

APPENDIX A

QUESTIONNAIRE FOR IN-SERVICE TEACHERS

Dear teachers, my name is Angeline Ranjethamoney Vijayarajoo / Jiva & I am currently doing my PhD. studies in the University of Malaya under the supervision of Professor Dr. Moses Samuel. My research is on teacher literature circles & the interaction that goes on among in service teachers, in trying to make sense of the new literature texts introduced in 2010-2011, by the Ministry of Education.

This questionnaire is mainly for me to have some background information on your teaching qualifications, teaching experiences in different levels of school, positions you have held and involvement in education activities, as teachers within the school curriculum and outside school level.

I would greatly appreciate if you could fill out this demographic information and allow me to interview you before and after the teacher literature circle discussions.

All names and contact information will be kept in confidence but important for me, should I need your further help.

Thank you very much.

Angeline Ranjethamoney Vijayarajoo

NAME:

(Please indicate by circling / underlining relevant choice)

**FOR QUESTIONS 1-4, PLEASE CIRCLE APPROPRIATE CHOICE
RELEVANT TO YOU**

1. TOTAL NUMBER OF YEARS AS A TEACHER:

Just 10 years

11-15 years

16-20 years

MORE THAN 20 years

2. MAJOR / OPTION (AT UNIVERSITY / COLLEGE)

ENGLISH

NON-ENGLISH

3. YOUR INITIAL (FIRST) QUALIFICATIONS

TEACHING CERTIFICATE

DEGREE

OTHERS

4. YOUR HIGHEST QUALIFICATION

PhD

MASTERS DEGREE

DIPLOMA

TEACHING CERTIFICATE

5. YOUR TEACHING EXPERIENCE

LEVEL	NO. OF YEARS	OTHER COMMENTS
PRIMARY		
LOWER SECONDARY		
UPPER SECONDARY		
OTHERS		

3. POSITIONS HELD

LEVEL	POSITION/ SHELD/ DURATION	ANY COMMENTS
PRIMARY		
LOWER SECONDARY		
UPPER SECONDARY		
OTHERS		

4. OTHER EDUCATIONAL INVOLVEMENTS (ACTIVITIES)

LEVEL (DISTRICT, STATE, MINISTRY, ETC.)	ACTIVITY

APPENDIX B

SEMI- STRUCTURED INTERVIEW

1. CHANGE

HOW IT AFFECTS TEACHERS

HOW DO THEY COPE?

2. LEARNING OPPORTUNITIES AVAILABLE TO TEACHERS AT THEIR PRESENT STAGE

ELABORATION

3. TEACHER LITERATURE CIRCLES

COULD IT AFFORD LEARNING OPPORTUNITIES – AS A
GROUP, AS INDIVIDUALS?

AWARENESS OF ROLES TAKEN DURING DISCUSSIONS?

ELABORATION OF THOUGHTS

**4. OPINION & EXPERIENCE IN COLLABORATIVE WORK WITH
OTHER TEACHERS**

ELABORATION

5. REFLECTION – WHEN?

**ANY ALTERATION/ CHANGE to INITIAL INTERPRETATION,
REVISION OF GROUP SHARED THOUGHTS, TRIGGER OF
OTHER THOUGHTS ETC**

ELABORATION

APPENDIX C

PROFILE OF PARTICIPANTS OF ACTUAL STUDY

INITIAL QUALIFICATION	INITIAL TEACHING EXPERIENCE	LATER QUALIFICATION	LATER TEACHING EXPERIENCE	ACTIVITIES/ POSITIONS HELD	OTHER COMMENTS	Knowledge of / Practise of Literature Circles among peers.
Mrs. Saty						
SPM, completed Form 6 and taught temporarily while awaiting results.	Primary Classes as a temporary teacher- 1 Year	BA (Arts) Sociology Dip Ed (TESL)	School for the retarded- 1 year Upper & Lower Secondary Classes – 26 years (Total No of Years of Teaching Experience = 28 but only 26 counted as fully qualified and in terms of seniority by MOE standards.	English related activities, Head of Department, Examination Marker, asked to give talks, write modules for specific English purposes etc.	Married with three children Willing to cooperate esp. in relation to improving teaching. Conversations mainly on work. Known to be dedicated and committed, received various awards from the school and Education Department. Has done work at Ministry level. Fluency- very fluent in oral speech.	Knowledge of literature circles present. Never experienced lc among peers.
Mrs. Anne						

College Teacher Training Diploma	Primary Classes in a Tamil Vernacular School – 8 years	BA (Arts) English Literature	7 years in Lower Secondary & 3 years in Upper Secondary Classes. Total years of teaching experience= 18	Head of Art Department in earlier years of teaching in the rural schools. Did short stint of work with Ministry of Education through a contact.	Married with two children Quiet and not conversational unless necessary. Duties done as according to specifications. Fluency- some errors in spoken language observed.	Heard of literature circles- never gave it a thought.
Miss Di						
College Teacher Training	Primary School for 6 yrs.	BA (Eng Lang Studies)	2 yrs in Lower Secondary Classes 9 yrs in Upper Secondary Classes. Total years of teaching experience = 17	English Language Activities	Single Chatty about topics of interest, mostly outside school activities. Takes students for various ELS competitions within the district and state when directed to do so. Fluency- very fluent in oral speech.	Heard of literature circles- unsure about the concepts and functions.

APPENDIX D

RESEARCHER FIELD NOTES

SESSION 1

Researcher's General Observations:

Di was an animated talker and enjoyed the novel discussion very much.

Anne and Saty were quieter

Anne chipped in here and there, sometimes echoing what others said.

Saty held to her own opinions, uninfluenced by the others.

The researcher-participant, **myself**, talked too much. A possible reason was to get the ball rolling. I was also, like Di, excited about the novel plot

More Details

I shared many personal experiences – of my late grandfather being strict etc. I was comfortable with the group and was at ease. I also felt that if I shared my personal experiences, the others too would – and they did. This meant that either they followed suit or were equally as comfortable as I was – I think they were comfortable and trusting.

Anne (and I) noticed a few details missed out during our individual readings, which Di pointed out – Granda's regular attendance at parents' nights was so that Rory should not feel the lack of family. Anne said that she would go back to the staffroom and re read that part, she said at the interview that she had 'learnt' from Di's interpretation.

What followed was Anne talked about how she would use that part of the text to ask students for evidence that Granda was playing his role as a parent well. Thus, what she learnt from Di was translated to a pedagogical point for her in the classroom – interesting. Roles taken by the participants are beginning to show up- the reader and teacher role.

Saty read the same part about Granda during her individual reading but no interpretation was made until she heard Di's interpretation. She too, like Anne found 'sense' in Di's interpretation. Saty also mentioned that she was rushing through the text when she read it earlier, which could be the reason why she had not made much out of it in terms of interpretation.

Another point made by Di and Saty was Granda's age, at 45 having a son and how he 'spoilt' his son. I had not realized that age at parenthood made a difference to the way one brought up kids, despite Granda's confession. It was a point made in the text and brought to emphasis by Di, as 'it was an important factor which explains Rory's father's behavior, attitude....'

Questions/ Comments/Information from interviews/ Information from Participant Feedback form

Comments

Di had many student stories and narratives to share.

Di was excited to share her students' responses and what she did in the classroom

SESSION 11

Researcher's General Observations:

- Participants are gathering momentum in the reader role, getting the setting clearer and elaborating on textual information.
- While quoting from the text, character interpretation is taking place – namely that of Rory and Granda.
- Specific page references are being made – not done in session 1
- Researcher/ I – speaking much less.
- Anne and Saty opening up and saying more.

Session 11 began in the reader role

Di had lots to share about her students' responses in class, her tone of voice showed her excitement.

Anne listened quietly.

Saty asked questions here and there, about Di's students.

Questions/ Comments/Information from interviews/ Information from Participant Feedback form

From Interview:

Di shared her students' responses, Saty had this to say: 'I will pick the humorous parts of the text to begin the characterization of Granda'. What Di shared was used by Saty for teaching purposes, i.e. Saty slipped into the teacher role with her student and classroom concerns.

Later, Saty said that her students appreciated the humour but she had to go slow and explain parts of the text to the students.

Saty commented on the TLC discussion where Di shared about the need to read slowly to the students in order to help them to understand better. Saty added that some of the boys were responding but not all.

Saty shared that she did what she could during the time given. When the researcher probed, Saty laughed.... 'I would stop and probe...ask questions, maybe maybe have a discussion or a topic that cropped up, may or may not be directly related to the text'.

I asked Saty for an example: '... my boys they asked me if Rory's friends would ask Rory about his own parents, family and personal questions. That was an interesting point to me, especially from a weak class. So we went into that part which was silent in the text'. Saty asked the boys how they would have responded and after some time, they had much to say'.

This made me think of Shulman's categories of teacher knowledge, which is knowledge of learners and their characteristics.

Anne learnt from Di's sharing of student responses: Anne said, 'I was shocked when Di talked about how her students could feel for Rory and perhaps feels like Rory. This encouraged me'.

I probed further (later) as to how it was an encouragement. Anne responded, "it makes me feel that students can look deeper into the text and feel the emotions and this is good...I...er I would like to teach... like to teach students who can go deeper and perhaps ... I myself could find ways to guide my students to be like Di's students'.

SESSION 111

Researcher's General Observations: More Details

The teachers were chattier but this was a short session, relatively.

SESSION 1V

Researcher's General Observations:

The participants were still very much looking at textual information, making interpretation while building blocks of Rory's and Granda's character and relationship.

Questions/ Comments/Information from interviews/ Information from Participant Feedback form

The question of new comers and established positions arose. Anne said during the interview that the site of the caravans was 'no man's land', and that brought a new perspective to the group. Saty added that Rory and Granda could not be expected to be friendly as they were 'on the run'... These two perspectives were new and added interest to the earlier TLC discussion.

Saty also said, 'all that we learn from these discussions will enable us to be better able to pass this to our... our students and perhaps they too may...may have ideas to pass on to us'. To me, this showed Saty's open mind and willingness to share and learn from peers and students. This makes me think of my 2nd research question on learning.

SESSION V

Researcher's General Observations:

The participants focused on the text, quoting from the text but applying text situations to real life as well.

SESSION V1 began in the reader role

Questions/ Comments/Information from interviews/ Information from Participant Feedback form

As Di explained the meaning of the word 'frogs', a culturally situated word, Anne admitted to not knowing the meaning until told by Di. This was a learning point for Anne and addressed research question 2.

SESSION V1

Researcher's General Observations:

A short TLC session

SESSION V1 began in the reader role

SESSION V11

Researcher's General Observations:

Questions/ Comments/Information from interviews/ Information from Participant Feedback form

I referred to certain issues that had to be pointed out to the students. Saty asked me what these issues were. I replied the issue of Rory and Granda moving closely with the new family- the step mother and step sisters. Di mentions that I was going beyond the text and Anne agreed. In literature, interpretation usually went beyond the text to life.

APPENDIX E

EXTRACTS FROM TRANSCRIPTS

Session 1 [S1, lines 1- 10]

Name of Teacher (Pseudonym)	<i>Talk</i>
Di	1 Ok, we are going to talk about chapters 1 to 5 of the novel Catch Us if You Can.
Angie	2 I really like it.
Anne	3 Especially the character “Rory” ah, the kid, the Granda.
Angie	4 Oh ya... ya, what a fine relationship you know. I didn’t have such a relationship with my grandfather you know. He was so strict 5 and always scolding.
Anne	6 Exactly...
Di	7 My grandfather was something like that.
Angie	8 Yes ah...
Anne	9 Ya... That’s right. Actually you look at this boy ah such a young age and how responsible he is.
Angie	10 He took on the responsibility far

Session 1 [S1, lines 30-70]

Anne	30	Daughter-in-law...
Angie	31	(...)His daughter ah...
Saty	32	Daughter in law
Di	33	Sorry, his daughter-in-law.
Angie	34	Oh, daughter-in-law. Yes, he did.
Di	35	And a, you know if you(X3) look at page 13, you will actually see that he is saying eh...you know that she was a lovely child lovely Lassey
Angie	36	Yes...Yes...
Di	37	You know and eh... no praise was too high for her, young girl left alone with a baby
Angie	38	Yes..
Di	39	Ok...and eh it was eh... he was actually... his... you know you can see the disappointment in the grandfather, oh eh regarding his son.
Angie	40	Yes
Di	41	His son just decidedand.....that..that.. he couldn't handle it and left.
Angie	42	Left...
Anne	43	You know and eh...
Angie	44	Yes.
Di	45	Eh ... for that I think(X2) also because the granda(X2) actually felt very bad that his son has done this.
	46	That he felt that he took it up on himself that now he is going to look after the grandson and never make the grandson feel that
	47	eh... you know like as though there's something not right with his own little life, you know.
Angie	48	Ya...
Di	49	Everything should be perfect so he never missed any of the parents' nights, he always made sure he attended and ah .. the one more
	50	thing that I thought was parts were really witty and made the boys really happy when we went through these chapters..

Angie	51	Boys..
Di	52	They pay(X2) so much of attention and they laughed at every single thing that the granda did you know.. and some of them.. I told
	53	them that we do this chapter in class and some of them actually went back home and finished the book..you know...so this is one of the...
Saty	54	This is the...
Angie	55	Very engaging book.
Saty	56	Which class was this?
Di	57	Five Austin
Angie	58	Would it be a good class... is 5 Austin a good class?
	59	(Talking at the same time-not clear)
	60	Would you say the same thing with a weak class? Would they also be motivated? Because...
Saty	61	I'm teaching the fourth class, I'm still having trouble getting the boys to read.
Angie	62	But its so engaging... you know the story and the line, and you know...
Saty	63	Eh... (in between), no because in the fourth class I have a group of students who can hardly say or write a sentence...a correct sentence.
Angie	64	Ya, it's their fluency problem, that...
Di	65	That shows ... that my boys...they are very interested in the story- if you read it to them....since they have difficulties.
Angie	66	Ya, ya... they can't manage reading it you know, but hopefully when you read to them ander explain...they are all listening.
Saty	67	I'm doing part by part.
Di	68	Ya...
	69	3 chapters... yes.
Angie	70	Because want them to handle the story...

Session 1 [S1, lines 60-90]

Angie	60	Would you say the same thing with a weak class? Would they also be motivated? Because...
Saty	61	I'm teaching the fourth class, I'm still having trouble getting the boys to read.
Angie	62	But its so engaging... you know the story and the line, and you know...
Saty	63	Eh... (in between), no because in the fourth class I have a group of students who can hardly say or write a sentence,...a correct sentence.
Angie	64	Ya, it's their fluency problem, that...
Di	65	That shows ... that my boys...they are very interested in the story- if you read it to them....since they have difficulties.
Angie	66	Ya, ya... they can't manage reading it you know, but hopefully when you read to them ...and er..explain... they are all listening.
Saty	67	I'm doing part by part.
Di	68	Ya...
	69	3 chapters... yes.
Angie	70	Because want them to handle the story...
Di	71	The taste of the moral value is unbelievable...
Angie	72	It's unbelievable...
Di	73	I know you were talking about the grand...Granda telling this grandboy...grandson ah...
Angie	74	Grandson...
Di	75	...I like this part ah, you know. The grandfather... he said that ' I was too old to be a dad, I was 45 when he was born...,'
	76	the son..., you know, eh... he is talking about his own weaknesses but then he says they both spoilt the son and the other part is he
	77	says that eh the son.. Rory's father... was like getting what he wanted, using it and then just leaving it.
Anne	78	Discarding it...
	79	Discarding it...

Angie	80	Discarding it, that's what he...
	81	and the same thing he did in his relationship with the women.
Di	82	The connection, you know.
Saty	83	He uses(X2) when he is satisfied he just leaves it.
Di	84	These kind of values are.. I(X2) like it la when the children are reading and you know, get them to see this...
Combined voice	85	Ya (in between)
Angie	86	Actually I read it and I didn't think about that, you know. Now that you mention it, I seem to agree with your rationale... So actually
	87	when your age is further away from your child's age, I think things become harder because you are already like a grandparent to that child.
Saty	88	That's right.
Angie	89	So you spoil the child, you remember... but if you were at the right age and closer to the age of the child, you wouldn't.
Anne	90	...And the relationship between the grandfather and the grandson also... it's(X2), it's a grandfather, grandson kind of relationship butat

Session 1 [S1, lines 120-180]

Angie	120	It's a loving relationship, it's a good relationship.
Saty	121	Very(X2) loving relationship and I also, they always say it's easier to talk to the grandparents because somehow the grandparents,
	122	they keep a very open mind and they are very patient, you know.
Anne	123	More patience.
Di	124	You know, whereas the parents you know, because of course both parties... everybody loves the child but the father and the mother
	125	are directly involved- they meet the child every day. Everything they are handling but the grandparents, they are sort of in the
	126	background, so they look at it in a different way.
Angie	127	Different way...how?
Di	128	Many of them were telling me that their relationship with their grandfather especially-is a good relationship. "Teacher can sit and
	129	chat with him not a problem. No problem is a problem teacher, everything "jalan".
Saty	130	(Laughing)
Anne	131	Wow...
Di	132	They say things like that, you know. So we have I think definitely those who have grandparents with good relationships between them.
Angie	133	Good ah.
Di	134	The relationship is there but I do not know whether our boys ..Whether they have this kind of thing where he can go on and play
	135	ball with his friends...you know.
	136	But I ask when they get back home.....
Saty	137	I ask some questions, "How many of you sit and talk to your grandfather or grandmother?" very few raise their hand.
Angie	138	And I notice nowadays people are getting very impatient with the grandparents who are in the house. And they try to avoid them,
	139	avoid them and things like that you know. And even ah i noticed eh they are even getting a bit impatient with us you know.
	140	The parents ... they just want to do their own things, so we are getting lesser and lesser of them ...
	141	That means this group of boys you are talking about ah,.. They(X2).. I think they are something more....that they can appreciate the
	142	older folks and give them the time, you know. Because ah a lot of places you see ah it doesn't happen, you know.
Anne	143	No..., what I mean is the boys could be impatient with the parents and the grandparent as well... but...but I also think..em.. There are
	144	lot of other factors also, you know, that make one impatient...
Angie	145	Ya ya, impatient, ya...
Di	146	You see like we were talking about reflection and things like that.

Angie	147	Ya...
Di	148	...if you ask me whether (X2) I reflect, I reflect every time...
Angie	149	Ya...
Di	150	...after I have done it the minute I said it, I know I blundered
	151	Straight away my inner voice talks to me ready "Why did you do that?" there was a (X2)
Angie	152	(.....)
Anne	153	...silly things to do
Di	154	But then the next time still doing the same thing. (laughing)
Saty	155	You know.(in between)
Angie	156	No..
Saty	157	But you know (some while). You see (X2) in my case ah (silent a while).
Angie	158	Yes, (you may)...
Saty	159	...so many other things... you are tired....
Angie	160	Ya...
Saty	161	Mentally, you're really drained, you know and then
Angie	162	Yes (X4) (in between)
Saty	163	...you have to like switch on, switch off, sometimes it's switch on, switch off thing is so difficult, sometimes you want to go a
	164	corner and be depressed.
	165	And it's so annoying. (in between)
	166	Because you want to get the thing, things out, you know.
Angie	167	Ya, ya, ya...(in between)
	168	Of course.
Saty	169	...and for this boy (Rory) ah, I (X2) never saw any depression.. only fact that he was afraid and lost....when he knew that the
	170	grandfather went to that home
Di	171	You see...(in between)

Angie	172	That's it (x2)...
Saty	173	That was the stress for that boy, you know.
	174	(.....)
Angie	175	Yes...that was very strong in the boy's mind, you know... he was determined that granda must not go to that place...
Di	176	Aahh...because he would die slowly...
Angie	177	and later on of course it showed, you know. We are just talking about the first chapters.
Anne	178	Ya..
Di	179	Laughing ...
	180	Ya...ok..

Session 2 [S2, lines 40--80]

Angie	40	Hmmmm
Di	41	They were really...You could see they were very disturbed. Everybody wanted to move chapters quickly to see what was
	42	the outcome
Angie	43	Whether he was going to die or whether he was going to....yeah
Di	44	That was actually quite sensitive...lah
Angie	45	Um...
	46	I think ah...a lot of people can relate to the scene you know because we had somebody or rather who we have gone to
	47	visit..in a hospital, close to us or otherwise ,and seeing the person like that and that kind of feeling of desperation you
	48	know. Is he or she going to pull through or that kind of thing? Emotion, what goes through...
	49	Then, we have the introduction of this character-Val Jessup, whose very nice, warm, she, she is a source of assurance for
	50	Rory also la i think

Di	51	You know the thing is, all these characters that we get introduced to uh, when we carry on reading, all of them
	52	want to help Rory and the grandfather.
Angie	53	Right
Di	54	Even Val Jessup...if you look at her, and read about her, she is actually a very very nice person. Yes
Angie	55	And very unassuming you know....
Di	56	Ahhhhhh...but because of what Granda did, she then realised that the child cannot be with the grandfather because you know
Angie	57	But they all miss the point, you know that this child lived because of the grandfather and vice versa you know. So they
	58	only looked at one angle all the time. How is the child gonna manage? Hows the child gonna manage? But the
	59	needed the grandfather you know.
Di	60	Yeah, but sometimes Angeline, when you are Angie, when you are in a situation like this, and it's your job, as much as I
	61	don't want to separate the grandfather.
Saty	62	No choice. No choice in this matter .but isn't this message in a way ah..that in the process of carrying our duties and our
	63	job..Could we be a little bit more sensitive to to....some other issues which are beyond our control
Di	64	Um.....
Angie	65	Could we, could we ah...I don't know I could tell that you know sense of thing from that boy's point of view you know
	66	And they all loved, cared for the boy. But they were missing the point every time
Saty	67	But I also think it's a difficult situation.
Angie	68	Very difficult. And, and like Di said, she had to do her job. If something happens to one of them.
Everyone	69	Ah...Yes...
Angie	70	She would be answerable; she would be put into a fix. But what happens to the emotions you know?
Di	71	I think you cannot put them together. You got to see what is now.
Angie	72	It's like a judge making a decision in court
Di	73	And yeah don't forget also nobody sat down and spoke well and told her that I don't want my grandfather to be put in
	74	Rachnadar because he was going to die in spirit. You know. Even if they had told her, she would have just sympathised
	75	with them but she still has to...

Anne	76	Still, no choice
Di	77	Because you know this thing of the flat burning and you know going up in flames and things like that.
Angie	78	Very dangerous
Di	79	This is serious stuff
	80	But on page 30, he does tell Val, you know ,he say ah..page 30 on the top “My voice was trembling ,
	81	I couldn’t control it, I don’t want to go there... I know you don’t Rory, but we are going to look after you while your
	82	grandfather is in hospital and it’s not as bad as you think. The staff there are really nice people

Session 4 [S4, lines 100-150-]

Angie	100	Ya...
Di	101	Already knows how one person speaks...I get on the defensive and I say ok. This is like... how dare you speak to me like
	102	that because this is my area. Y (X2) , you know like that? So I think it's pretty natural for them to speak like that and all
	103	this
	103	amazing part was...was he's still telling his Granda not to be rude, you know.
Saty	104	Ehmmm..thats why I said when I compare with my children eh, my children have the habit... of telling me off.... at certain
	105	times. I also do what Granda is doing. As we get older...we are like this...
Angie	106	Ya...ya... I think it's an adult thing.
Saty	107	And then my children will tell me how I can be like that.
Angie	108	Yes... and they are teaching us actually, teaching us a lot of things, you know. In that sense la...
Saty	109	Ya...
Angie	110	..ehmmm. Thank you.
	111	Silent a while...

Saty	112	Rory keeps correcting Granda...
Angie	113	Yup, yup..
Saty	114	Travellers, travellers...And Granda is getting annoyed with Rory for referring to them as travellers rather than 'Tinkers' and
	115	this is funny because Rory is enjoying irritating Granda...he's..he's..having fun and continues....
Angie	116	Yes....yes...
Saty	117	Sense of humour there...
Angie	118	And then eh you see Rory eh also checks the Granda when he said Darren's mother you know, she probably keeps what
	119	junk in the cupboard, you see Rory said 'I thought there was a bit unfair but I didn't say anything'....
Saty	120	Ehm...
Angie	121	...you see Rory is a very matured boy, you know. Granda is making a lot of judgments, you know.... and (x2) you see here
	122	the maturity of the boy and lack of maturity in the older person, you know. And like Sathia says I also face my kids and
	123	and we have to be very careful and kids are very (X2) much less judgemental than we are, you know. We got to be very careful
	124	and I think eh it had helped me having them to check me. After all, in the text, it was Darren's mum's 'junk'; you know that
	125	was going to keep them going. So Rory could not accept Granda's criticism of her....
Saty	126	It also strikes me... this catching fish... is it a big deal eh? Why they are they making it as if it is?
Angie	127	I think is about nature, I think it's about getting touch in nature and which granda was most comfortable with
Di	128	Who caught the fish? the boy was very surprised, amazed.
Angie	129	Grandfather (X2) at this age...
Di	130	And that's it. He's never seen that... the Granda doing things before. And for Granda now..they suddenly have all this
	131	survival skills. The grandson was impressed.
Angie	132	He was extremely impressed.
	133	You see Granda swung it onto the bank, whooping like a cowboy just weasel the steer, you know.... that kind of description
	134	and all that. It's a big.. big fish. And...
Di	135	And I'm telling you I'm...I really find Granda so humorous especially when he says he doesn't care it's a piranha...

Session 4 [S4, lines 200-220]

Angie	200	But we don't know whether she should have done that eh, if were threesomes if whether she, Sammy and Tyrone, we don't
	201	know, but you know she is doing it because...
Saty	202	Ok, let us give her the benefit of the doubt..., lets just say that because she doesn't want the child to listen to such language,
	203	you know.
Angie	204	Ya, ya...
Di	205	I think she would react in that way, even if Rory and Granda were not there..... it was specially so that Tyrone does not hear
	206	such language but for all as well.....
Angie	207	You think so eh? Ok (X3) ya, alright.
Saty	208	And then you see ..you see at that very moment Rory says 'my very old bandit appeared...
	209	Laughing..
Saty	210	Ya...ok..and you see granda how you know he so sweet, he is so sweet to Ruby.
Angie	211	Ya.... (X2)
Saty	212	She asked him, 'do you see a bacon role... handsome' and then the response... 'that would be lovely sweetheart'.
Angie	213	Yes...
Saty	214	...you know...it' (X2) too...
Angie	215	Its' very nice la and you know how Granda is warming up to Ruby and vice versa...
Saty	216	Ruby...
Angie	217	...and then Sammy eh, you can see he is not very educated la, he lifted the paper and pretended to study it.
Di	218	I also like that part, page 89 ehm, the head of the family, Ruby found that even funnier the head of thefamily, you know
	219	who is the boss in this family?
Angie	220	Laughing... and carry on with your work, ya...yes, boss and all that playfulness and you know, that they are warming up la
	221	to each other, they are such nice human beings but judged eh...
Saty	222	...and then eh when Darren's mum comes on TV.
Angie	223	TV....laugh
Saty	224	You know, and you see how granda gets very upset...

Angie	225	Upset...ya, but it does appear that he has a good reason to be upset. She is putting on a little mini drama there. Look but
	226	how...talking about language, we seem to judge all these people.. Granda is also capable of eh such language, it also shows that
	227	both worlds got their pros and cons. Sometimes we pretend to be something but we actually have all rough edges as well. We just
	228	hide them. And Ruby is so sensitive you know to everything. She puts the subtitles for granda because he couldn't hear everything.
Di	229	k...you know we are talking about moving around, travelling, at one point I was thinking where do they get their income,
	230	how do they survive? So on page 91, I think maybe the students eh, we can bring attention to that paragraph eh where the
	231	son didn't go to school and he brings eggs and the sons says eh that's odd job for him.
Angie	232	Ya...
Di	233	So, they may wonder where his father gets money.
Angie	234	Ya...then they do some farming as well and working at the farm along the way when the people need help.
Saty	235	...and then they said, you know after that they said actually they were going to move on because it's a cousin's birthday and ehm...
Angie	236	Yes...
Saty	237	...and the nice thing is they say it's safer for Rory and Granda to come along with them, you know...
Angie	238	They are concerned...
Saty	239	Ya, they are concerned.
Angie	240	...and it also shows that family togetherness of these people rather than So some people maybe rough and not so cultured
	241	and educated and all that.... but they really care for each other, the network with family members.....they are in touch and
	242	all that, you know.
Saty	243	Ya...
Angie	244	There is dancing, there is music and there is all that...
Saty	245	Even though they live in caravans they make it a point to meet eh...
Angie	246	Yes, there is a meeting place.... time....
Di	247	But you know, maybe you can label me old fashion la, but I really wish the boy went to school.
Angie	248	You know why, because we are coming from there, we feel education is so important, you know....that's why...
Di	249	Ya, you know ...just for a party.... they move. What could happen to Tyrone's future as well?
Angie	250	It's party time. Of course, that's what the social welfare workers come to check and see what's happening?

Session 7 [S7, lines 200-300]

Di	200	And that he realized that it was a bit too much already for Granda, it was time for Granda to take a rest,
	201	you know.
Anne	202	Stone bus...
Di	203	And so much of humour again, Granda is hungry and but Granda has got no teeth.
Angie	204	And then no teeth, he (Rory) pretended to take out his teeth and gave, you know. Aiyo...
Di	205	So nice eh...
Angie	206	Have a loan of this...you cheeky devil, aiyo. This is such a nice relationship eh till the end.
Di	207	Yes...then he said maybe we should go back Granda, you need to sleep on the mattress, in the bed, maybe they will let us
	208	stay together now, you know.
Anne	209	Ehmm...
Angie	210	You see maybe they will let us stay together now, that means all this while, they were not seeing the point that they
	211	to be together, doesn't matter have some help in that place or all that, but they want to be
	212	gather.
Di	213	Ehmm...
Angie	214	That now, I think it's important, you know.
Saty	215	Rory was under the under assumption this is what is going to happen, that they were going to be separated.
Angie	216	Ya...
Anne	217	Again I feel whether Granda is being irresponsible, you see nothing is changed.. rather be in this cold shelter with Rory
	218	anywhere else, he wants to stay together for as long as he can.
Angie	219	A bit too...
Saty	220	Die as a happy man...but did he think about Rory?
Angie	221	Ya (X3)...
Di	222	Ya, it's look like the boy is looking after him and thinking of him, what about him? He doesn't seem to.
Anne	223	You see eh, maybe like at that stage, the age...where they think about themselves only.
Di	224	You know he says, 'if I die tonight, I die a happy man', but what about the boy? What would happen to the boy? Does he
	225	think about this?

Angie	226	This is the part eh where you see if I die tonight, I will be a happy man, what about the grandson he is
	227	leaving behind?
Di	228	I think most people will be more worried about the young one.
Angie	229	Rather than the one who is dying.
Saty	230	And all this time, he (Rory) is not gone to school, you know... Rory...
Angie	231	How much of school he has missed out?
Saty	232	Ya...How much of school he has miss out?
Angie	233	And that society eh valued going to school more important than anything else.
Anne	234	So self-centered at that time.
Angie	235	At times, Rory felt similarly, so they were both you know in the same thought la, you know.
Di	236	Ehmm...
Saty	237	Then he asked for God, he asked God to help there.
Anne	238	You see the importance.
Angie	239	Come on Big man.
Saty	240	But then after that, Granda wasn't responding to any question that he was not responding to Rory, asking
	241	him to get up.
Angie	242	Ya..
Saty	243	...so you can see that eh...now is...
Di	244	Still on panic.
Angie	245	It's (X2) the clue to what could have been.
Anne	246	Exactly.
Angie	247	...if they did not turn to people's help.
Saty	248	So that I think again I like we say eh...that's the end of this chapter.
Angie	249	It was a replay eh of what happened when the flat got burnt... and when Granda was very ill. No,Granda has to be in the
	250	hospital...
Saty	251	Ya, when the apartment..
Angie	252	Because of the smile, you know...and remember when Rory comes to the hospital...

APPENDIX F

Interviews After 5 Months of the TLCs

Interview with Anne

Angie : Good Morning Anne.

Anne : Good Morning

Angie : I just have a few questions to ask you regarding our Teacher Literature

Circle sessions (TLC) that we had nearly 2 years ago. My 1st question is, during the TLC sessions, all seven of them, could you recall any parts which made you re-think and change any of your initial ah..opinions ? When you first read the book, as opposed to during or after the teacher literature sessions.

Anne : Actually when we started to discuss certain things.. when the other teachers came out with ideas ... well it made me think in certain places as you said. The way I read first and my conclusion was different... but when we sat as a circle of friends discussing openly and the ideas that came out from them actually made a difference. Example...ah.. like er the part where Granda was very very angry with the son.. for leaving the family and going off like that and it was shouldered by him... It was very very taxing for him. When Rory asks him questions of the father it makes him very angry and the part when he finds out Rory is actually going to the place where the son is, that angered him more and he refuses to go. That part where the son was you know..Eventually, he ends up there and slowly.. even though he is not staying with the son, his anger is still there, but he lets Rory go ..and

mingle with the son's family and all.. People can change. Exactly. That's what I was thinking.. People can change. There is a soft spot in Granda when he says.. being a matured old person, he is full of ego.. he doesn't want to show.. k.. but still deep in his heart he still has the love.. towards his son. I forgot his name.. the son. The character of the son itself..the very beginning I started to hate him. When I started to read that story, even though I did not know the son,..because of the deed that he did, I had the anger in me already embedded . I had that negative thing towards him. But later somehow, he has his own family now, he has his children, deep in him he knows what Granda has gone through and that is why he came all the way to see.. to meet and to fetch his father and his son back.. If he was like the arrogant person he was those days, he wouldn't even bother to come but he made it a point to come.. despite everything.. and he wants his family back and that shows people can change.

Angie : Was the TLC helped the discussions . and the input by the others that helped you to develop this about the perception of Granda and the change of Granda and the son as well? Was it these discussions..?

Anne : These discussions as well as in my classroom situation also. Because when we do it in the classroom the boys.. they talk and we actually.. exchange ideas, they give me ideas and we talk about it and when I put forward questions, they will give me the answer. Actually the boys are the one who opened my mind to that. They said, look at this teacher, if the son was not bothered he wouldn't even be there..'

Angie : Would you say that some of the issues raised in the TLC discussion also featured in the classroom and got developed in the classroom?

Anne : Definitely. Definitely.. Yes yes yes

Angie : Did the boys also feel dislike for the son? Was that noticeable with the boys?

Anne : It was not noticeable because everybody has their own idea why the father left...Some said maybe he married too young.. not matured..the thinking was different. Not everybody had the same idea. Some were very passive but those who were very active talking the passive also contributed to talk. Some of them they do go through the same situation but in a different way, so they do know what it is all about. So they said you cannot punish this person for doing this because you must know why he did such a thing. Even during the discussion we had the similar topic we all shared the same thing and similarly it was shared in the classroom.

Angie: Did it in the classroom come out purposefully because of your what you talked about or did it come out naturally? Were some of your thoughts from the TLC zooming in your mind?

Anne : Yes... the thoughts were zooming in my mind. So I posed the question about the character whom they like the most, whom they dislike, whom they do not like to be like. So when I posed questions like this, they chose characters why they like, why they do not like to be in that shoe, slowly they answered themselves too.

Angie : If I'm not mistaken it also from Dee because she also started the text in the middle in the session of and she talked about probing question and how they responded. Is there anything else you want to share?

Anne : Whatever we had discussed in the circle.. I brought it up in the classroom. We had a brief discussion like that and the boys voiced out beautiful ideas. The way they were thinking was different because from a young perspective mind and at the same time some of them are in the same shoes as a Rory. Whatever we discussed, I saw in a different way and they developed it. I'm really happy choosing this story because it really shows what is going on in our own life.

Angie: Are there any specific values that you find in this useful for students?

Anne : In fact, they themselves gave ideas how respectful, how to appreciate. Even though one is old, or is sickly but whatever it is, should never forget what they have done before. The children learned a lot and I also learned a lot.

Angie: Tell me something that you felt that you learned?

Anne : To be walking in another person's shoes, by not having thoughts built in before hand.. thinking about things without actually knowing the real reason. I really like the character Rory, so young boy, he could shoulder the responsibility and taking care the old Granda and bringing him out of the place knowing how unhappy he was. At that young age knowing all this we at this at sometimes we, at this age never notice things. When I compared that, I do learn a lot- to be more patient, to be more understanding. and to learn by keeping quiet.

Angie : Would you say TLC also helped you to gain more knowledge of the text and also gave you ideas to use in the classroom?

Anne : Yes, when we discussed it opened my mind to a lot of possibilities. And in fact. it can be concluded in many ways. Everything is right as long as it is supported.

Angie : How in feature in examinations when the students answer that are very unique but they don't follow a set or correct answer. Would the examination marking scheme allow for all this? ..variation ..

Anne : As long as they know the story and if they can answer the questions in a unique way and support it with the details, shouldn't be any problem at all because they want to evaluate .to see if the child has learnt or knows the story. Even if the character chosen is a minor character, as long as he can support the character with reasons...good for him. It should not be any problem.

Angie : Anne is there anything else you would like to share with me ...

Interview with Di

Angie : Okay Good Morning Di

D : Hi Good Morning.

Angie : I'm so sorry to have to ask you these questions after almost two year
But please bear with me. I have just got two questions basically.

The first one; During the TLC sessions, all the 7 session that we had., could you recall any striking part or parts which made you rethink or change or consider other options compared to your initial opinions?

Di : Well, we did a lot of discussing during the TLC right. We talked about lots of stuff and whatever information that we got, I tried using it in class. When I spoke to my boys, we did talk about this part. There was one boy in particular who actually talked about the relationship between Granda and his son. He actually pointed out something, which I did not really see at that point. As I teach it I teach as the novel is and since the novel was very new so we thought we will look at every page just as how it is and just discuss it. But he pointed out one thing to me. He told me ‘teacher,” It’s a very sweet novel.” That was his exact words. It’s a very sweet novel I meant it is so easy for a son to abandon his father and his own son. Then he disappears. And then the son, the little boy gives up part of his childhood to look after his grandfather. And the grandfather also had a life, okay. And the grandfather also gives up his life for his grandson. While this son who is Jeff Mackintosh just goes away because he cannot handle the responsibility and the next thing you know he gets married and he has two daughters and they lived happily ever after. Nobody cared about these two boys. I think this topic came about because we were talking about whether we liked the ending of the story. And as usual I use myself as the first example and I told them that I do. I think this is a very nice novel and you know people help you along the way and this thing like that ...you know how it is. They have been very lucky. People were very nice. They helped

them along the way and then in the end the father and the grandson and all you know they all... reunited.

Angie : And live happily ever after

Di : Exactly. But his boy, Loh Ja Shin, he told me, "Teacher this is not how it should be". He says if you ask me whether I like the ending I would say I don't like it at all. They should have been some dialogue between the grandfather and his son, where the grandfather should have told the son that the son is the cause of the wife's death, the son is the cause of the boy not having a mother, and the son is the cause of boy losing his childhood and Granda losing a chunk of his life. You see he said if only that could have happened, it would have been wonderful because I remember at TLC we did talk about it. Yes we touched on this, you know.

Angie : Yes

Di : Everything is so sweet. But here should have been a little bit of this and you know surprisingly most of the boys after that they all realized.. Yes its true. Jeff Mackintosh did something that was totally unforgivable. They felt that it was unforgivable because of the fact he had deprived a child of his mother. So when I put them into their groups and then when they did their group discussion, this is what they were talking about. And many of them I will tell you this many of them could actually relate to this because of the fact that they have experienced this in real life.

Angie : Yes

Di : You see not through the father role or through their girlfriend's role, some role or rather somebody abandons another person not necessarily leading to

another person's death. But enough to cause a lot of problems in the person's life, you see.

Angie : Ya

Di : So there was one thing that I thought sort of change my perspective on the novel. There is another thing I want to talk about the fact that not everybody wants to help you. I always believe on this. I think experience has taught me this, which whenever people say they want to help you there could be some who are very genuine. But there is always someone with an ulterior motive. I believe that. There's always have a hidden agenda. And maybe it's something that they want out of you or whatever it is. I mean that's between them and whatever issue they have in life you know. But in this case, if you notice ' Catch us if you can' as everybody wanted to help them. The only person whom I think was not very nice was the guy who sort of threatened them outside the toilet.

Angie : Ya he wanted they money.

Di : Ya exactly, you know. So that's another thing where one more boy pointed. He said, "Teacher, in real life people are not like. Not everybody is going to help you.

People are not like that in real life. He said lets face it. Today if somebody sees another person in a problem; its either you ignore it or... We have seen in the newspaper, the person is lying dead on the road, and there are passersby. Everybody is afraid to get involved, for fear that they might be implicated into that situation as well. isn't it?

Angie : Yes

Di : So sometimes I worry because novels like this can also make a person feel that there are people in this world who will really go out of their way to help you. But that need not necessarily be true. So when we had our discussion in class I wanted to tell them this as well because of what is happening in the real world today. People are getting shot at crossroads. And people say they are in trouble, they need your help and then what happens then... I know of a friend who met with a horrible accident and one man carried her out of her car and he actually asked her permission to take out the glass pieces from her chest. But there was a wallet next to that girl. When he left her on the grass to quickly go and make a call, he didn't realize that the wallet was there and somebody nicked the wallet. So not everybody is going to be all very nice. You've got to be alert. I am not saying that the whole world is very bad; I'm just saying that we have to be very cautious.

So I told the boys yes there would be people who are going to help you along the way. But there are also people who are not going to help you along the way and you must be aware that you cannot trust someone 100%. That's what I feel.

Angie : So basically something you have said during the teacher literature circle (TLC) sort of triggered and got developed in the classroom. Because at the literature circle if I'm not mistaken we didn't go so far..as we talked about people-we sort of said ya it's a little awkward that everybody was helpful

but we accepted it. But later this thought went through this kind of change and I agree with that.

Di : Ya, correct. You know when I went to class, I used whatever we had discussed here I went there to class and I did it. I sat them down in groups and we talked about it and that's when you know they told me, 'Teacher, if only there was a way where there could have been some dialogue between father and the son. And another thing is the fact that not everybody is going to be nice to you all the time. You got to understand that part as well. To be very honest with you if I could re-write this story I would love to actually plan the dialogue between Jeff Mackintosh and Granda. Just why? Just ask him that one question, why, you know?

Angie: Ya

Di : You see..

Angie : But he was a spoilt kid, Jeff. You know? So to him it was nothing to walk away.

Di : But that doesn't mean he can get away with it. You see. You know Granda got married at very late age in life, alright. When the wife actually got pregnant they never expected it to happen. So they were totally overjoyed. And in all that happiness they decided they are never going to deprive their child of anything, gives the child whatever he wants. I think the child was so used to getting so many things, he did not know how to value those things.

Angie : Ya that's a fact. But we also agreed, not everybody will spoil their children if they had a child at a late age.

Di : Yes

Angie : That issue was left open. It happens and it also doesn't happen.

Di : Yes. That's true. It happens but it also may not happen. But in this case in 'Catch us if you can.' It happened. This carried on with him.

Angie: Terrible consequences.

Di : This selfish thing that he had and carried on at his later part of his life. And he actually showed it after that he couldn't handle the responsibility of having a wife, what more having a child. And he left. Granda pointed that out. He said that he couldn't handle it, you see? And he felt he couldn't take it anymore. So he got up and just left. There was obviously no contact then. So how much did Jeff Mackintosh really worry for the father or the son? He never came to check on them also. I think at some point, when you decide that you are okay and ready now to be responsible person and I'm ready to get married. I think I can handle having children. I think you should also think about children that you left behind, the abandoned one. The boys in my class they are all 17 year olds and they are all going to be men one day. When I saw their expression on their faces and they were all just shaking their heads especially the part where the mother died of a broken heart. You could see that they were very upset about it. So they said teacher, "For that they should have been some kind of dialogue". That's how we would have changed it. So this time my literature question now for their exam is "who would you choose as your role model". And I can't wait

actually to read their essay because we had a major discussion about how it is to have someone who is your role model who only has all these positive qualities that you want to emulate. You know what I mean or not? So I am actually quite excited to read their essays.

Angie : Who are you expecting that they might write about?

Di : I tell you honestly, I think they are going to write about Rory because they found his character to be so admirable as he never complained.

Angie : Well, not in a big way. Well during the TLC, Satya did talk about his abnormal patience. And then we did say they did have argument and all but fun arguments. They argued and finished with it.

Di : You know when Granda was very ill at that one point and then his conversation with the Big Man, he was desperate. Whatever the situation may be I will do whatever it takes but please don't take him away from me. That's another thing. I told the boys and then we linked it back to home. I said some of you may live with your grandparents. How many of you actually have sat down and talked to your grandparents?

Angie : We had actually shared some of that during the TLC. And they had some nice stories to tell. So that was really very good because you were actually connecting what we talked about in your classroom situations. So they had a lot of things to say about their grandparent. You also said that they talked more to their grandparents than their parents.

Di : Yes and I tell you one thing about this novel that I think is really nice is they boys could actually link it to their own private lives. The fact that the abandonment part, the love part and all the jokes that they enjoyed between

the grandfather and the grandson All that you know they thought. But they did tell me also, 'Teacher we just want to point out too that these are all very real mistakes that Granda did which had serious consequences. They said this is not a joke for him to put a sack potato or throw his homework down a rubbish chute. Or keep a sack of potatoes in the wardrobe, you know? It's very dangerous. It's very bad for Granda because we already know that something is not right mentally with him ..and already he is getting very forgetful. And a forgetful person who is taking care of a child. So.. as much as we laughed... and I laughed even, that part didn't strike me until one boy pointed out. He said, "Teacher, has it ever occurred to you. It's actually a very serious thing that Granda has. And then the worst part of it is the minute when the social service is involved. They know that there's an issue here. You see the flat got burnt down.

Angie : Yeah

Di : Now a child is involved. Isn't it? So obviously the social services does not want to purposely separate them. But the social services already know that the child's life is at stake. And so is the old man's life. So that one was another thing they pointed out. And one boy actually talked about this kind of issue that happened but not a fire. But another thing about a grandparent forgetting and left the child at home. He said that luckily the boy's father came back in time, you know? The pain and the anxiety and all that the family felt at that moment, those are all real feelings. It's not a joke, you know? So everyone might find it funny that the homework has gone down

and then all the excuses that Rory makes but in the end it's all It's a serious thing. You know what I mean?

Angie : Initially we could laugh at all that but on deeper thought and all, it's not. It is actually a dangerous situation.

Di : So, This book I would think if you compare it with 'The Pearl', it's a very nice book where students can actually comment on it and they relate to it very much to their real life.

Angie : Yeah, unlike 'The Pearl'. There's lesser opportunity to relate. There are actually quite a number of changes.

Di : But initially when we started the book I was more worried about exams. So as much we had the discussion and all that I had to limit them. Now as we are progressing....

Angie : You are more confident and you are more comfortable with the novel now.

Di : And you can look at it from different angles

Angie : Would the exam marking scheme also allow for all these different angle and interpretation?

Di : Yes I hope so. Because I tell you that this is one novel if the boys, I mean I know my boys in the first class, they will tackle it in different ways. Some will use some abstract methods unless I got my boys who can really really write.

Angie : So this is a good class!

Di : But the weaker classes I must tell you also they may not have the vocabulary for commenting so much. They will tell you in their Malay language – Bapa buat salah. They say that, u know. So this book student

comments a lot on it. There's a lot of scope to discussion. Lots of it u know. Every part actually you can comment. You can say something.

Angie : So overall, if I would have to ask you what do you think would be one of the major roles the group discussion the literature circle we had. What would one of the major things in term of your knowledge changing or rather your teaching experiences in class. Is there anything that you could say that really helped you in that linking what you had discussed to the classroom? Or to think about something even not directly.

Di : Yeah, I think what you mentioned just now. The fact is that there were many parts that we discussed and we said like what Satya had said it's just very strange that the boy like Rory doesn't lose its temper .Rory seems to be more than happy to look after Granda. And things like that when we know things like that was bit strange. Then when we linked it back to class when we talked about whatever we discussed here we try to go back to class and link it. And even the boys said that, "Teacher, he doesn't seem normal because for a normal person there will be this thing..feeling of a, Why do I have to do this?"

Angie: And he had to miss his football even because of Granda.

Di : And there was one part he actually mentioned let the father take over now. Something like that. But I would say that in this case when we talked about it whatever we discussed here, when I went back to class, they sort of put me straight again. They helped me decide that yes this is all just too good to be true. So for a point I thought yes it is a very sweet novel. Everything is all okay. And then they helped me to decide through the

discussion. But what I liked about our TLC was we started the conversation here, we discussed it and then I ended it in class.

Angie : And it got further developed in class. So actually the boys also played very very major role and

Di : Further developed there and helped me change my opinion as well.

Angie : So the starting point was still the literature circle?

Di : Yes for sure. I can tell you one thing; you came with this in mind at the right time. Because you know why? We were just being introduced to this novel and after we talked to you we understood the novel I better and then from here we moved on to our classrooms and it moved on.. it developed. And the nice part is it helped me change my perspective as well. So sometimes it takes a few stages to go.

Angie : Thank you very much.

Di : You're most welcome.

Interview with Saty

Angie : Good morning Sathia, I'm going to ask you a few questions after such a long time from reading the text in our TLC.

Were you able to make any links between the teacher literature circle discussions that we had and your classroom experience.

Sathia : Ya! I am quite sure I linked a number of things.. because my awareness improved I think we were talking about this, whether we can forgive people who have wronged us and one incident which till today. I am unable to forget is a boy who came out with this story about he and his mother not

having spoken to each other for almost two years. So I related it. Actually he openly spoke about it when we were talking about it.. when we were talking about how Granda has not spoken to his son for many years. And I just asked them rather if they have experienced this sort of thing and whether they forgive people easily and speak to people who have wronged them or they feel they have been wronged.. and most of the boys just ignore the matter and forgive easily but this one boy, in fact there are two boys if I'm not mistaken, but one boy he said that he had not spoken to his mother for 2 years, he did not want to share why, but he explained that his mother treated him like normal. She put food on the table, and he would eat, but he doesn't speak to her. And then we asked.. I asked the students you know, in the class "do you think this is normal, do you think that something should be done about it, and the other boys advised him you know, you shouldn't be doing what Granda is doing. They connected it to the text and we asked him if he feels what he is doing is not right and he himself said that he would try to reconcile the matter with his Mom.

Angie : That was actually an example of something we discussed in our literature circle discussions and it also came out.

Sathia : There is another one that I am unable to recall. Other things, I think one of the things I really focused on is the language part, I..er was not too happy with the expression ' Me and Granda' appearing in the text quite often, the worry that students will use that structure in their essays, I spent about 15-20 minutes showing them examples of how to use me as an object and then

a subject should be I, and lot of sentences using I and grandpa, I and my mother, I and my friend and then showing them how to used it as an object.

Angie : Language, I think the part of being “colloquial” a few parts even some phrases that use phrases like you know blinking..something ...

Sathia : ..so that I spent a little bit of time on that.

Angie : But did the students ask you why that structure was used in the text and things like that?

Sathia : Oh no, they didn’t ask, but if it had been a good class, they will definitely ask me, this is the fourth class, they are quite weak, they were more interested the story.

Angie : The exam requirements.. also don’t require such language details?

Sathia : No.

Angie : So, as long as they know the story, the story and all that will be sufficient?

Sathia : The plot, the character, theme, values we will focus on that. So the language part I only focused if I worried that they may use that in their written work.

Angie : So that is the teacher in you actually, Sathia. You know you mentioned also values Sathia. So do you purposefully teach values to fulfill that criteria of the syllabus you know, when you say the moral values, or did you incidentally approach this when you were teaching?

Sathia : Actually, I focused on values, but I don’t do it directly, indirectly. I ask students what you think of Rory, what kind of person is he, and ask them to analyze good things about him, and also the not so good things about him. In that way I connect it to values. Later, I tell them to do a paragraph to

prepare for exams, Literary devices I didn't really focus on that because my class is a weak class, and I mentioned it earlier.. they are more interested in the story. I was at first worried because the story.. it is about an old man and his son. I thought they will not be interested, but they were very interested.

Angie : Is it because you.. er they associated themselves with the character Rory?

Will that be possible, or just the storyline?

Sathia : My own opinion it's about being humane. It's about kindness to people.

Angie : And you think that could have attracted them?

Sathia : Ya..And also the text itself you know like every chapter we don't know what will happen next.

Angie : You mentioned the sub plots and the impact it had on us.. that the text has a lot of anticipation. So it had the same impact on us, so like wise ..they responded.

Sathia : I mentioned at the TLC.. the Da Vinci Code, at every chapter, you are not sure what is going happen next, so they are worried, whether the boy and Granda will be separated or were they are going to be together?

Angie : or whether the grandfather would die..

Sathia : So there is suspense till the end.

Angie : Yes, yes, that also probably is playing out in the boys' minds.

Sathia : Then the other thing is about.. I think what I brought into the class was how people look down on others. We discussed it at our TLC.

Angie : We talked about the Tinkers.

Sathia : Some of the boys, they give examples of people we tend to look down on like some give me examples. Some give me examples of immigrants, there was an Indonesian boy in my class, and they started teasing him and about how they viewed them with suspicion. The students related this to the Tinkers in the story.

Angie : And how Granda's perception changes so much and becomes such chumps with the Tinkers...

Sathia : The students also spoke about Bangladeshi and other immigrants.

Angie : Wow, ok.

Sathia : I had a good class ...er and they interacted a lot.

Angie : Their proficiency, but they had a lot of ideas.

Sathia: Then another one is about "old folks Homes" So, when we discussed, the name of the orphanage, Castle Street, I ask the students, in the second or third chapter what do you think this place is, what is Castle Street, because I worried that they will think Castle is a castle and Street is a name of a street and say.. but no, they knew it's a place.. an orphanage.

Angie : They could tell.

Sathia : Ya..They could tell, and then I asked them whether they have been to an orphanage and "old folks" Home.. because we were discussing "Rach-nada" and I talked about "Vinashini Home" where "old folks and young people, young children live together ...and they said that the same thing could happen in this story where they don't have to be separated, where they could be together. So the boys came out with the idea.

Angie : And we did talk about it too you know so, those are some connections, is there anything else that you'd like to share?

Sathia : Not really at the moment.

Angie : Thank you very much Sathia.

APPENDIX G

English Language Syllabus Objectives (Ministry of Education)

Process Information by

- skimming and scanning for gist and specific information
- extracting main ideas and supporting details from various audio, audio-visual and print materials
- discerning cause effect relationships , and sequence of ideas
- getting at the explicit and implicit meaning of various oral and written texts
- predicting outcomes, and drawing conclusions
- deducing the meaning of unfamiliar words and metaphors by applying word attack skills
- identifying different points of view
- using print and electronic dictionaries
- interpreting non-linear text such as maps, charts, diagrams, tables, graphs
- making short notes and mapping out ideas

Present the information to different audience by

- writing directions, instruction, recounts, descriptions, explanations, messages, letters, speeches, reports and articles
- instructing, describing, narrating, explaining and reporting orally
- responding to questions and comments orally and in writing
- presenting information in non-linear forms including tables, graphs, diagrams, charts and vice versa
- expanding notes and outlines
- composing, revising and editing drafts, and checking accuracy of spelling, punctuation and grammar
- summarising information
- reading aloud written materials such as instructions, directions and reports clearly and fluently
- using appropriate format, conventions and grammar when presenting information

Language Use of Aesthetic Purposes

The aesthetic purposes of language use involves the ability to enjoy literacy texts at a level appropriate to learners' ability. Learners are also expected to be able to express ideas, thoughts, beliefs and feelings creatively and imaginatively. The study of moral values is also given emphasis in this area of language use.

APPENDIX H

Researcher's Protocol to Avoid Bias

1. I must encourage others to speak.
2. I must try to make my presence as researcher as subtle as possible.
3. I must try to make the other participants comfortable with my presence.
4. I should go with the flow and not change the flow of the TLC discussion.
5. I must not insist on an opinion.
6. I must not be the initiator of ideas or topics.
7. I must not steer the direction of the TLC to what I think it should be.
8. I must not speak for too long at any one interaction.
9. I must not interfere with the flow of the TLC discussion
10. My body language must also show a role as a participant and not someone looking for strong or weak points in the teachers.