/during interview- how do the students feel using writing as an activity) |
| Week 2 Illustrate metacognitive Show how reading is done | Types of genres Vocabulary Reading article and write a letter | Show two different types of articles – expository & narrative (ask students to identify the differences of these two- writing style, language used, vocabulary, content) To teach students several ways to determine the meaning of a word such as contextual clues, word structure, and dictionary (*Explain about writing, show some students’ work) To have the task as a routine activity |
| Week 3 | Continue lesson on vocabulary Explanation on epistolary writing Reading article and write a letter | To provide students more activities to use the strategies employed To teach students what is epistolary writing and what to write in the letter To expose students the correct elements when writing their understanding of reading |
| Week 4 | Comprehension Reading article and write a letter | To teach students to set a purpose for reading, to increase their attention to text objectives, instill curiosity. To expose students on the basic skill of reading such as predicting the title, and main idea. (Prereading activity) To provide students more practice on the strategies employed |
| Week 5 | Continuation - Interpretation and evaluation (making inferences) Reading article and write a letter | To teach students to set a purpose for reading, to increase their attention to text objectives, instill curiosity. To teach students on how to predict the topic of the paragraph, identify the main idea and supporting details To provide students more practice on the strategies employed |
| Week 6 past year Test 1 (do as homework) | Continuation - Drawing conclusions & predicting outcomes Reading article and write a letter | To expose students on how to distinguish facts from opinion statement, to determine the author’s purpose, tone, point of view, and intended audience To provide students more practice on the strategies employed |

Appendix F: Weekly Tasks

| Week | Tasks | Rationale |
|---|---|--|
| Week 7 * extra class (discuss) | Metacognitive strategies Reading article and write a letter | To teach students to assess and monitor their level of comprehension as well as adjust their reading strategies. The lecturer practices and model the strategies To provide students more practice on the strategies employed |
| Week 8 * Test 1 (extra class) | Continue lesson on metacognitive strategies Reading article and write a letter | To allow students to have more practice in employing the strategies To provide students more practice on the strategies employed |
| Week 9 Graded Assign (hw) | Continue lesson on metacognitive strategies Reading article and write a letter | Students will do activities on their own as the lecturer monitors the activity To provide students more practice on the strategies employed |
| Week 10 Graded Assign (discuss) | Graphic organizers Reading article and write a letter | To help students locate, select, sequence, integrate and restructure information To provide students more practice on the strategies employed |
| Week 11 * Graded Assign (Test 2- hw) | Continue lesson on graphic organizer Reading article and write a letter | To have more practice with the strategies employed To provide students more practice on the strategies employed |
| Week 12 * Test 2 (discuss) | Summarization Reading article and write a letter | To increase comprehension of the material being summarized To provide students more practice on the strategies employed |
| Week 13 *Posttest | Continue lesson on summarization Reading article and write a letter | To have more practice with the strategies employed To provide students more practice on the strategies employed |
| Week 14 | Reading Test | |

Appendix F: Weekly Tasks

Week 2

Task 1: Two different types of article

- **Narrative**
- **Expository**

Duration: 70 minutes

Major Task Goal: To expose students to different types of text

Attended Task Goal: To enable students to identify and tackle expository text

(Before the class commences students need to know that there are different types of article) - Pedagogical reflection & Pedagogical understanding

- o Task Implementation

Instructions/Procedures

1. The instructor will distribute two articles to each student. They will be requested to get into groups of three or four people.
2. Each group is to identify any differences and similarities of the two articles. They also need to justify their answers. (Pedagogical space & relationship - Allowing students to discuss, exchange ideas, and create avenue to be aware of their own thoughts)
3. The group representative will write their answers on the board upon completion of the task. (Pedagogical understanding & relationship - Provide confidence and motivation for students to share what they have learned)
4. The instructor will explain the answer. Then she will explain that in expository texts there different types of expository text. She will provide assistance and guidance to the students (Pedagogical understanding & relationship)
5. She will distribute the different types of expository texts (cause-effect, comparison-contrast, sequence) to students. The students will be asked to identify the words or language used for these types of text.
6. She will explain to them how to differentiate these types of text.

Appendix F: Weekly Tasks

7. She will seek feedback on the activity chosen (pedagogical reflection & understanding).

Task 2: Vocabulary - Determine the meaning of an unfamiliar word

Duration: 30 minutes

Major Task Goal: To foster the learner's vocabulary

Attended Task Goal: To enable students to identify difficult words using contextual clues

- Task Implementation

Instructions/Procedures

1. The instructor will write the word 'euthanasia' on the board. She will ask the students to discuss in a group what the word means. They will be asked to write their answers on the board (Pedagogical reflection & understanding).
2. The students will be put into groups of four students. The instructor will explain that each group's task is to guess the meaning of the word 'euthanasia' and they need to explain how they manage to derive the meaning of the word (pedagogical relationship & space).
3. The instructor will explain the meaning of the word and inform students that there are ways of determining the meaning of words without referring to the dictionary. One of the ways is through contextual clues. She will explain how it is done.
4. She will distribute a hand-out on contextual clues accompanied with a few exercises. The instructor will request the students to complete the exercises in their respected groups (Pedagogical reflection & space - Creating avenue for students to grasp what they have learned). The instructor will discuss the answers with the students and she will explain how to use sentence hints to find word meanings. She will provide feedback and assistance when deemed necessary. In addition, she will seek the students' perceptions on the task (Pedagogical reflection & understanding).

Appendix G: Instructor's Reflective Notes

Lesson Week 1

Date: 4 Jan 2011

My reflective notes

It was 4 p.m. My first day of class, I met with the students. There are 25 of them with 13 females and 12 males. A very quiet bunch. I did ice-breaking activities and informed them of the course syllabus. I did not receive much interaction between the students accept during the ice-breaking activity. They were interacting and were enjoying themselves. I observed the students can be divided into three groups based on their English language proficiency: proficient, average and below average.

Probably one way to interject more participation amongst students is putting them into small-group. I need to see how they process their learning so that I can understand what they are experiencing better. I briefed students about the course information. I informed that the course for this semester will focus on reading. The students did not say much. There were no questions asked. May be because this was their first class. I will decide on this later. I gave them the pre-teaching questionnaire to gain insight and understand the students' conceptions of learning English and reading academic texts in English. The class ended at 6 p.m.

I received the pre-teaching questionnaire as requested from the students.

The students reported:

- They do not like learning English (except for two students)
- Reading is just to answer question
- Writing is to summarize information
- Read materials which are easier to understand
- Give up when the words are too difficult and when the texts are long
- No interest to read (except for two students)

I need to restructure my lesson. I noticed that the students do not know how to tackle their reading strategically. I need to choose reading strategies the students can use overtime and are relevant so that they are able to apply the knowledge with other reading materials in their respective courses. I plan to include writing in the reading class. The students need to see the social process of reading. Their voices need to be considered? Probably through the inclusion of dialogue during the teaching and learning process... the letter writing as what I did last semester. Will also need to find suitable reading materials for the students so that their interest to learn is fostered.

Appendix G: Instructor's Reflective Notes

Lesson Week 5
Date: 8 Feb 2011

My reflective notes

This is the fifth week. The second day of class after their semester break, the students are still in their holiday mood. They did their work assigned but took a longer period in completing the task.

There was one student, Nurin, who seldom participated in the class activity but I noticed when I started calling her name in week 4 she reacted differently. She participated more and is eager to contribute her ideas with the group members. In addition, she was unhesitant to ask questions when she did not grasp the strategies taught.

The students faced some problem doing the exercise. Two students raised their hands to pose questions. I observed the students are no longer afraid to ask questions. They are now more relaxed in the class. I decided to model the employment of the strategies again. I asked the students to get into their assigned group and continue doing the exercise. When I asked them to locate the implied main idea, several students faced problems. I asked them to recall what they had learned the week earlier and apply the same approach in locating the implied main idea. Slowly the students were able to identify the implied main idea. They did several exercises on this.

Today's lesson went as planned. But I have to wait patiently for the students to gear up their mood to study. When I moved from one group to another, they made attempt to do the exercises assigned. Nevertheless, I can see that their minds are preoccupied because instead of completing the exercise in 20 minutes time they took longer to finish them. I wanted to move to another topic that is determining factual and opinion statement but time did not permit me.

I will review this task again in the next coming lesson before moving to a new topic. I need to find a suitable reading material for students so that they will be able to see the link of the reading strategy in the printed text.

Appendix H: In-Class Letters (ICL)

Dear E. _____,

Date: 15/03/2011

How are you today? For our class today, we have a group of four members, do activities of mind mapping or graphic organizers. For the first article, "Choosing Among Alternatives", we need to do a simple mind mapping about that article. First, we must look at the title, then underlined the main points. After that, then we can continue to do the mind mapping.

On our second activity, which I think is quite interesting, did u think so? We Madam gave us a quite long article but we manage to find the main point of that article. In my opinion, this strategies method is quite easy to understand and we able to adopt it in our study. Did you agree with me Anirul? I think that all for this time wait to see in the next letter. Thank you.

From E. _____,

Thank you for your letter. I am good in health today. I am totally agreed with you because we are work in the same group about discussing to complete our task in the class.

With that method, it is more easier while we want to find a points in reading the article. In the next task, to better apt to complete our article assignment by making a mind mapping or graphic organizers.

I hope you can do this new method in the next task. That's all for now. Thank you.

Regards

Anirul

Appendix H: In-Class Letters (ICL)

Dear Re :

First of all, did I spell your name correct? This is the first letter from me regarding the task given by Puan Puteri Rohani. Hopefully, we can get along together in this semester in order to finish our task. Actually I'm very glad to have a good partner like you.

Today we have learned how to differentiate between two articles. Madam want us to find similarities and differences of two articles. It quite interesting for me. The we learned to guess the meaning of words given in the exercise. It so funny when we guess the word: Euthalasia. Everybody got wrong answer except Rijal's group. We also learned how to use contextual clues.

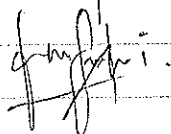
The best thing that I have done today is doing exercise in my group. For your information, there are many funny moment when everybody give opt opinion.

I'm very proud to be one of this class. I think nothing should be change in this class. From my sight seeing everybody are happy in this class. Furthermore, we so lucky to have a dedicated lecturer like Puan Puteri Puteri Rohani. She so good and hardworking lectures. Everybody can see her effort to teach us. I'm very proud of her.

Today exercise is quite easy for me. I did very well in answering all questions that given. ~~Surely~~ you also I guess you also do not have much problem - right. I think, at the end of ~~this~~ this month my file will fully loaded with the paper from this subject.

Finally, I hope we can be a good partner in this semester. I pray for you to be success at all time. Bye.

Your partner



Appendix H: In-Class Letters (ICL)

Dear Sa . ,

Hi Sa . , we meet again today . In the class today , everybody feel quite bored because we just finished our break . Some of us still feel lazy to start class . Huhu . For the first class today , Puan pujan refresh what have been taught in the class before Chinese New Year break . After that we are grouped again into our permanent group to discuss about the main ideas and supporting details . We does a few exercise together and I enjoy do it with all of you . Lastly , Puan pujan ask us to write and reply letter to our partner . That all , hope you reply my letter with your kindly heart .

Sincerely

Shy:

Dear Sh . ,

Hi Sherry . For today class I feel so tired because I did not get enough sleep yesterday . Yes I agree with you when I also saw some of our classmates feel so bored in the class . we have discuss and success to set the right answer for the question that Puan pujan ask us . we also have enjoy and laugh a lot because of some funny jokes make by the boy in the class . That for the letter . That's all .

Shy.

Appendix H: In-Class Letters (ICL)

Dear Sir,

Hi, I want to story to you about what I have felt on what we have done today. Actually, I feel comfortable for today class. For the earlier today, each of us have received a letter from Puau Puteri that require us to prepare a reading penbook to write a letter this semester about articles, reading, and even about writing ourself and give it to you and a copy one to Puau Puteri.

The second activity, she gave us two page of different articles which have related topic about memory. Puau Puteri ask us to state the differences and the similarity of that articles. Thirdly, we are given two pages of types of expository text. There are sequence, time management, cause-effect relationship, contrasts and comparisons on that articles. Then, she gave us an article to recognize the meaning of the italic word on the passage. We need to give the meaning of the word based on the clue given on the statement.

After that, we are given a page of derive meaning using contextual clues. We have not discuss this exercise to the class. Maybe we will discuss it tomorrow. Finally, Puau Puteri gave us a set of exercises 1, 2 and 4 regarding context clues. We are required to finish it as a homework. I have not finish it yet because im trying to finish my letter to you first. :)

Talk about what we have done in the class today, what I like the best is, today class teach me the new thing that I never know before. It is about reading context clues in the articles.

I could feel that, my reading will improved after this because I already know how to detect the meaning of certain word that I found difficult to understand. This way works for me so I no need too often look forward to the dictionary, instead, I find the meaning through the context clues given in the passage.

I do it by reading and do what my lecturer ask. The purpose is to polish our reading skills and writing skills.

Nothing that I dislike about this method, it is very helpful way for me to understand and feel better when reading. Honestly, I become more excited to study in this class. That's all for today. Thank you for spend time for reading my letter and I hope you will kind to reply it. Bye.

Appendix H: In-Class Letters (ICL)

Dear Az:

The reading and critical thinking class today, we have done to differentiate the two article given by our lecturer, Puam Puteri. We have to write at the whiteboard the similarities and the differences of the article. Then, Puam Puteri write a word, "Euthanasia" and ask the class to give the meaning of the word without looking in a dictionary. After that, our lecturer gave the class some handouts and find the meaning of the word that are italic font style.

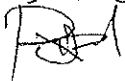
I like the part when we have to guess the meaning of the word given by the lecturer because I like that my group discussed to find the meaning of the word together and we had found some of the word correctly.

I think we should change the way we present our point to the class. I suggest the we can argue with the other group to find the best meaning of the word given by our lecturer. In that way, we could find the best meaning of the words and change our ~~per~~ own perspective about the word.

I did well in our class today because I have heard the word given before and I have discussed with my group members and we have found some of the words meaning.

I ~~do~~ not like when we have to write our points at the whiteboard because other group can use our points as their points. I know you do not like it too. I hope that you will respond to my letter.

Yours Sincerely,



Ri.

Appendix I: Out-of Class Letter

[show details](#) Jan 20 (10 days ago)

rod jessie

to me



2010-01-19 The World We Lost.doc

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[Reply](#) [Forward](#)

Dear Puan Puteri,

I have read the article given by you in the class yesterday entitled "The World We Lost" by Farley Mowat. It was the experience of the author in studying the wolf family life. The story is about how he tried to finish his research by trying to know what the wolf's den was inside. He brought the necessary equipments to inspect the wolf den. The writer also shows us that there are at least two wolves in the den, which he expected to see none. The author would probably be attacked since he intruded the den, but alas, he was not, and the wolves didn't even growl. So, he wiggled back to the surface and felt grateful that he didn't being attacked. But, at the same time, ashamed also because he thought Angelina (the pup's mother) and her pup covering at the bottom of the den where they had taken refuge from the thundery apparition of the aircraft.

I think the purpose of the author writing this is because he wants to tell the readers his experience when he was doing a study of wolf family life. And maybe he wanted to tell how he managed to survive when he entered the burrow, with Angelina and her pup at the end of the den.

Appendix I: Out-of Class Letter

The author maybe intended to write this article to people who seek adventure in doing something challenging and risky. Besides that, he maybe wanted to tell people who still don't realize the reality that we are facing with: about how we tend to forget about something easily, and how we always deny the reality.

The tone of the author in this article is like telling a story to people. The author uses different tone to tell the situation he was in. Besides, the way he wrote the article is like he was writing a diary. I don't know why, but I think it was like it, sometimes.

I feel that the language used is easy to understand, although there are some words which are new to me, such as ingrained (line 32), gopher (line 36), sojourn (line 64), and, apparition (line 67). It's not that difficult to understand this article, but sometimes I'm confuse about what the writer wants to tell to the reader from paragraph 14 towards the end of the article. I mean, what the paragraphs really relate to the title of the article "The World We Lost". The world here refers to the wolves or to us? I wonder...

In this article, I sometimes use the structural analysis for the word I can't understand the meaning is. For example, the word 'aftermath' (line 59). It derives from the word after and math, which mean after the incident.

I wonder what happened to Angelina and her pup after that. I found what the author wrote in this article catch my interest. Plus, he also thought me something I usually do in life, which is I tend to forget the danger or what bad things which happened to me when I'm in a comfort zone. Maybe I can learn a lot from the wolves if I was there too. ☺

I think this is all for now. Hope to hear from you soon.

With regards

R,

Appendix I: Out-of Class Letter

Sherin

[show details](#) Feb 25 (3 days ago)

to me

why i want a wife.c

30K [View](#) [Download](#)

Dear Puan,

Assalamulaikum. Sorry for being late, because we are quite busy this week. ☺Talk about this article, when first time I see the title of the article, I thought it was about a man who wants a wife for himself. Honestly, I'm not sure what the article is about. Is it about a career mother who needs a wife to handle her children, house and also herself? During reading, I guess she was a young mother and works as a teacher and that's why she need to go and back from school but after I have finish reading it, I know she is a mother who still study in certain course and really needs a perfect wife to handle her child, house and even herself too. This is because when she said that she wants a wife who can type her papers when she was written them.

In this article, the author intends to emphasize on what her needs. She obviously tries to inform the reader that she is really needs a wife to manage her children, house and herself needs. This is because she is a mother who still study but don't have enough time to manage and do all the things that the wife should do. In this article, did the author have her husband? I thought the author don't have the husband because she doesn't mention anymore about her husband. I'm not sure either she still have her husband or not. ☺

She wants to share and inform on what she thinks and needs with the people outside there who are similar standing to her feet. Means, a young mother who have not complete their study but busy to divide their responsibility towards child and house management. The author

Appendix I: Out-of Class Letter

tone is she seems to be sighing and tired to manage all things with her own self and she really needs and imagine a perfect wife to help her to doing all kind of wife's task.

The author uses the simple language to attract the reader and make them feel easy to understand her narrative essay. For me, I just read this article for a time and can understand what the author tries to convey. I just only confuse what is the author status. Means Is she a student or already works. The subject and vocabulary is straight to the point when she just describes what her intention and needs by explain her experiences.

In my opinion, this article is quite interesting and no boring element contributed in the author's story. You know, it was amazing when I do not need to use dictionary to understand this article. Hehe ☺

From my side, I thought the author was sighing and tired to do a lot of wife work with her own. And then she tells us that she really needs a wife and imagine that a wife can do and help her to manage all her wife responsibilities and also taking care for herself. The author is a woman. In this context it doesn't mean that only a man need a wife but a woman also need a wife to help them to settle their task even they also actually is a wife.

I do not have any related experience towards this article. What have been taught in the class recently is about fact and opinion. We have discussed deeply about how to determine and explain why the statement in the article is fact or opinion and determine what are the strong and weakness support from the article which is either statistical support or expert opinion. Now I could understand and know how to differentiate between fact and opinion. Thank you Puan P.

☺

Regards

sheri

Appendix I: Out-of Class Letter

K

[show details](#) Mar 14 (5 days ago)

to me

omiaidocx

13K [View](#) [Download](#)

Assalamualaikum. Dear Pn.Puteri,

Alhamdulillah finally i have finished reading the article of “for better or worse, arranged marriages still thrive in Japan”. This article is story about the omiai where this method is used by Japanese to find their partner. Omiai is the ceremonial first meeting in the traditional Japanese arranged marriage and normally it will be success. In the original omiai, the young Japanese couldn’t reject the partner chosen by his parents and their nakodo, or middleman. But for the modern omiai, both parties are free to reject the match. This happened to Toshiko who is educated person and also young sophisticate who opened this article. She has reject ten young men sent her way and she was intrigued by number 11, a physician who had worked in Africa. I guess Toshika is ‘cerewet’ and I don’t know what taste of Toshika..huhu

So, this article i think is wrote to inform the people on how Japanese find their partner and comparison with the old omiai and new omiai. Besides that, this article is for people who did not get married yet. For the people who still single and hard to find the partner, maybe they can try this method.hehe.. This article actually is interesting because it introduce to us what is the omiaiaand why Japanese use omiai? I really don’t know what is omiai before until i read this article. this article is not difficult to read but it so hard to understand. Honestly, i like to read this article even it is too long and to interpret what the exactly meaning of this article make me sleepy..huhu..i want to know why Toshika too choosy? And what happen to the couple when their couples don’t have criteria that they want if follow on original omiai? what do you feel when you need to married someone that you not really know your partner?

In my life, i have faced many people did not get married even their ages is already above 35 years old. But in Malay culture, what i know they like to ‘mandi bunga’ to find their partner. I don’t know ‘berapa jauh keberkesanannya’ because I believe all this is ‘kuasa Allah’.

So, Pn. Puteri, i notice this article is inductive which is this article present several specific observations, reasons or facts that lead to a logical generalization. I also try to use metacognitive way in order to

Appendix I: Out-of Class Letter

better understand. But this article too long and i just apply for certain paragraph only. I admit metacognitive is a good way to better understand. If I not mistaken, the sentence “today’s young people are quite calculating” is one of the personal observation. Right?

So I think that’s all and I am very sorry because I send this later quite late.

Regards

K

Appendix I: Out-of Class Letter

rod jessie

[show details](#) Jan 29 (2 days a

to me

dear puan,

i'm so sorry for sending it later than the due date. i was totally forgotten to send it to you yesterday since i was too excited to go back to my hometown. and i just can send it to you today, since i'm at the net cafe, since my house doesn't have any internet connection.

i'm so sorry

-r-

2010-01-25 Spanish Influenza.

62K [View](#) [Download](#)

Dear Puan Puteri,

I read the article given by you in class entitled "The Spanish Influenza". The article was interesting to me, because I never even knew or heard about Spanish Influenza before. But thanks to this article, I gained new knowledge and information about this disease.

I think the main idea of this article is about the Spanish Influenza itself: from its origin to the time it vanished. The writer wrote about the introduction of Spanish Influenza, the origin of this disease, and how this flu spreads. He also mentioned that the Spanish Influenza didn't have a cure at that time (I feel lucky that I was not born at that time. If yes, then maybe I'm already be dead). And after that, he (the writer) told about how this flu vanished, in fall of 1919.

In my opinion, I feel like the writer intended to write this article to those who didn't know, or maybe forgotten already about this pandemic illness. The reason why I said this lies in the last paragraph.

Appendix I: Out-of Class Letter

“Today, most people have forgotten about the terrible effects of the Spanish Flu....”

Maybe the author wanted to refreshed people’s memories about this flu, which once took lives of more than 15million people, all over the globe.

This article is interesting, for me. It is because I never heard this kind of flu before. Bird flu, yes. Swine flu, yes. Avian flu, yes. But not Spanish Flu The language in this article is easy to understand, since it’s an informative article, although there are some new words I am new to it, such as ebb, and many more.

When I read this article, I used the strategies taught in class on how to find the main idea, and also the supporting details. For example in paragraph 5 (Disease Without a Cure). The main idea of this paragraph is that there was no cure of Spanish Flu during the pandemic. The supporting details lies in the next sentence of this paragraph, *“Doctors could do little to help”*, and also in this sentence *“...but in 1918 antibiotics did not yet exist. There were no vaccines to inoculate the healthy against the flu”*. Did I got it right, Puan? Please correct me if I’m wrong.

I think that’s all that I can write to you at this moment. Hope to hear your reply soon! ☺

Regards,

-R-

Appendix I: Out-of Class Letter

Sheri

[show details](#) Feb 1 (1 day a

to me

...

spinal cord injury.c

30K [View](#) [Downlo](#)

SalamDear Puan Puteri

Thanks a lot for your response on my letter. I will practice and follow your guidance to be an active reader =). Today, I want to write about the second article that you give me before. The writer of this article is Robert Deblois. During reading, I was taking notes and trying to guess what the title of this writing is. After I complete read it, I try to evaluate it. I found that the article is about an experience of the author who suffers the spinal-cord injury. Maybe the title of this article is "Suffers Of Spinal-Cord Injury." He trying to story to others about his suffers along eleven years ago.

In my opinion, he tries to tell people about his experience and the matters that make him annoyance. The writer tries to tell everyone about his suffering. I think, not to seize public sympathy but to let people know how difficult he strive his life as a wheel-chair person after he knows that he was missed most of the opportunity to experiment with his ideals and ideas as he moved into adulthood, means how he take challenges and prove himself in the future as an abnormal people. His life became considerably more complex and required more compromise.

He intend to tell the public especially who are not in his condition to understand him as well as not to humiliate and see him as a useless person after his life became complicated where people may think he will trouble other person.

Appendix I: Out-of Class Letter

In his writing, the author tone is very sad, disappoint and wondering. The author feels annoyance in everything he wants to do. Through his writing I found that he has motivated himself through his experienced and the only way he can narrate his feeling is through his writing.

The author language is quite easy to understand, I found a few words that I don't clear but never mind, this is the process for me to learn. I need to be patient, and be diligent to look out for dictionary. During first time read, I wasn't sure what the article would be about, I thought it was about a war effects because it's related to years and hospital. The article is interesting and I feel not bored during read it.

During I read, I have an ongoing internal dialogue with the author which I want to know further what's his feeling. In my opinion, I know that he feel very complicated, disappointed and frustrated to further his life. He has long term memory in which he still remembered the accident that happen to him about eleven years ago but this is doesn't mean he regrets on what was happen to him. As he said: "being disabled, like being normal, is a process, not a stasis for which one easy approach or formula can be developed". Through his experience, I realize that I need to be grateful to be as a normal people.

I don't have any experience related to the author but I have friend that using wheel chair due to her disabilities. There are no hard and fast rules about communicating with people who have disabilities. When interact with disabilities person, we need to understand him/her and don't make him/her feel offensive because there are also people like us. That's all for today. Hope you are enjoying your holiday in Chinese New Year. =)

Thank you

Sheri

Appendix J: Pre-Questionnaire

DATE GIVEN: 12 January 2011_Wednesday

TASK GIVEN: Pre-Teaching Questionnaire

On the first day of meeting with the students the lecturer gave the students a writing task “Tell me about yourself” as homework. For the writing task they need to write about themselves (indicating where they are from, their family, how many English courses have they taken, SPM English result), early conception of reading and writing, how writing helps in their reading, their opinion on the task of writing in relation to reading. They submitted the assignment given to them three days after their first class meeting.

| No | NAME | SPM ENG. & MUET | EARLY CONCEPTION of READING | What would you do when you face problem in reading? | EARLY CONCEPTION of WRITING (understanding of writing, likes & dislikes) | How does writing help in reading? | What is your opinion on writing your understanding of your reading? |
|----|--|--------------------------|---|--|--|---|--|
| 1 | Ruby (Sg. Petani, Kedah) Third out of four in the family, Mother past away, father is a farmer | 2A, 3 | Reading is one of the methods of understanding what is being written, enables me to gain information; like to read materials in Engl. especially novels, can learn new words, reading English materials are fun (from a basic simple sentence, can be expanded to a great meaningful imaginative sentence) (*Aunty- collection of books) | Try to guess first, then if still unable to understand I open up a dictionary | Writing is the process of expressing something, can be used to simplify things so that we can understand a passage in our own way; I like most is I can write anything I want, has a power to influence people to agree with my thoughts & opinion, love to write what I feel at that moment so that other people can feel it & understand me | It is because I can turn what I read into a simplify, understandable reading materials by writing it or making summary of it using the words that are easy for me to understand, the same like making notes for my subjects. In order to understand better I will write it in simple words to have a clearer picture of the topic | Writing my understanding of a reading text a challenge for me to do because I need ample time to understand the text better, after that I will try to restructure the text with my own vocab. I think this method is really useful to make me understand what I read because I will write what I understand when I read the text. |
| No | NAME | SPM | EARLY | What do you | EARLY | How does writing | What is your opinion |

Appendix J: Pre-Questionnaire

| | | ENG. & MUET | CONCEPTION of READING | do when encounter problem in reading? | CONCEPTION of WRITING (understanding of writing, likes & dislikes) | help in reading? | on writing your understanding of your reading? |
|---|--|-------------------|--|---|--|---|---|
| 2 | Faiz Fitri (Serdang, Kedah) Second in the family out of four siblings, mother a teacher, father a bank officer | 2A, 2 | Reading is something that we do to get information from other resources, gain knowledge & to get many new ideas; I like reading in English because it is fun & I got to know new words, helps us a lot in the future | Find meanings in dictionary, ask teachers & friends, search through the internet, after once got meaning jot down in a small note book. | Writing is something that we compose either in essays or short story in order to deliver opinion or write back all the info that we get. Like: sharpen my wg skills & gain some knowledge & new ideas, able to give or deliver opinion in more effective ways; dislike: could get easily bored & sometimes quite complicated & hard, sg is easier | Writing could help us a lot in reading. To remember the info we read, can deliver ideas | I think writing what I have read is the best method that I can do. It is better than deliver what I understand by speaking because people can easily forget. If I write, automatically I can remember it and could refer it back in the future. Other people can also read what I write. The process will continue. People are free to give their own opinions with no limits. |
| 3 | Norsha (Parit Buntar, Perak) | 3B | Gain knowledge and information, important & as the key to become successful people, yes like – is the way to improve English, grammar & vocab. A learning process should be separated from human, | Refer to dictionary & people who are good in English, use internet | A communication tools, can help to express idea, emotions & feeling; Love to write, can express emotions, feeling through writing | Writing can help us to understand more about reading. When we read something we have to write the summary of what we read it can make us easy to understand. | Writing my understanding of a reading text is good because when we write of what we have read it can make us understand more about what we have read. we can also remember the content |

Appendix J: Pre-Questionnaire

| | | | | | | | |
|---|---|----|---|--|--|--|---|
| | | | like read newspaper & magazines | | | Improve and add our vocab as well as grammar | of our rg better when we write |
| 4 | Nur Khairunnisa Mohamad idris (Ipoh, Perak) | 3B | The best way to gain knowledge and information; likes- it depends on how long is the reading materials, if it short and the words not diff. than my answer is yes. If long waste my time to understand | Dictinry, ask parents/ friends with good Engl. | Wg helps us to deliver what we have learnt and feel. Like- can express what I feel, dislike- when we have to write something not because we want to, we have to think what to write it is tiring | Can help me in my rg when I write sthing I will try to make the best sentence for others to read. | this technique is really good because from that we know what we understand from the text. Good because I will be more focus in reading the text. |
| 5 | Sheri Noorashrin Zulkepli (Batu Gajah, Perak) | 3B | Rg for me is we understand carefully the whole sentence in the article so that we can summarize back what we have read, is important, improve grammar and vocab. I don't like to read in Engl. it takes me a long time to finish, bored referring to dictnry. | Refer to dicnry, if too many words unable to understand will stop referring to dictnry I will just guess | Wg is to explain using words with a correct sentence structure and grammar, a way of testing someone's grammar and language proficiency; like when the topic interests me and have the knowledge of the matter; dislike- when I don't know about the topic as it will take a longer time for me to think of ideas and to write | Both rg and wg when used together will help to improve the skill which will make it easier for a reader to understand what the person is reading | I agree with this method. This is one way to observe a person's understanding of what she/he reads. But I like to suggest to give flexibility in the number of words written so that ideas in writing are not affected. Summary wg helps but I have a problem in estimating the number of words to write. |

Appendix K: Post-teaching Questionnaire

DATE GIVEN: 12 April 2011

TASK GIVEN: Post-Teaching Questionnaire

On the last day of class, the lecturer gave the students a writing task “Tell me about this class” as homework. They were requested to write about the reading class (learning experience, teaching approach, likes and dislikes of the class, conception of reading, and conception of reading and writing, suggestions to improve). They submitted the assignment given to them a week after their last class meeting.

| Name | B class | A word to describe experience in the class | Conception of reading English materials after this class | Understanding the role of writing in the class | A word to describe experience in writing their understanding of their reading in a letter to the lecturer | How has the class helped them to become ‘active reader’? | Likes & dislikes of the class | Suggestions to improve the class |
|-------|--|---|--|--|---|---|---|---|
| Nurin | Kelas ini memberi saya banyak kelebihan berbanding subjek/kursus b. Inggeris yang saya pelajari sewaktu diploma dahulu. Banyak benda baru yang saya belajar. Contohnya dalam kelas saya diajar berbagai teknik to master English. It really helps me improving my English. I live English very much. So I don't have much problem learning and being in this class. We have learned contextual clues, identifying supporting | Fun. The class is not boring since there are many activities Lots of new techniques We enjoy new vocabs. The lecturer is kind and always patient with us. | Honestly, I don't really like reading. But since I have to take this class then I have to read. A lot. There are many long articles to read. But it is ok. I think I gain benefits from it. I read only when I do have mood, when there is no mood no reading. After taking the class I just realized that it is interesting actually. Even if we don't understand a certain | I think writing is really important in this reading class, in my opinion if we read then we have to write to. I mean write something on a paper. May be about the content of the article. I do it most of the time. It helps me to better understand what I read. So I think | Interesting. When I read the article given I found that almost all of them are interesting. I really enjoy reading them all. Besides, writing email is a new thing to me. I have not written email for assignment given. So I found it really | With the reading strategies that we have learned during the class session. A lot of techniques that have been taught such as guessing the meaning. That has really helped me a lot. | Likes: Working in group. Writing technique s. Mind mapping. The way the lecturer teaches us. Dislikes: Writing letters at the end | Lots of presentations must be done in order to be confident speaking in front of the people. In my opinion students now are to shy to speak English in front of the people especially Malay students. By having more presenation in |

Appendix K: Post-teaching Questionnaire

| | | | | | | | | |
|--|---|--|--|--|---------------------|--|---------------------|---|
| | <p>details, making inference, subject, purpose and main idea. These are new things to me. And not to forget mind-mapping. I really like mind-mapping. It helps me to identify the real content besides helping me to get better understanding about a certain article. During the lesson, the lecturer gave us a lot of articles, and tasks to be done. We have to work in group and it's really fun. The class started at 4 p.m. by that time we were tired already. But by working in group we are no longer tired. That is good. Last but not least the lecturer asked us to write a letter at the end of the class. A letter at the end of the class is very boring. But the e-mail letter is not boring. At least we do have homework to do rather than not having it at all. In addition, talking about class the lecturer really teaches us a lot. I saw love in her eyes. She is a kind</p> | | <p>word we still can understand the meaning of the sentence. In this class we have been taught about questioning techniques. We don't have to rely on the dictionary most of the time. We just have to read line by line carefully. It really helps us. I myself do reading line by line. Maybe that is my way in reading. In conclusion in this class I have to read a lot also long article.</p> | <p>reading and writing should be combined together so that students can improve their writing skill.</p> | <p>interesting.</p> | | <p>of the class</p> | <p>the class, it can help students to improve their English. Group activities such as quizzes among group. This is more fun besides practicing to speak English fluently. Moreover the class will not be boring. Adding essay assignment. By asking students to do more essay writing, students can improve</p> |
|--|---|--|--|--|---------------------|--|---------------------|---|

Appendix L: Munby's framework (1978) reading comprehension skill

Adapted from Munby's framework (1978) reading comprehension skill

1. Deducing the meaning and use of unfamiliar lexical items through understanding word formation.
2. Understanding information that is explicitly stated (scanning).
3. Understanding the communicative value of sentences with/without explicit indicators.
4. Understanding relations between parts of a text through lexical cohesive devices.
5. Understanding relations between parts of a text through grammatical cohesive devices.
6. Recognizing indicators for anticipating an objective or a contrary view.
7. Distinguishing the main idea from supporting details.
8. Transcoding information in diagrammatic display involving completing a diagram/table/graph.
9. Transcoding information in diagrammatic display involving prediction trends.
10. Understanding information when not explicitly stated through inference or figurative language
11. Interpreting text by going outside it using exophoric reference or integrating data in the text with own experience or knowledge of the outside world.
12. Selective extraction of relevant points from a text to summarize information.
13. Synthesizing ideas through recognizing similarities/differences of ideas in different texts.

Appendix M: List of Reading Materials

List of Reading Materials

| No. | Number of Weeks | Selection of Reading Materials | |
|-----|-----------------|---|---|
| | | In class | Out-of class |
| 1. | Week 1 | Course information | - |
| 2. | Week 2 | Long-Term Memory, The Pain | - |
| 3. | Week 3 | Nearsightedness and Farsightedness | The World We Lost |
| 4. | Week 4 | Air Pollution and Plant Growth, Financial Managers, Cross-training. | The Spanish Influenza _USA Today |
| 5. | Week 5 | Preservation, Retina, Root Pressure, Importance of Communication | Looking Forward – Robert DeBlois |
| 6. | Week 6 | Test 1 | - |
| 7. | Week 7 | ADHD, Tension in families with adolescents | Quality of Life is Much More than a Job |
| 8. | Week 8 | Male Minority, Is it Love or Infatuation? | Conversation in Malaysia – V. S. Naipaul |
| 9. | Week 9 | Old Red Takes a Ride, The builders of the bridge | Why I Want a Wife-Judy Brady |
| 10. | Week 10 | Graded Assignment | - |
| 11. | Week 11 | A memory for all seasonings | For Better or Worse, Arranged Marriages Still Thrive in Japan |
| 12. | Week 12 | Decreasing fertility rates in developed countries | Learning How to Learn |
| 13. | Week 13 | Students' choose own reading materials | Missing Children – lee Lam Thye |
| 14. | Week 14 | Test | - |

Appendix N: Attributes of Reading Engagement

Attributes of Reading Engagement

| Behavioral Engagement | Motivational Engagement | Cognitive Engagement | Social Engagement |
|---|--|---|---|
| Participate actively in class, student raise hand | Attentive, smiling (looks interested), grins broadly (tone suggest great excitement) | Form questions while reading, use background knowledge, integrate writing and speaking to foster understanding, provide answer | Lecturer prompts social interaction, students provide respond, provide description/elaboration in letters and during discussions |
| Pay attention- (raise hands, discuss with friends) | Want to learn and read, take satisfaction in successful reading, | Search for information, employ strategies when reading, monitor comprehension while reading, create graphic organizer to strengthen understanding | Students initiate interaction; provide responses in letters, share their opinions and interpretations of texts with peers or instructor |
| Spend time to search for books or articles to extend knowledge, show great enthusiasm (very eager and interested) | Willing to take up challenge and put effort to read difficult text | Knowledge-driven (have desire to extend existing knowledge), response reveal students are thinking | Students initiate interaction with great enthusiast; students give elaborate responses in their letters |

Adapted from: Guthrie's (2004) attributes of engaged readers

Appendix O: Weekly Lesson

Table O1: Weekly Lesson (Display lessons from Week 1- Week 4)

| Weekly Lesson (Activities) | Elements of the Pedagogy of Thoughtfulness | Information obtained | Changes made: Selection of Tasks & Reading Strategies | Selection of Reading Materials |
|---|--|--|--|--------------------------------|
| Week 1 Ice-breaking activity and Pre-Teaching Questionnaire | Pedagogical Space Pedagogical Relationship Pedagogical Understanding Pedagogical Reflection | <p>Responses received from Pre-Teaching Questionnaire: Students' language proficiency fall under the category of average and below; only two students obtained good grade in their SPM (Malaysia Certificate Examination-equivalent to 'O' Level). The majority of the students reported that they do not like reading in English. Only two students stated otherwise. A considerable number of students reported dislike reading expository text; they prefer to read texts with lower level of difficulty such as children story book, sports column, and gossip column in magazines. They perceive reading as solitary process.</p> <p>Pedagogical Understanding & Reflection (obtained from Pre-Teaching Questionnaire) Improvements/changes need to be done:</p> <ul style="list-style-type: none"> • Need to include reading strategies and find appropriate reading materials (expository text). • Select suitable tasks/activities to expose students to read strategically • Need to establish better rapport with students to gain better understanding how to scaffold the learning • Create space to dialogue • Provide space and time for students to grasp and apply what is taught | <p>Include reading strategies in the lesson plan:</p> <ul style="list-style-type: none"> ➤ Vocabulary – contextual clues & structural analysis ➤ Determining main idea & supporting details, identifying factual and opinion statement ➤ Metacognitive strategies ➤ Graphic organizer ➤ Summarizing | |

Appendix O: Weekly Lesson

| | | | | |
|---|--|---|---|---|
| <p>Week 2</p> <p>Introduce Reading Strategies and the importance of learning reading strategies.</p> <p>Start with vocabulary : Contextual clues</p> | <p>Pedagogical Relationship & Space</p> <p>Pedagogical Understanding</p> <p>Pedagogical Reflection</p> | <p>Class observation - small-group task. Build closer rapport with students</p> <p>Students were not engaged in reading and they did not know how to tackle reading strategically.</p> <p>Pedagogical Understanding & Reflection</p> <p>The students need to understand ways and strategies to tackle reading so that when they read they do not read at surface level.</p> <ul style="list-style-type: none"> • Selection of reading strategies in relation to facilitate engagement in reading will be dealt with. • Create avenue to monitor the learning. • Provide space that students and the instructor can use in the teaching and learning process. • Do tasks in small-group <p>Reflect: The students did the tasks assigned diligently. However, they seemed to a bit reserve when they were put into small group. But by the end of the lesson I noticed that the students were more relaxed and they mingled better.</p> <p>The students were able to determine the differences of the two types of texts in terms of style of writing and choice of words (vocabulary). They were quite reserved in expressing their opinions openly. I need to give them time to adjust and grasp the lesson.</p> | <p>Pedagogical Space, Relationship & Understanding</p> <p>The following lesson should have tasks that promote better interaction between instructor and students and between students themselves</p> <p>Tasks:</p> <ul style="list-style-type: none"> ❖ Small-group activities <ul style="list-style-type: none"> - Provide students opportunities to interact - Expose students reading is not a solitary process - Encourage students to be active reader ❖ Letter writing (in and out-of class) <ul style="list-style-type: none"> - Give students opportunities to apply what they have learned - Create closer rapport between students and instructor and among themselves - Giving voice to students throughout the teaching and learning process | <p>Show the differences of texts (narrative and expository)</p> <ul style="list-style-type: none"> • Long term Memory • In the nick of time <p>Types of Expository texts:</p> <p>Sequence</p> <p>Cause-effect relationship</p> <p>Comparison and contrast</p> |
|---|--|---|---|---|

Appendix O: Weekly Lesson

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|---|--|--|---|---|
| <p>Week 3</p> <p>Reading Strategy: Continue with vocabulary - Contextual clues and Structural analysis</p> | <p>Pedagogical Relationship & Space Pedagogical Understanding Pedagogical Reflection</p> | <p>Build rapport with students through small group tasks, In-Class Letter (ICL), Out-of Class Letter (OCL). The spaces available provide students avenue to apply what they have learned such as space for them to read and write and for the instructor to monitor learning. In addition, the space provided permit students to dialogue and share their thoughts and learning experiences with peers and the instructor</p> <p>Pedagogical Understanding & Reflection In-class letter (ICL)- the students relate their learning experience with their writing partner and the instructor read the letters. Out-of class letter (OCL)- gain understanding how the students process their learning and progress as effective readers</p> <p>ICL- They informed that they enjoyed the class. However they admitted that that they found the task on structural analysis difficult to do. Some expressed that they were too many exercises given.</p> <p>Reflect: The students need to have more practice on how to determine the meaning of the words especially lesson on structural analysis. A different set of exercise on structural analysis will be prepared to reinforce the students' understanding. Reduce the number of exercise. Focus more on students' grasping the strategy.</p> <p>OCL- Most of the students managed to understand the text although they admitted that there are words in the</p> | <p>Pedagogical Space, Relationship & Understanding</p> <p>Tasks:</p> <ul style="list-style-type: none"> ❖ Small-group activities <ul style="list-style-type: none"> - Put students into groups of five based on their English proficiency level - They need to do tasks in the respective group assigned throughout the semester - They are encouraged to discuss and work together to complete the tasks assigned - The instructor would monitor and provide necessary assistance and scaffold the learning ❖ Letter writing (in and out-of class) <p>In-class letter (ICL) Students were paired into two by the instructor. Ten minutes before the class ended they were asked to write their thoughts on what they have learned in class, likes and</p> | <p>Use exercises for students to guess meaning of words using contextual clues and structural analysis.</p> <p>Link the strategies employed with a longer text such as 'Air Pollution and Plant Growth', 'Near sightedness and Farsightedness'.</p> <p>OCL- (first task) reading material 'The World We Lost'</p> |
|---|--|--|---|---|

Appendix O: Weekly Lesson

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|--|--|--|---|--|
| | | <p>text that are quite difficult. In addition, several students did inform how they have employed the reading strategy while reading the text. Some did not. Overall, the students were able to express and share their thoughts of the reading materials openly with the instructor. They were unhesitant to inform the challenges they faced as they approached the text.</p> <p>Reflect:</p> <p>Small-group task The students enjoyed the activity in the small-group. In the beginning they were quite reserved but once they were comfortable with the group members they started to participate better. They discussed and shared their thoughts openly. In addition, they were unhesitant to raise their hands to ask compared to when asked them to read the reading materials on their own. * need to give more time for students to finish the task assigned</p> <p>In-class letter and out-of class letter tasks Need to inform students the benefit of sharing their thoughts on how they have used the reading strategy as they approach their reading and to be an active reader. Find other reading materials that are appropriate and suitable to the students' level. * need to look again at the selection of reading materials assigned.</p> <p>ICL (in-class letter) detail explanation on how the letter need to be done (some students were confused what they needed to do)</p> <p>Out-of class letter (OCL). The first reading material was given to students. Would wait for their responses.</p> | <p>dislikes of the lessons taught, and suggestions to improve the lesson to their writing partner. They would then give the letter to their writing partner and each of the students would provide response to the letter received before submitting the letter to the instructor. This was carried out throughout the semester.</p> <p>Out-of class letter (OCL) The students were assigned a reading material for each week. They were requested to read, provide summary of the reading material as well as share their experiences-challenges, likes/dislikes, personal experience and opinion of the text to the instructor via e-mail in the form of a letter to their instructor. The instructor would read and provide responses to each of the students personally. This was carried out throughout the semester.</p> | |
|--|--|--|---|--|

Appendix O: Weekly Lesson

| | | | | |
|---|--|--|---|--|
| <p>Week 4</p> <p>Reading Strategy: Determining main idea and supporting details</p> <p>Start with article on “Preservation”</p> <p>Model the use of think-aloud (metacognitive strategy)</p> <p>Jigsaw reading</p> | <p>Pedagogical Space, Pedagogical Relationship, Pedagogical Understanding & Pedagogical Reflection</p> | <p>Continue with the spaces made available for students to learn.</p> <p>Pedagogical Understanding & Reflection</p> <p>Reading strategies: Metacognitive The students were exposed to metacognitive strategy. But the instructor did not go into detail because she just wanted to illustrate to students as they read they need to activate their mind.</p> <p>Reflect: The strategy on metacognitive need to be taught again. The students need to understand the purpose of learning the strategy and how they can employ it when tackling their reading materials. Reading strategies - Determining main idea The students managed to understand the strategy and how it is employed. The activity on jigsaw reading showed that they were able to identify the mechanics used to identify main idea such as repetitive word, or in italic or bold. The instructor exposed students to the metacognitive strategy again. This time they were assigned in pairs. They were able to grasp how to use them. However, I need to give them a few more practices</p> <p>Small-group task The students seemed to be more relaxed. They participated more and were unhesitant to ask questions to the instructor when the needs arise.</p> | <p>Pedagogical Space, Relationship & Understanding</p> <p>Tasks:</p> <ul style="list-style-type: none"> ❖ Small group task ❖ Give students more exercises on determining main idea | <p>Texts selection: Continue using the articles from last week and:</p> <ul style="list-style-type: none"> - ‘Cross-training’ - Financial managers - Root Pressure - Retina <p>OCL- (second task) reading material ‘The Spanish Influenza’</p> |
|---|--|--|---|--|

Appendix P: Instructor's Responses

Table P1: Excerpts from Instructor's Responses to the Participants

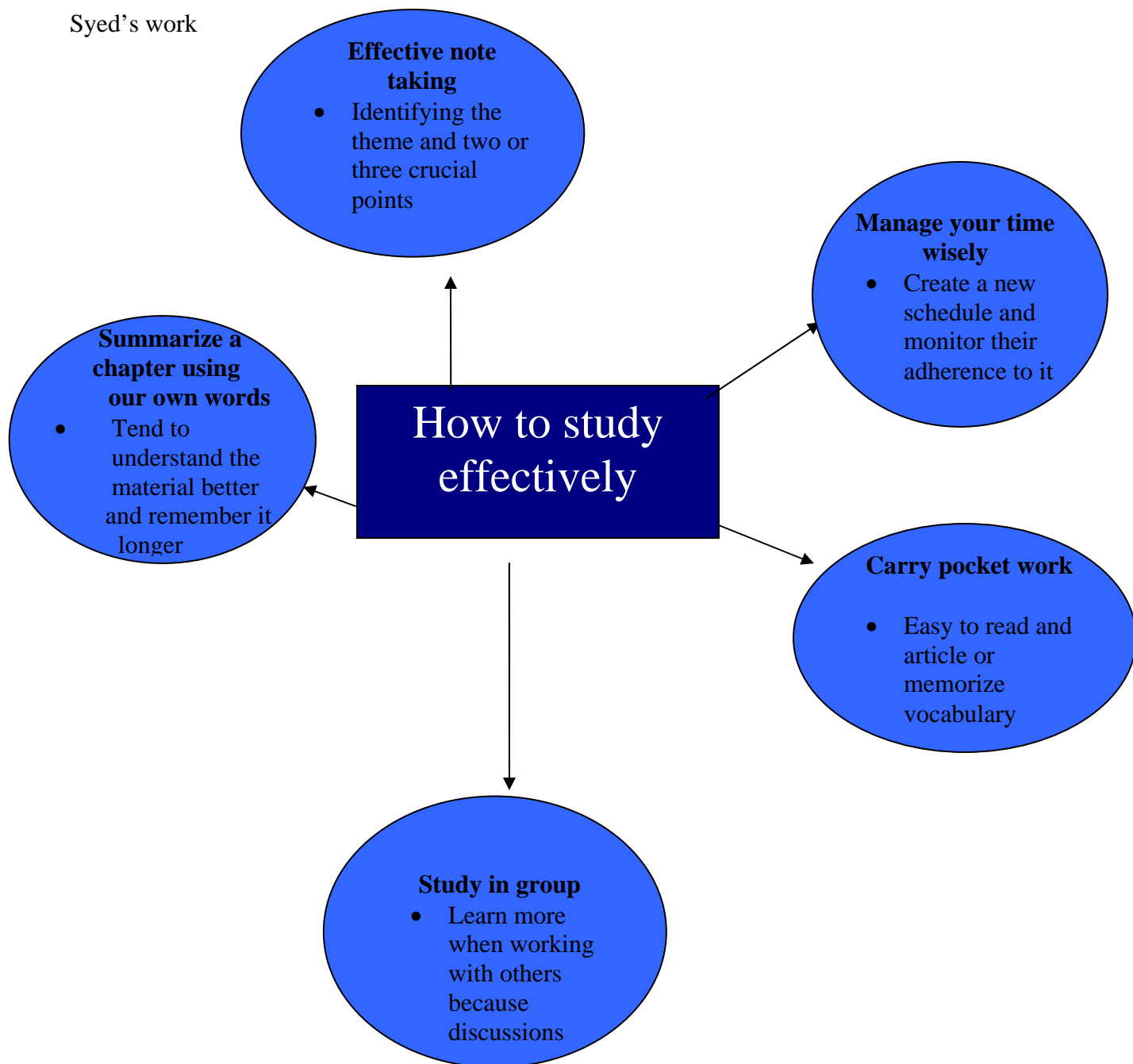
| Participant's Letter | Instructor's Responses |
|---|--|
| <p>Syed . . . In the beginning of the story the author was quite frightened and after that he slowly found himself. The writer used difficult language and it is difficult for me to understand the whole story. I feel that this article is so boring and I don't have an interest to read it anymore. In my opinion the writer should use more easy words to encourage people to reading the article. What I have learned in class I apply it when reading this article and I found that it is easy for me to guess the meaning base on the information given by the author without find the meaning on the dictionary. (OCL. L1. [Sy]. 24 Jan 2011).</p> | <p><i>"When I read your letter I know that you did have some ideas what the article is about. So you are in the right track. There are many things that you can do in order to make you understand a text better. One of the ways is by guessing from the article. Before I read this I thought the article is about pollution and how it has affected the earth. Because from the title "the world we lost" I assumed it would be about pollution. So I thought the article is about how human has harmed and caused damage to the world. But when I saw the picture of the wolf, and I said to myself 'This can be a clue'. This is a strategy that we can use before reading an article; you lookat the title and try to guess what the article is about. Another way is by looking whether there are other clue such as picture, diagram, table etc. .Syed, you mentioned you have tried to use what was taught in the previous class. Do write them in here so I know that you have managed to use the strategies taught effectively. Write which strategy that you have used, how did you use them? When you write and tell me about this I know that you have done it correctly oryou still need some help in using them. If you do need some help then I can assist you further."</i> (OCL. L1. [I_Sy]. 24 Jan 2011).</p> |
| <p>Sherin . . . The author's language is quite easy to understand, I found a few words that I am not clear but never mind, this is the process for me to learn. I need to be patient, and be diligent. First time reading it, I wasn't sure what the article would be about, I thought it was about a war effect because it's related to years and hospital. The article is interesting and I do not feel bored</p> | <p><i>"I am glad you have attempted to use the strategies that I have taught you in class. Do use them always, as it will definitely help you. Yes the article is about the experience of a man who suffered from quadriplegic after an accident he met. You see article like this you have to read between the lines. What I did I quickly browse through first meaning I skim through the whole text in order to give me some ideas what the text is about. Then I look at the final paragraph. I got some ideas here. . . I totally agree with you when he writes the article he was not looking for sympathy but more towards understanding and how</i></p> |

Appendix P: Instructor's Responses

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|--|--|
| <p>during read it. During I read, I have an ongoing internal dialogue with the author which I want to know further what's his feeling. In my opinion, I know that he feels very disappointed and frustrated to further his life. (OCL.L3[Sh]. 2 Feb. 2011)</p> | <p><i>'normal' people should react with people like them. In addition, he wants other people who are suffering like him to learn to accept and able to move on with their lives.'</i> (OCL. L3. [I_Sh]. 2 Feb 2011).</p> |
| <p>Khiriah But at the beginning of the article, an author's tone is quit sad by giving the number of people was killed because of this disease. Too many people died. If I were to compare the first article you gave to me, the language in this article is easier to understand. Straight to the point. The words also are familiar to me. So I do not have problem to read this article. For me, this article is interesting to read and it enhances my knowledge about this disease. I do not expect and I was shocked with the number of people was killed because of this disease. Very Dangerous! From my experience, I have a neighbour who was killed because of this disease. (OCL. Letter2[Kh]. 29 Jan 2011)</p> | <p><i>From your letter you have shown that you have understood the article quite well. Good. Keep it up. You have managed to find the main idea and have stated the intended purpose of the writer writing the article. Very good. Do also try to apply the strategies that I have taught you in the class even when you find that the article is not difficult to understand. . .</i> <i>Before I read the article I make sure I look at the title first and try to guess what the article will be. From the title in the beginning I wasn't sure what the article would be about. From the word influenza, I guessed it may be some sort like a disease. I thought could it be like bird flu or even H1N1. I looked at some other clues; it has some pictures of people dying, so it maybe on epidemic. Then I look at the first paragraph trying to locate the main idea. When I read further I thought about H1N1. It is good that as you read you will try to relate it with your own personal experience either from reading or you have heard it from someone. By relating your own personal opinion or experience when you read it helps you to understand the text better. You may even write your personal view on this.'</i> (OCL. Letter2[I_Kh]. 29 Jan 2011).</p> |

Appendix Q: Syed's Graphic Organizer

Syed's work



Appendix Q: Khiriah's Graphic Organizer

Ask the instructor as soon as possible if have anything is not clear

Effective note taking during learning process

Take advantage in tutoring and supplemental instruction

Use online encyclopedia to find details information

BEST WAYS TO STUDY

Consider where, how long, and with whom you will study

Study in groups for better understanding

Write down the questions to be raised in discussion or office hours

Carry and read pocket work while waiting for class or someone.

Appendix R: Course Information

COURSE INFORMATION

| | | |
|---------------|---|-------------------------------|
| Code | : | |
| Course | : | READING AND CRITICAL THINKING |
| Level | : | DEGREE |
| Credit Unit | : | 2 |
| Contact Hours | : | 2 |
| Prerequisite | : | NONE |

Course Description

This course is designed to develop students' ability to read analytically and think critically. It focuses on the relationship between reading and critical thinking and provides students with a structured method for interpreting content and organization of written texts. Tasks and activities are discipline-based.

Course Outcomes

By the end of the course, students should be able to:

1. apply vocabulary skills to determine the meaning of words
2. identify and classify the ideas presented in the texts read
3. analyse and evaluate the texts read

Syllabus Content

1. Determining the meaning of words
2. Identifying main ideas in text
3. Recognising the various types of supporting details
4. Identifying logical reasoning
5. Making inferences and drawing conclusions
6. Analysing and evaluating the texts read

Assessment

| | | |
|----------------------------|-----|-----|
| On-going Assessment | | 90% |
| • Test 1 | 30% | |
| • Graded Assignment | 20% | |
| • Test 2 | 40% | |
| Attendance and Assignments | | 10% |

Appendix S: Elements of Pedagogy of Thoughtfulness

Elements of Pedagogy of Thoughtfulness which can be considered in structuring the practice of priming interaction

| Behavioral <i>(Pedagogical Reflection and Pedagogical Space)</i> | Motivational <i>(Pedagogical Understanding, Pedagogical Relation, and Pedagogical Reflection)</i> | Cognitive <i>(Pedagogical Space, Pedagogical Understanding, and Pedagogical Reflection)</i> |
|---|--|--|
| Creating space to monitor students' learning and establishing rapport with students by gaining understanding of their background (Parents' Socio-economic status), language proficiency | Set an environment which is conducive for learning and at the same time to build students' interest to learn (Positive learning environment that builds on trust and care) | To gauge the students' level of proficiency and conception of English language, reading English materials and writing in English. To gain a better understanding of how the students perceive English language |
| Design of tasks/activities | Provide challenging tasks/activities | Design of tasks |
| Teach reading strategies | Select suitable and challenging reading materials | Teach students reading strategies |
| Model the tasks/strategies | Explain the purpose of teaching and learning activities (Learning goals) | Provide meaningful and challenging activities and reading materials |
| Provide instructions on using letter writing as an approach to teaching | Cater to students' needs & provide dialogue space | Selection of materials and tasks to cater to the varying levels of proficiency among students |
| Request students to write their understanding in a form of a letter | Encourage students to read with a purpose and employ strategies | Posed challenging and thought provoking questions through the letters |
| Provide responses/give written feedback | Offer support and tactfully encourage students | Interpretive perspective (provide possible pedagogical strategies, responses and interpretive perspectives) |
| Encourage the formation of relationship with students (form of interaction) | Indirect teaching | Aware of students' difficulties and challenges in understanding academic texts |
| Offer support indirectly | Response appropriately | Gain insights into students' learning |
| Assess and evaluate students' learning process | Give positive feedback | Select appropriate responses when corresponding with students |

Adapted from. Van Manen's (1991a) Pedagogy of Thoughtfulness

Appendix T: Syed's work during third interview

Walk, Don't Run

ELLEN DARION

Walking is probably the most overlooked and underpraised route to fitness. Like other exercises, it can help control weight; strengthen the heart, lungs and bones; tone muscles; ease stress; and boost energy. Unlike many exercises, walking is safe, convenient and simple. It's also ideal for anyone who has been leading a sedentary life or who must curtail activity due to injury or illness.

To build a strong cardiovascular system, "you have to go fast, without stopping," says Dr. Lenore R. Zohman, director of the Exercise Laboratory and Cardiac Rehabilitation Program at Montefiore Medical Center in New York. That means walking at least half an hour a day at a pace of four miles per hour, three or four times a week.

If you haven't done any conscious exercise in years, work up to the pace slowly. You'll begin to see and feel an improvement in muscle tone as early as three to five weeks after you start. (You'll also have sore muscles. Don't forget to warm up first- stretching the calf muscles is important.)

So how to get the most out of walking? If you're already walking as fast as you can, cover longer distances or rougher terrain. Try hills, walking in the snow or on sand. Don a five-or ten-pound pack or carry hand-held weights. All of these variations make you work harder, which means you burn more calories. Supplement your walks with sit-ups and push-ups to condition the upper body.

Remember that is possible to overdo anything, even walking. Be careful not to overexert yourself or become dehydrated, especially in hot weather. Dizziness, a pain under the sternum and an irregular heartbeat are all warning signs that if you're doing too much. Slow down, and, if the symptom doesn't go away, stop. If it persists, call a physician.

"The trick," says Dr. Zohman, "is to make walking a daily habit." So when you get home tonight, don't head for your favourite chair; hit the sidewalk instead.

walk → ~~eter~~ other way of exercises / safe / simple
→ can help you to control weigh, strengten the heart,
lungs and bones, muscles, ease stress, and boost
energy
→ strong cordiovascular sys → walking fast without
stoping

Appendix U: Participants' Verification of Data Interpretation

The researcher sent e-mail of data interpretation to the participants and requested the participants to verify and provide feedback of the data.

Table U1: Participants' Verification of Data Interpretation (Khariah)

| Themes | Example of Sources (Contoh dari dapatan) | Meaning Interpreted (Pengertian kepada Penyelidik) | Student's verification (Pandangan pelajar tersebut terhadap pengertian penyelidik – betul atau tidak. Kalau tidak betul / tersilap interpretasi boleh dibetulkan di ruangan bawah ini) Boleh tulis dalam bahasa Melayu atau bahasa Inggeris yang mana lebih mudah untuk awak memberi pandangan) |
|--|--|--|---|
| Conceptions of Learning (Pandangan mengenai pembelajaran di kelas) | "I can feel the English subject for this semester is truly different as compared to last semester. It is different in the method. It is not too pressure and I realize that the lecturer really wants to help us improve in our reading and writing in English (ICL_Letter 1[Kh]. Kh at the beginning of the class thought otherwise. She claimed that "at the beginning, I admit I feel bored with this subject but at the end I feel happy because the instructor knows how to handle her class and I pay attention in her class" (ICL_Letter 1[Kh]. In addition she described the class as interesting (Int. 4 [Kh]12 Apr 2011) particularly "the learning style, her teaching and learning style (Int. 4[Kh] 12 Apr 2011) and not forgetting "the way we learn in group" (Int. | K is of the opinion that the class is different in the method used. She prefers this method because she sees that the lecturer knows how to handle her class and her students. Apart from that the class is not too pressure, meaning the lecturer does not force her students. The lecturer teachers in caring manner because she wants to see her students' progress well in reading and writing. She admits that she has never liked attending English in class before because the classes were boring and | Betul. Sebelum ini saya memang tidak pernah suka subjek English dari bangku sekolah lagi. Tetapi dengan cara dan teknik mengajar yg sangat berkesan, saya amat tertarik dan mudah memahami apa yg diajar. Teknik belajar dalam group juga sangat menyeronokkan kerana setiap ahli kumpulan boleh member i pandangan. |

Appendix U: Participants' Verification of Data Interpretation

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| | 4[Kh] 12 Apr 2011). | difficult for her as compared to this class. She does not understand what is being taught and some of the lessons were repetitive such on writing – introduction, body, conclusion. The various activities done in the class are also interesting to her such as group work, her reading strategies, the letter writing, the reading materials and her teaching and learning style. | Pensyarah sentiasa membimbing bagi menjawab soalan dengan lebih baik. Boleh dikatakan, hampir semua assignment untuk subjek ini saya dapat siapkan pada waktu yg dikehendaki. |
| Teaching Style (Kaedah Pengajaran) Minta untuk terangkan lebih lanjut mengenai soalan di bawah: Apa yang berbeza dari kelas-kelas BEL yang terdahulu? (kaedah pengajaran/ sikap pensyarah, tugas/ aktiviti dalam atau luar kelas yang diberi) | For me the method and the attitude of the lecturer are very important. It is the biggest factor to influence me to be interested in this class” (PostQ. [Kh].10 Apr 2011). “It is like other instructors do not interact with us. Only with the group which is really active the instructor will entertain them. We do not know our ability. When we want to give opinion it is like they do not appreciate it. We feel that as if they are not bothered to listen. So I just do not know how . . . so I just kept quiet. That makes the class boring. Like Madam she will consider everything even when it is not correct. The instructor’s style, teaching style can attract us.” (Int.1.[Kh]. 1 Mar 2011). | To Kh the most important factor that influences her interest in learning is the method and attitude of the lecturer. For this class the lecturer does show that she cares about her students’ learning. She provides feedback and help when necessary and she treats all her students the same regardless whether the students are active or inactive in class and whether the students were able to respond correctly or otherwise. She is fair and she does not discriminate her students. All of the learning activities and the materials done in the class are interesting. She enjoyed the learning process although some of the articles were quite long and a bit boring at times but that has not dampened her interest to improve as an active reader. | Betul. Bagi saya, attitude and cara mengajar oleh seseorang lecturer sangat penting. Minat saya terhadap sesuatu subjek amat bergantung kepada lecturer itu sendiri. Subjek yg susah akan menjadi menarik andai saya sukakan cara lecturer itu mengajar. Sebab itulah saya sukakan bel 462 kerana saya sukakan cara mengajar oleh pn. Puteri. Berbanding dengan kelas2 bel yg lepas, ada juga aktiviti group tapi ia sangat membosankan. Lecturer membiarkan kami discuss sendiri tanpa bimbingan. |

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| Writing – E-mail Writing | Kh in the beginning was not eager to do it. “In the beginning it was a bit formal, I was a bit scared to do it (Int. 2[Kh]. 15 Mar 2011) but then because it was not that formal and she does not mind if we use a little bit of Malay language then I feel at ease (Int. 1[Kh]. 1 Mar 2011). Actually I have been wanting to do this, like the lecturer can respond to us but there was never an opportunity so I do feel excited. There is a difference sending the letter to Madam we need to analyse article. We are able to know what strategies that have been taught in the letter. I want to try sending her e-mail letter even if I am no longer in her class. I feel like I want to write. I want to listen to her respond (Int. 1[Kh]. 1 Mar 2011). | In the beginning Kh was not eager to write to her lecturer although she has been wanting to do this activity before. However, the way the lecturer approaches her students in a caring and thoughtful manner such as allowing the students to write using both English and Malay language as well as the ability to write informally made her change her conception. She claimed by writing the e-mail letter she can also use this medium to practice the reading strategies taught to her. She enjoyed the process and has increased her interest to write and anticipate for the lecturer to her respond to her letter. | Betul. Menulis email is the one way to improve my writing. Dlm bel 462, lecturer membenarkan kami menggunakan bahasa melayu sekiranya betul2 xtahu untuk menulis ayat dalam bahasa inggeris. Ini membuatkan kerja lbih senang dan tidak stress untuk menyiapkan tugas yg diberi. Lebih menyeronokkan, setiap email yg dihantar akan dibalas bersama comment utk penambahbaikan. |
| Active Reader | Kh also claimed that “After taking this class I feel happy and my interest in reading English materials such as magazines and newspaper has increased. Honestly, I don’t like to read English newspaper because it uses words that are difficult to understand and it makes me bored. I also need a long time to understand because I need to find the meaning in dictionary. But now I try to read without using dictionary because my instructor said ‘as long as you understand the meaning of the sentences it is ok’. So I try to apply it and it is true. You can guess the meaning of that word if you understand the whole sentences. Besides that after taking this class I can improve my reading in which I can differentiate whether it is opinion or fact and whether the statement is credible or | After attending the class Kh claims that her interest in reading English material has increased. She now tries to read some materials and employ the reading strategies taught in the class and it has helped her in her reading. She explains that the class has helped her to become active reader. When she reads she just does not read passively and at surface value as she used to. She tries to be an active reader by posing questions on the intention of the author which she thinks is vital to understand what one reads. | Yes. After attending the class i am very excited to apply it when i read the newspaper and magazine. However, saya masih tidak mampu untuk menghabiskan bacaan sekiranya ia melebihi 2 mukasurat. Sy cepat bosan apabila sy mula tidak memahami apa yg dibaca. Walaubagaimanapun saya dapat merasakan ia akan menjadi seronok andainya dilakukan bersama2 dengan pn. Puteri.. |

Appendix U: Participants' Verification of Data Interpretation

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| | not. I try to be an active reader by asking what the author tries to deliver and why the author tries to discuss the issue in the article. It is important to really understand and focus on what we read. (Post.Q. [Kh]. Apr. 2011). | | |
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Table U1: Participant's Verification of Data Interpretation (Sheri)

| Themes | Example of Sources (Contoh dari dapatan) | Meaning Interpreted (Pengertian kepada Penyelidik) | Student's verification (Pandangan pelajar tersebut terhadap pengertian penyelidik – betul atau tidak. Kalau tidak betul / tersilap interpretasi boleh dibetulkan di ruangan bawah ini) Boleh tulis dalam bahasa Melayu atau bahasa Inggeris yang mana lebih mudah untuk awak memberi pandangan) |
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| Conceptions of Learning (Pandangan mengenai pembelajaran di kelas) | <p>Even S does not deny that the class has helped her. <u>"It helps. Like if do read any type of articles I am able to understand. Although I have not reached the perfect level but I can manage to understand"</u> (Int. 3. P[Sh] 29 Mar 2011). She reiterated in her fourth interview her <u>conception of the class "informative, really useful. Very useful, feels like it is not a waste. How do I say it? It is very useful"</u> (Int. 4. [Sh] 12 Apr 2011).</p> <p><u>"For example, the strategy on contextual clues that she</u></p> | <p>Prior to attending the class S has never liked attending English classes because she claimed that it is difficult for her to understand what is being taught by the lecturer and because of that she said that attending English classes is boring. However, after attending this reading class her earlier conception has changed. She found the class as interesting and has helped her to become active reader. Now she begins to have interest to read and she would take up the challenge to</p> | <p>Yes I agree...this is my original opinion...</p> |

Appendix U: Participants' Verification of Data Interpretation

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| | <p>had earlier mentioned. Like predict from the title, then we find clue for the word that we have not understand we try to refer to the sentence after whether there is explanation on the meaning. That strategy has been effective to me (Int. 1. Part. Sh. Line 276-278, 1 March 2011).</p> | <p>read even when the articles are long and seem difficult to understand. She believes that the reading class has helped her in her reading and stated that she has not wasted her time attending the class because it is very useful to her. In the class she has learned about reading strategies on how to approach reading in an effective manner which she found very useful because before this she had never being exposed of such strategies. Earlier she understood reading as task to only answer the questions at the end of the article that was how she was taught how to do reading.</p> | |
| <p>Teaching Style (Kaedah Pengajaran) Minta untuk terangkan lebih lanjut mengenai soalan di bawah: Apa yang berbeza dari kelas-kelas BEL yang terdahulu? (kaedah pengajaran/ sikap pensyarah, tugasan/ aktiviti dalam atau luar kelas</p> | <p>“The first time Madam taught us I found her approach in teaching is interesting. So I began to have interest to enter English class. Before this I do not have any interest. Before that there is no interest at all. Now I feel that her approach is different. Why is there no instructor who taught like this before? We find it interesting.” (Int.1.[Sh]. 1 Mar 2011). The approach is interesting “because it works for me. It has been effective. That is why I like it because before this I am not interested to learn. But with this method I feel that it is suitable for me. I can see that now I am more interested, like when I read an article I know how to apply the strategies.” (Int.2.[Sh]15 Mar 2011). She elaborated further that the learning process in the class is not a burden. “It is not a burden. It is not. At the beginning I need to observe whether she force her students or not, whether she is the type who</p> | <p>She likes the teaching approach used by the lecturer. She found the lecturer does not force on students. To her this is one of the characters which would influence the students' interest in learning. When the lecturer pushes his students too much it affects their motivation to learn. In this class the lecturer listens to the students while in other English class it is more of one way communication. The lecturer teaches in a gentle and comfortable manner which makes the students at ease to interact with her. In other classes there is not much interaction. Some lecturers do not give fair treatment to students. They only acknowledge students who are more active in class compared to the</p> | <p>Yes, definitely true..</p> |

Appendix U: Participants' Verification of Data Interpretation

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| <p>yang diberi)</p> | <p>impose on students or not. That is the way I think. I will become less interested when the instructor likes to force, or being too strict. I see that she is a gentle, then the way she teaches in a composed manner that builds my interest.” (Int.2.[Sh]15 Mar 2011).</p> <p>She also articulated that she is comfortable with the instructor way of teaching and her strategies. “How to determine the main point, how to infer the paragraph, inference, then about the supporting details. Before this we had learned on this but how Madam has put emphasis I just don’t know. It is like we are more comfortable.” (Int.1.[Sh]. 1 Mar 2011). She also appreciated the fact that the instructor takes her time to respond to each student’s letter. “Before this I felt there is nobody who wants to evaluate us. With e-mail it is different . . . but I felt that there are many students who send e-mail to her. Will she be able to reply? It seems tiring.” (Int.1.[Sh].1 Mar 2011). She perceives the task as beneficial. “Beneficial, which means that the approach used is effective.” (Int.4. [Sh]. 16 Apr 2011).</p> | <p>students who are quieter. She prefers lecturer who shows concern and care about her students, who can listen to her students’ problems and approach them in a caring manner. Thus, when the lecturer able to remember each of her students’ names that shows the lecturer does care and regard her students as a person not only as student in the class. Therefore, the way the lecturer conduct her class, the approach she uses, her interaction with the students, the activities in the class do play an important part in influencing her interest in learning.</p> | |
| <p>Writing – E-mail Writing</p> | <p>. “For the e-mail I really do agree with this technique and like it a lot!! (Int. 1[Sh]. 1 Mar 2011). “I like it because I can read the respond again. I will review it again (Int. 2 [Sh] 15 Mar 2011). “After our lesson she will ask us or give us an article and request us to email her on what we have learned or tell her what the article is about, and then we always use English for the activity. In the e-mail letter we will also share our experience in relation to the topic of the article” (Int.</p> | <p>She favours the e-mail writing because she has never experienced this before. To her the e-mail writing experience is interesting. She found it interesting when the lecturer provide feedback and respond on students’ work in the letter. She claim that the activity has benefited her not only as a reader but also her personal experience because</p> | <p>This is the good method to improved reading and grammar when the lecturer reply back what we compose to her... (The technique is good but she said it also depends on the students’ preference. Some students do not see such benefit but to her it is definitely good)...I Agree with this</p> |

Appendix U: Participants' Verification of Data Interpretation

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| | 1[Sh]. 1 Mar 2011). | through this approach she is able to share and exchange ideas with the lecturer openly. The technique is good but she said it also depends on the students' preference. Some students do not see such benefit but to her it is definitely good. | statement. |
| Active Reader | | The activity on e-mail writing has in a way makes her become more active reader. When she reads and writes her understanding she becomes more active and critical in her thoughts. She no longer reads like she used to read where she only read at surface level without really understand the content of the article. | Yes, all above is true about my opinion through your research..tq |