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THE USE OF PUPILS' L1 IN TEACHING ENGLISH VOCABULARY

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DECLARATION

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ABSTRACT

Pupils who had undergone four years of primary education were found to lack vocabulary knowledge in learning English. Thus, this study aimed to examine the views of English as a Second Language (ESL) teachers and pupils on the use of pupils' first language (L1) in the teaching of English language vocabulary. It also investigated the teaching practices in particular the strategies employed by an ESL teacher to teach vocabulary using the pupils' L1. The participants were an ESL teacher and 24 Year Five pupils in a rural school in Perak. The sample consists of 9 boys and 15 girls who were all Malays. In addition, 30 ESL teachers in Perak answered a set of questionnaire. This study employed a combination of descriptive case study and survey method whereby the study comprised of classroom observations, interviews with teacher and selected pupils and questionnaire administered to pupils observed, and questionnaire administered to ESL teachers. The data from the classroom observations and interviews were transcribed and analysed qualitatively while the data from the questionnaire administered were analysed using descriptive categories. The findings provided an understanding of the views of the teachers and pupils in teaching English vocabulary using the pupils' L1. The findings also provided insights of the teacher's strategies in teaching vocabulary using the pupils' L1. Finally, the teaching of vocabulary is essential in determining the success of pupils in mastering the language skills.

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Tajuk: Penggunaan Bahasa Ibunda Murid dalam Pengajaran Perbendaharaan Kata Bahasa Inggeris

ABSTRAK

Murid-murid yang telah menjalani empat tahun pendidikan sekolah rendah didapati kekurangan pengetahuan perbendaharaan kata dalam pembelajaran Bahasa Inggeris. Oleh itu, kajian ini bertujuan untuk mengkaji pandangan guru-guru Bahasa Inggeris dan murid-murid dalam pengajaran perbendaharaan kata Bahasa Inggeris yang menggunakan bahasa ibunda murid. Ia juga mengkaji amalan pengajaran khususnya strategi yang digunakan oleh seorang guru Bahasa Inggeris untuk mengajar perbendaharaan kata yang menggunakan bahasa ibunda murid. Para peserta kajian terdiri daripada seorang guru Bahasa Inggeris dan 24 murid Tahun Lima di sebuah sekolah luar bandar di Perak. Murid-murid ini terdiri daripada 9 lelaki dan 15 perempuan yang kesemuanya berbangsa Melayu. Di samping itu, 30 guru Bahasa Inggeris di sekitar negeri Perak menjawab satu set soal selidik. Kajian ini ialah gabungan kajian kes deskriptif dan kaedah tinjauan yang terdiri daripada pemerhatian bilik darjah, temu bual dengan guru dan murid-murid terpilih dan soal selidik yang ditadbirkan kepada murid-murid, dan soal selidik yang diberikan kepada guru-guru Bahasa Inggeris. Data dari pemerhatian bilik darjah dan temu bual telah ditranskripsikan dan dianalisis secara kualitatif manakala data daripada soal selidik dianalisis menggunakan kategori deskriptif. Hasil kajian memberikan pemahaman mengenai pandangan guru-guru dan murid-murid dalam pengajaran perbendaharaan kata Bahasa Inggeris menggunakan bahasa ibunda murid. Ia juga memberi gambaran tentang strategi yang digunakan guru dalam pengajaran perbendaharaan kata menggunakan bahasa ibunda murid. Akhirnya, pengajaran perbendaharaan kata penting untuk menentukan kejayaan murid dalam menguasai kemahiran bahasa.

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LIST OF ABBREVIATIONS

L2	Second language
UPSR	Primary School Evaluation Test
ESL	English as a Second Language
L1	First Language
EFL	English as a Foreign Language
SLA	Second Language Acquisition

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CHAPTER ONE

INTRODUCTION

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1.0 Introduction

English is a compulsory subject in the primary school curriculum although it is a second language (L2) in Malaysia (*Kementerian Pendidikan Malaysia*, 2001). Pupils in the primary school undergo six years of education and have to sit for a public examination, the Primary School Evaluation Test (UPSR), when they are in Year Six. Primary schools are divided into national and national-type schools. The national language, Bahasa Malaysia, is compulsory in all schools and is the medium of instruction in national schools whereas Chinese or Tamil is used as the medium of instruction in national-type schools. Hence, the curriculum gears pupils in Malaysia to be either bilingual or multilingual irrespective of the type of education received.

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According to Parilah and Fauziah (2007) to be bilingual in Malaysia means pupils are able to use Bahasa Malaysia as well as English orally and in written form.

The aim of the English language syllabus for primary school is to provide opportunity for pupils to communicate effectively verbally and in writing in everyday life and in work situations as well as to prepare pupils for higher education. However, based on the 2010 UPSR results, it was found that 26.17 percent pupils failed to achieve Grade 'C' which is the minimum passing grade for the English language paper (*Blog Rasmi Kementerian Pelajaran Malaysia*, 2011). This percentage represents a total of 126,126 pupils out of the 482,004 pupils who sat for the paper nationwide. Therefore, it seems that after six years of formal education, more than a quarter of the pupils who sat for the UPSR did not achieve the minimum level of English proficiency.

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Teaching English language is a challenging task especially when dealing with children who are not proficient in the language. Lugo-Neris, Jackson and Goldstein (2010) state that the majority of ESL pupils have limited vocabulary knowledge which hinders understanding when reading in English. The lack of vocabulary is a barrier in expressing ideas both in oral and written forms. Various studies also confirm that academic failure or success is related to the amount of vocabulary knowledge gained (Baumann, Edwards, Font, Kame'enui & Olejnik, 2002; Baumann & Kame'enui (Eds.), 2004; Bensoussan, 1992; Biemiller & Boote, 2006; Laufer, 1992). Thus, a factor that contributes to the academic failure of pupils in the English language performance is the lack of vocabulary.

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The ESL primary school teacher has to teach pupils new words and encourage active usage of words so that other language skills, namely listening, speaking, reading and writing are developed. Rankin (1990) posits that vocabulary improvement happens for most people with direct instruction and practice. "Practice" means seeing the word, saying the word, associating it with at least three meaningful examples and creating with words (Rankin, 1990). Meanwhile, according to Nation (2001), when learning vocabulary in another language, a knowledge of 2,000 high-frequency words in English is important and should be given the highest priority and should be taught via direct teaching, direct learning and incidental learning. With an established knowledge of words, pupils will have a rich understanding and a good grasp of word meaning and nuances. Hence, one of the most crucial roles of the language teacher is to help pupils to develop a wide range of vocabulary.

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According to Naginder, Nor Hayati and Muhammad Kamarul (2008) vocabulary refers to the semantics of the language and vocabulary knowledge refers to the ability to comprehend, acquire, retrieve and recall words with relative success. Vocabulary knowledge is seen to occupy a key position in learning a second language and therefore is the foundation of language learning. Read (2000) asserts that words are the basic building blocks of language, the units of meaning from which larger structures such as sentences, paragraphs and whole texts are formed. Thus, vocabulary is essential in helping pupils to master a language.

Coady (1997) coined the phrase 'beginner's paradox' in reference to the problem that language learners face due to inadequate word knowledge. This applies to the Malaysian pupils who are weak in English and who do not have the means to

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secure an adequate amount of vocabulary through extensive reading due to the inability to understand words that appear in the reading texts. Thus, out of frustration, the texts are often put aside and the students will not develop vocabulary knowledge. However, according to Nagy (2005) vocabulary knowledge is cumulative: the more words that are known, the easier it is to learn more words. Keeping pupils actively engaged in various vocabulary instructions can provide pupils with a sense of confidence to begin to manipulate, research, and use words more in speaking and writing vocabulary. Hence, direct instruction in word meaning can be effective and provide significant differences in the overall vocabulary of a pupil and is critical for pupils who do not read extensively due to limited vocabulary knowledge (Beck, Mckeown, & Kucan, 2002).

Ramaskrishnan Pillai (2004) reports that the technique of associating words with the students' native language or mother tongue or first language (L1) can be very effective when learning the basic vocabulary of a new language as there is an attempt to make some sort of meaning bridge between the target word and its L1 translation. Furthermore, Zhou Jin (2003) postulates that one of the most salient issues in the Western educational studies in the recent decades is bilingual education, which subscribes to the belief that the L1 of learners can be used to facilitate the teaching of the L2. Brown (2001) asserts that the native language of every learner is an extremely significant factor in the acquisition of a new language. This claim is supported by Nation (2003) who maintains that the L1 provides a familiar and effective way of quickly getting to grip with the meaning and content of what needs to be used in the L2. Asogar (2003) states that having a limited vocabulary is a barrier that prevents students from learning a foreign language. Therefore, direct instruction of vocabulary

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or active vocabulary learning is very important but often neglected in the second language classrooms. This is especially true for pupils with low proficiency of the language.

1.1 Statement of the Problem

Pupils are tested in all skills of the English language which require comprehension and to respond and write answers in the language. It is impossible if the pupils have a limited vocabulary of the English language. Pupils will also have problems in understanding the questions in examinations without the ability to recognise and relate words to appropriate objects or concepts (Sapiah Mat Layis, 2002). According to Liu (2008), during the L2 vocabulary teaching process, the proper application of L1 can effectively facilitate the memorisation of new words. Hence, pupils will be able to increase their L2 vocabulary and gradually increase proficiency. This situation prompts the researcher to find out how the L1 of pupils is used in the English classroom to teach vocabulary to pupils of low proficiency level.

The reading comprehension problem pupils face stems from the lack of understanding of words, particularly content words in a reading text as "vocabulary has been linked to the ability to understand written text" (Protopapas, Mouzaki, Sideridis, Kotsolakou, & Simos, 2013, p.169). The problem is that the pupils do not understand the words in English when the teacher explains the word in English and referring to the English-English dictionary will also cause confusion in particular when there are two or more meanings of a word. Therefore, many pupils use the

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English-Malay bilingual dictionary to look up for meanings of words that are not understood and also words encountered for the first time. However, using the bilingual dictionary is time consuming for the low proficiency pupils due to difficulty in locating the target word. Another problem that arises from the use of the bilingual dictionary is that the pupils left personally to look up for meanings of words will not be able to understand the concept because certain words have more than one meaning. The researcher's discussion with her supervisor based on her teaching experience provides an example of this situation. The following are two sentences constructed by a student: *1.When you reach the junction, turn right. 2. Then, turn wrong and you will see the cinema.* In this example, the student used the word "wrong" in the second sentence due to the understanding that the word "right" means "correct" and as a result, the opposite of right is wrong. The student had failed to understand that the word "right" is used to give directions and the opposite of it is "left". According to Hunt (2009), more "meaning-focused input" which are the use of exercises or follow-up activities such as comparing both L1 and L2 knowledge and contexts should be provided so that learners will develop their bilingual dictionary use skills instead of relying on "simplistic translations" (p. 15).

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According to Liu (2008), when children learn new words in their L1, both words and concepts are learnt simultaneously. Hence, word form and meanings are often inseparable. Liu further explains that when children see a word in their L1, its meaning becomes available automatically and when people speak in their L1, the retrieval of lexical forms is usually spontaneous and effortless. To illustrate, when explaining the word "poison", the teacher could say "something you consume that can kill you" or use the word "venom" or "toxin" to explain the word. However, pupils

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fail to understand these explanations which do not exist in their L2 vocabulary. On the contrary, the pupils will understand the meaning of the word if the L1 word "*racun*" is used. This translation equivalence enables a L2 learner to map the word directly onto the L1 (Liu, 2008). Christen and Murphy (as cited in Assia Benettayeb, 2010) also contend that research clearly emphasises that for learning to occur, new information must be integrated with what the learner already knows. Consequently, L1 may facilitate classroom activities, particularly for low proficiency students and complex tasks (Soulignavong Latsanyphone & Souvannasy Bouangeune, 2009). Moreover, Cárdenas-Hagan, Carlson and Pollard-Durodola (2007) assert that "low levels of L1 vocabulary and conceptual knowledge have a limiting effect on the development of L2" (p. 250). They further explain that when young learners are introduced to reading in L2, the task would become more difficult because the learners cannot relate L2 linguistic and emergent literacy knowledge to their first language. Hence, the existing L1 knowledge of a learner is significant in the acquisition of L2 skills.

Most importantly, a preliminary study carried out with an intact Year Five class which comprised of 25 pupils in a rural area in Perak revealed that the pupils scored an average of 19.33% for a list of 100 words taken from the Year Four word list provided. Hence, it can be concluded that this achievement is very low as the pupils studied the Year Four English language lessons which should teach the words listed. This prompted the researcher to undertake the study to examine how the L1 of the pupils is utilised to help the pupils overcome the lack of word knowledge which is essential in learning a second language.

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Based on the situations provided, it is best that the pupils are supervised and guided by the teacher when using L1 to understand L2 words. According to Ali Jahangard, Ahmad Moinzadeh and Mansoor Tavakoli (2010), given the omnipresent nature of L1 influence, it seems perfectly logical to make the most use of L1 when it is an evident advantage in creating the early form-meaning link. Therefore, it is crucial that the role of the L1 of the pupils in teaching the L2 vocabulary be examined carefully.

Based on the discussions above, it is pertinent to investigate the use of L1 in the ESL classroom to provide better understanding and useful information specifically on how ESL teachers and pupils perceive the use of pupils' L1 in teaching vocabulary. Hence, the present study examined how L1 is used to teach English vocabulary to ESL pupils.

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1.2 Rationale of the study

Words are the fundamental units of language. Without sufficient vocabulary, one cannot communicate effectively or express ideas. Nation and Newton (1997) emphasise that the 2,000 high-frequency words of English should receive attention first because without these it is not possible to use English in any normal way. In addition, Nation (2001) asserts that the high-frequency words of a language are very important and considerable time should be spent on the words by teachers and learners which are considered as time well-spent. Moreover, according to Nunan (1991) the initial stages of second language learning should be devoted almost

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entirely to vocabulary work. Hence, successful techniques to enable pupils to learn new vocabulary need to be employed so that words are easier to remember and pupils will become more motivated in class.

The issue of using the L1 of the pupils to aid learning has been discussed by numerous researchers who have conducted studies on the effects of using L1 in the L2 classroom. Lai (1996), Schweers (1999) and Tang (2002) assert that the use of English only in the classroom would often lead to frustration since the input is incomprehensible to students. This opinion has been echoed by Ellis (1994), Cook (2001), Richards and Rodgers (2001) and Widdowson (2003), second language teaching and learning researchers who claim that, although exposure to the target language can ensure success, the exposure may not work in every classroom. Thus, it is relevant to consider the use of the L1 of the pupils in the vocabulary instruction. However, according to Hunt and Beglar (1998) the proficiency level of learners and learning situation should be considered when deciding the approach in vocabulary instruction. The writers emphasise that explicit instruction is best for beginning and intermediate students who have limited vocabularies.

As an educator who has taught in all levels of education namely the primary, secondary and tertiary levels, the researcher realised the potential in utilising L1 to aid the learning of English language vocabulary specifically among the ESL primary school pupils. Based on the experience of the researcher, pupils tended to give up efforts to become proficient users of English with age. Besides that, the pupils do not receive any form of remedial intervention unlike the effort taken by the Ministry of Education in providing the remedial classes for pupils who have not mastered the

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reading, writing and arithmetic skills in the Bahasa Malaysia (*Kementerian Pelajaran Malaysia*, 2012). Thus, it is crucial that the pupils obtain help in the early years of education rather than wait until secondary schools and higher learning institutions.

The policy of the Ministry of Education Malaysia regarding the use of the pupils' L1 in the teaching and learning of English language (L2) is not stated directly in the English language syllabus document for primary schools but it is stated that:

> "Learners differ from each other in their individual strengths, abilities and learning styles and preferences. In teaching the curriculum, these differences are taken into account so that the aims and aspirations of the curriculum are fulfilled and the potential of the child is maximised" (*Kementerian Pendidikan Malaysia*, 2001, p. 1)

Therefore, even though the use of pupils' L1 is not stated directly in the syllabus, the pupils' differences especially their levels of proficiency, learning styles and preferences should be considered in the planning and teaching of language skills which include vocabulary acquisition and knowledge. Sharimllah Devi and Hajar (2004) assert that "falling back on one's L1 is a learning strategy" (p. 163) and as such the use of pupils' L1 in teaching L2 vocabulary is a strategy that could help pupils learn vocabulary more effectively. Subsequently, utilising the L1 of the pupils in the process of learning vocabulary is important as pupils who are not proficient in L2 will find it easier and more confident to use the L1 in understanding and thus acquire adequate vocabulary to further master the other skills of the L2. This is in line with the idea posited by Cook (2001) that using the L1 to convey meaning may be efficient, help learning and make pupils feel natural in the classroom. If action is not taken by teachers to address the problem faced by the ESL pupils in learning adequate words, then the pupils will become stagnant in the learning of the L2. Based on this

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importance, it is definitely a priority to investigate the use of L1 in the L2 vocabulary learning of the pupil. The purpose of utilising the L1 of the pupil is not to use the L1 as the main medium to teach English lessons but to support vocabulary learning.

Besides that, studies on the use of L1 in gaining vocabulary knowledge have focused mostly on learning and teaching strategies, attitudes or perceptions on the use of L1 and also the comparisons of certain methods in helping students acquire vocabulary knowledge (Goh, Leela Chakrabarty, Sasikala Nallaya & Seva Bala Sundaram, 2008; Haifa Al-Nofaie, 2010; Kavaliauskienė, 2009). There are also very few studies which examine the effects of L1 in the learning of L2 especially among young ESL pupils in Malaysia. Most studies conducted on the learning of vocabulary utilising L1 involved students in the secondary schools and institutions of higher learning (Goh et al., 2008; Goh & Fatimah Hashim, 2006; Liu, 2008; Nur Syafenah Haji Shafee, 2004; Shanti Nadarajan, 2009; Sharimllah Devi Ramachandran & Hajar Abdul Rahim, 2004; Siti Hamin Stapa & Abdul Hamid Abdul Majid, 2006). Thus, it is of importance that the use of L1 in teaching vocabulary to pupils in the primary education level is investigated to provide understanding of the process involved. In addition, pupils in the primary school level need early intervention through the use of the L1 to ensure mastery of the L2 to perform well academically. As educators who are concerned with the problem of the inability of pupils to master the English skills, it is certainly a priority to investigate the possibility of using L1 in helping the ESL pupils to master the English language.

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1.3 Purpose of the Study

The focus of the present study was on the teaching of vocabulary in ESL classroom using the L1 of pupils. It focused on the process of acquiring the L2 vocabulary using L1 and not the product or outcome of the use of L1 in the teaching of L2 words. Hence, the study examined the approach of the teacher in teaching vocabulary and the approach of pupils in learning vocabulary that utilised the L1 of pupils.

Based on the discussion above, the study focused on achieving the following aims:

1. To examine the views of English language teachers regarding the teaching of English vocabulary using the L1 of the pupils.
2. To examine the views of pupils regarding the teaching of English vocabulary using the L1 of the pupils.
3. To investigate the practices of the ESL teacher in the teaching of English language vocabulary using the L1 of the pupils.

1.4 Research Questions

This study was designed to answer the following research questions:

Q1. What are the perceptions of ESL teachers on the use of the L1 in the teaching of ESL vocabulary?

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Q2. What are the perceptions of ESL pupils on the use of the L1 in the teaching of ESL vocabulary?

Q3. How does an ESL teacher teach the English language vocabulary using the L1 of the pupils?

Table 1.1 illustrates the theories and data collection tools that were used in the process of obtaining the necessary data to answer the three research questions. Two areas of interest were investigated in relation to the teaching of vocabulary using the L1 of the pupils, which were the teacher's practices and the views of teachers and pupils regarding vocabulary teaching using the L1 of the pupils. The first and second research questions aimed to provide a platform to understand the views of English language teachers and pupils respectively regarding the teaching of vocabulary in particular when the L1 of the pupils was used in the process of providing comprehensible input to the ESL pupils.

Table 1.1
Summary of Methodology

Research Questions	Theories	Data Collection	Data Analysis
1. What are the perceptions of ESL teachers on the use of the L1 in teaching ESL vocabulary?	- Information Processing Theory - Schema Theory - Constructivism Theory	- Questionnaire	- Descriptive analysis - Qualitative analysis of responses
2. What are the perceptions of ESL pupils on the use of the L1 in teaching ESL vocabulary?		- Questionnaire - Interviews	
3. How does an ESL teacher teach the English language vocabulary using the L1 of the pupils?		- Classroom observations (audio and video recordings) - Field notes - Interviews	

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The third research question investigated the types of teacher's strategies using the pupils' L1 in assisting ESL pupils learn the English language vocabulary.

1.5 Theoretical Framework

In this study, the teaching of vocabulary via direct instruction which utilised the L1 of the pupils was examined. The process of teaching the meanings of words was recorded and the teacher was interviewed about the teaching process after the lessons. The intact class of pupils observed also answered a questionnaire and unstructured interviews were carried out with pupils during the classroom observations. These unstructured interviews were carried out with individual pupils when they were given time to complete the written work in class. The interviews were also carried out with groups of pupils when they were doing group activities in groups of three to five. Then, English language teachers from primary schools in Tanjong Malim were selected to answer the questionnaire on the use of the L1 of the pupils in the teaching of vocabulary to obtain the views of the teachers regarding the teaching of English vocabulary using the L1 of the pupils.

The conceptual framework of this study provided the concepts and basic assumptions in guiding the researcher to gather and interpret data. Most importantly, the framework enabled the researcher to refine concepts, evaluate assumptions of the model and answer the research questions posited. Thus, this section provides an overview of the cognitive theory which formed the foundation of this study. According to McLaughlin (1987), learning a second language is the acquisition of a

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complex cognitive skill. The Information Processing Theory advocated by McLaughlin emphasises that to learn a second language is to learn a skill because various aspects of the task must be practised and integrated into fluent performance which requires the automatisation of component sub-skills. Thus learning involves internal representations that regulate and guide performance. As performance improves, there is constant restructuring as learners simplify, unify and gain increasing control over the internal representations.

Mitchell and Myles (1998) further explain that learning a second language involves the activation of a selection of information nodes in the memory. Through repeated activation, sequences first produced by controlled processing become automatic. Automatised sequences are stored as units in the long-term memory which are available whenever needed. These automatic processes work in parallel, activating clusters of complex cognitive skills simultaneously. The incremental nature of learning occurs when simple sub skills and routines become automatic before more complex skills are tackled. The continuing movement from controlled to automatic processing results in the restructuring of the linguistic system of the L2 learners.

In the case of learning L2 vocabulary, the relevance of the automatic dichotomy of the Information Processing Theory focuses on the strength of association between a word and its meaning. According to Dornic (1979) as cited in McLaughlin (1987) the semantic content of words are decoded more slowly in the L2 and also the ability of learners to encode information in the L2 is inferior to performance in the L1. McLauglin and Heredia (1996) summarise that information processing is the use of an L2 as a cognitive skill which involves the internalisation,

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through practice of various information-handling techniques to overcome capacity limitations. Skill acquisition involves the accumulation of automatic processing through initial controlled operations. Then the internalised rules are restructured as learners adjust their internal representations to match the target language.

Another theory that is relevant to the present study is the Schema Theory proposed by Anderson (1977). The principle of the Schema Theory that relates to the teaching of vocabulary is that teachers need to help pupils build schemata or remind pupils of what is already known to comprehend new information. The mental representations used during perception and comprehension, and which evolve as a result of these processes, combine to form a whole which is greater than the sum of its parts. According to Meyer (2008), the use of the L1 of the pupils is possibly the best way to make new material related to the structure of the knowledge of learners, especially students of low proficiency. Thus, schema plays an important role in facilitating the ability of students to comprehend new words learnt using the L1. This is because L2 learners already have an extensive base of schemata that have been developed in the L1. For example, schema is important in the pre reading stage of a reading lesson.

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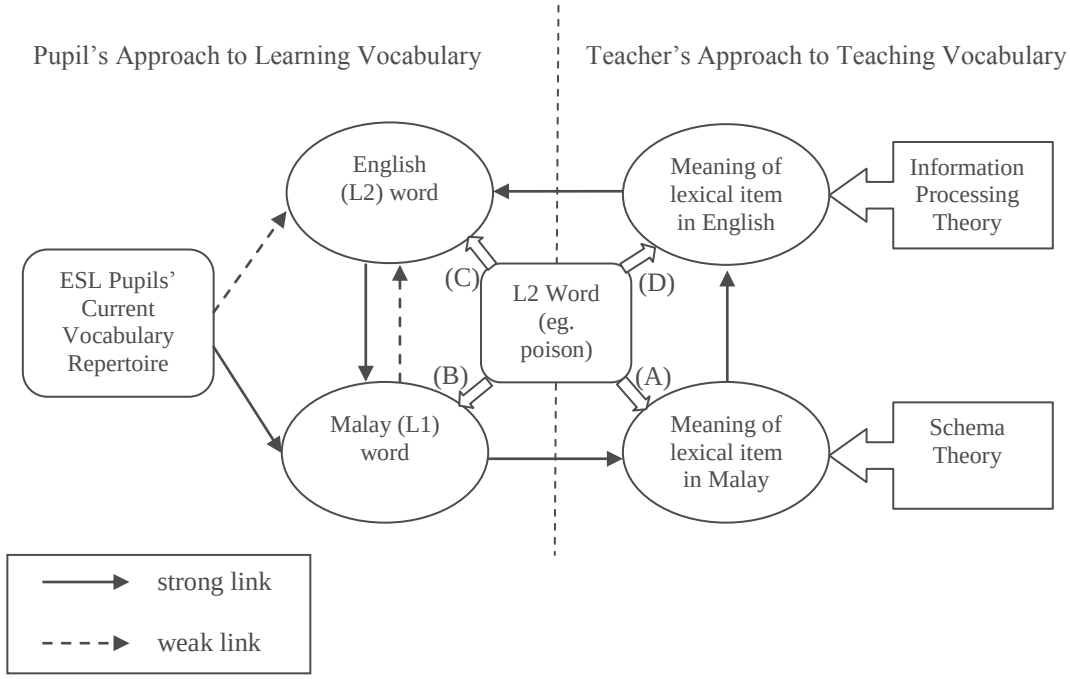


Figure 1.1 Conceptual Framework of the Study

In relation to this study, the practices of the teacher in assisting ESL pupils learn the English language vocabulary using L1 are examined to provide understanding of the mental processes undergone by pupils. Thus, the L2 mental processes adapted from the Kroll and Stewart's Revised Hierarchical Model (1994) form the conceptual framework of this study (Figure 1.1). In this framework, the ESL pupils possess a repertoire of vocabulary both in L1 and L2. The pupils with low proficiency have a repertoire of L1 vocabulary which is more extensive than the repertoire of L2 vocabulary. This is shown in the theoretical framework where the pupils have a strong link to the L1 vocabulary repertoire whereas the link to the L2 vocabulary repertoire is weak. Understanding this phenomenon, the teacher could utilise this advantage of the pupils' schemata to explain the meanings of L2 words using the L1 of the pupils. As a result, the teacher could form an approach or carry out a specific strategy in teaching vocabulary to the ESL pupils.

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Within this framework, the researcher believes that ESL pupils possess a current vocabulary repertoire where the meanings of words in both L1 and L2 are stored. For example, when a new English language (L2) word is encountered in a reading lesson, the teacher could use the Bahasa Malaysia (L1) to explain the meaning of the L2 word (A). The teacher is aware that the pupils could understand the meaning provided in Malay as the first language. At this point, Schema Theory could be applicable as the pupils could use the background knowledge of Malay (L1) to understand the meaning of the L2 word (B). Consequently, through practice and repeated exposure, the pupil would be able to understand the meaning of the word in English (C). Eventually, the pupils would gradually develop the ability to explain the meaning of the L2 word in English as described by the Information Processing Theory (D). To illustrate, when the teacher explained for instance the meaning of the word "poison" using L1, she would say "*racun*". The pupils would understand the meaning of "*racun*" as the word is already part of the pupils' schema as they had learnt the word in the L1. The repeated exposure to the meaning of the word in L2 would enable the pupils to be able to trigger the words associated with it. Thus, the pupils would acquire the ability to explain the words using L2. This is achieved through repeated exposure of the word in both L1 and L2 which involves the internal processing of the mental lexicon of the pupils.

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1.6 Operational Definition of Terms

The following are definitions of the important terms used in this study.

1.6.1 Teacher's practices

For the purpose of this study, the teacher's practices refer to the instructional strategies using L1 in teaching words in the English language lessons.

1.6.2 L1 of the pupils

For the purpose of this study, Malay pupils were chosen and therefore the L1 of the pupils is Bahasa Malaysia. The L1 of the pupils is also referred to as the first language or mother tongue of the pupils which means, "*the stronger language at any time of life*" (Phillipson, 1989 cited in Kecskes & Papp, 2000, p. 1).

1.6.3 English as a Second Language (ESL) pupils

ESL pupils in this research refers to Malay pupils whose first language is Malay and hence, accordingly, they are assumed to think in the Bahasa Malaysia (Abdul Halim, 2009, p. 43). Due to the setting of this study which is located in a rural area, learning English is similar to learning English as a Foreign Language (EFL) setting. The pupils have limited use of the English language which is restricted to formal instruction during the English language lessons. The ESL pupils in this study are also pupils with limited English proficiency.

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1.6.4 Pupils

Pupils in this study refer to Year Five primary school pupils. However, this word is also used to refer to all the children schooling in primary schools in Malaysia from Year One to Year Six.

1.6.5 Students

For the purpose of this study, students refer to learners in secondary schools and institutions of higher learning.

1.6.6 The teaching of vocabulary using the L1 of the pupils

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The teaching of vocabulary using the L1 of the pupils refers to the use of Bahasa Malaysia (the L1 of the pupils) by the English teacher to explain the meanings of words regardless of whether the words are grammar items or words from any other categories.

1.7 Limitations of the Study

This study is limited to the observation of subjects who are Malay pupils. The pupils do not use English language at home and have no access to reading materials in English. Their level of achievement in English is low. This study focused on second

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language learners and therefore cannot be applied to other types of learners, but only to the class of pupils observed in this study.

The location chosen to conduct this study was a grade 'B' rural school in Perak. There are no modern facilities such as the Internet, computers and references that would benefit pupils in looking up meaning of words on their own. The pupils are also from the low income group. They do not have the advantage of having monolingual or bilingual dictionaries and also e-dictionaries which might be able to aid the understanding of words. For these reasons, the findings of this study could not be applied to other types of school locations and settings.

1.8 Significance of the Study

The findings from this study would provide information and knowledge for educators with the option of using L1 in aiding English language vocabulary knowledge of pupils especially to provide an avenue to help ESL pupils in understanding the L2 words encountered during their English lessons. The findings could also provide a better understanding of how pupils could accumulate word knowledge and the potential effects of using L1 in the teaching and learning process specifically to ESL pupils. Thus, in general, educators would be able to plan teaching and learning strategies according to the needs of the pupils.

Besides that, this study would shed light on the views provided by Year Five primary school pupils regarding the use of their L1 in learning English vocabulary

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such as their vocabulary learning styles and preferences. This is pertinent as the voices of pupils especially in the primary school level are unheard of in previous researches as most studies focus on perceptions and views of older students such as students in secondary schools and institutions of higher learning (Goh et al., 2008; Goh & Fatimah Hashim, 2006; Liu, 2008; Nur Syafenah Haji Shafee, 2004; Shanti Nadarajan, 2009; Sharimllah Devi Ramachandran & Hajar Abdul Rahim, 2004; Siti Hamin Stapa & Abdul Hamid Abdul Majid, 2006).

Finally, the present study aims to investigate the strategies of an ESL teacher in the teaching of English vocabulary. Thus, through the classroom observations and interviews carried out, the strategies using pupils' L1 employed by the teacher in teaching English vocabulary could be determined. The teaching strategies are determined through the classroom interaction between the teacher and her pupils as well as teaching episodes that would provide meaningful information regarding the use of the pupils' L1 in teaching vocabulary. Goa and Ma (2011) suggest that "language teachers need to diversify their pedagogical activities in helping empower their students with better capacity and knowledge for the vocabulary learning task" (p. 340.) Therefore, the information obtained from the strategies used by the teacher would help other ESL teachers to understand and further improve their own vocabulary teaching approaches in particular with the use of pupils' L1.

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1.9 Summary

This chapter introduces the study and provides the justifications of the importance of the study in the statement of the problem, posits the research questions and the significance of the study.

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CHAPTER TWO

LITERATURE REVIEW

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2.0 Introduction

The literature review of this study examines the trends in the development of vocabulary instruction in both the ESL and EFL contexts. Besides that, the chapter discusses the advantages of using the L1 of the pupils in the acquisition of vocabulary among ESL pupils. In addition, the use of L2-L1 word-pairs in assisting vocabulary knowledge of the pupils is examined. Most importantly, this chapter documents the methodology and findings of similar existing studies conducted on explicit vocabulary instruction using translation or L1 of the pupils. It also identifies gaps in the literature which this study aimed to fulfil.

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2.1 The L2 Mental Lexicon

There is now a remarkable increase and greater acknowledgement of the importance of vocabulary acquisition as a central component of the Second Language Acquisition (SLA) as advocated by Barcroft (2004). Barcroft also claims that the ability to use language correctly and fluently with regard to what one knows to be "grammatical" in nature, depends on processing individual words and combinations of words repeatedly over long periods of time (Barcroft, 2004, p. 201). Therefore, it is of utmost importance to understand how the L2 mental lexicon works in processing words learnt.

Hulstijn (2000) describes the mental lexicon as a memory system in which a vast number of words, accumulated over time, has been stored. In view of this, it is essential to discuss the nature of how students develop second language abilities in order to help to facilitate this development. Teachers who have to face students who speak limited English difficulty, if not impossible, to provide language instruction in English (Kottler & Kottler, 2002). Therefore, the understanding of the L2 mental lexical process is vital so that teachers can recognise the needs of L2 learners.

The Kroll and Stewart's Revised Hierarchical Model, 1994 in Archibald (2000, p.233) as shown in Figure 2.1 explains that in the initial stages of language learning, comprehension of L2 words is achieved through the translation equivalents of the words. As proficiency of learners increases, direct conceptual links are created between L2 representations and conceptual representations. However, the earlier word associations links are not lost and can be activated under specific task demands.

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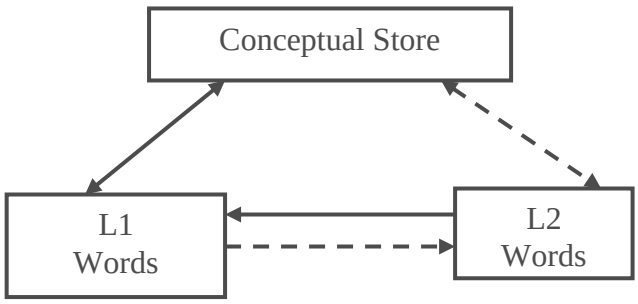


Figure 2.1 The Revised Hierarchical Model

The dotted lines in the above model represent the claim that L2 connections to concepts are weaker and that L2-L1 lexical associations are stronger than L1-L2 associations. The L1 box is bigger compared to the L2 box to represent the dominance of the L1 lexical representations. Therefore, for teachers who are concerned with the inability of students to possess the level of proficiency due to limited vocabulary, this model enables understanding on how L1 and L2 words are stored and retrieved to perform the language tasks required. In light of the importance of L1 as shown in the model, teachers can aid students' vocabulary learning by utilising L1 more effectively.

2.2 Explicit Vocabulary Instruction

Graves and Fink (2007) reveal that there is a rich base of theory and research about teaching and learning vocabulary. More importantly, many educators recognise that learning vocabulary is one of the most crucial tasks for English learners and lack of vocabulary can be a crucial factor underlying the school failure of many students. Hunt and Beglar (2005) suggest that the best and quickest way to teach second

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language learners and develop vocabulary is to provide a balance between explicit and implicit teaching. Explicit learning includes decontextualised vocabulary which involves diagnosing the words students need to know, presenting words for the first time, elaborating word knowledge and developing fluency with known words. Implicit learning involves reading and listening. However, it is vital that the proficiency level of pupils and learning situation are taken into consideration when deciding the emphasis to be placed in these approaches. Similarly, Hsu (2006) states that, overall, the literature recommends beginning ESL students require more explicit vocabulary methods. Once basic vocabulary is grasped, implicit methods are best.

Nation (2001) states that high frequency words of a language are very important and need considerable time for teaching and learning. The attention given to these words can be in the form of direct teaching, direct learning, incidental learning and planned meetings with words. In addition, Nation (2005) also advocates that explicit teaching of vocabulary is essential. High frequency words should be given attention, focussing on its learning burden and students have the opportunity to meet the words again to ensure that the words are learnt. However, explicit teaching should be clear and simple. The amount of time spent on teaching needs to be balanced against the other types of language-focused learning such as intensive reading, deliberate learning and strategy training, and needs to be balanced against the other three strands of meaning-focused input, meaning-focused output and fluency development. According to Nation (2005), an effective way which teachers can quickly give attention to words when teaching is by using an L1 translation.

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Ellis (1994) describes vocabulary acquisition as an implicitly acquired skill as regards to learning of surface forms and as an explicit learning process as regards to acquisition of meaning. Likewise, Ghazal (2007) asserts that teachers should recognise that some typical vocabulary learning strategies students adopt such as writing words-encountered and the L2-L1 translation would gradually aid vocabulary learning of students. In addition, this activity is highly beneficial and could be introduced as early as possible. Therefore, teachers should engage in the direct instruction of vocabulary to assist students to get the meaning of the words before other language skills could be mastered.

Nagy (2005) believes that word learning is incremental as it may take many small steps. Lack of vocabulary knowledge is an extremely serious problem and thus promoting large-scale, long-term vocabulary growth is essential for the academic success of all students. In some cases it is necessary to take a student from no knowledge of the word to a thorough knowledge of the word. On the other hand, it may be enough to provide students sufficient information such as understanding the meanings and get familiar with the words. Hence, teaching individual words promotes vocabulary growth and is not time consuming.

2.3 The Role of L1 in Vocabulary Learning

The use of L1 in the L2 classrooms has been a subject that is often discussed and debated in many parts of the world. However, the issue of using L1 in L2 classrooms is avoided in Malaysia as the teaching and learning of English language skills

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including the teaching of vocabulary and grammar require the use of English only as the medium of instruction. This is because the English Language School Curriculum in Malaysia adopts the communicative approach (Sharimllah Devi and Hajar, 2004). Based on the communicative approach, teachers are expected to use English language (L2) only and that Bahasa Malaysia (L1) should be avoided during the teaching and learning process. In reality, Goh et al. (2008) report that although teachers in Malaysia may perceive the need and importance to use English in the ESL classroom, but the situations that the teachers are in may compel them to resort to the use of L1.

Cook (2002) describes L2 learners as being multi-competent and sees them as fundamentally different compared to the monolingual L1 learners. Cook elaborates that multi-competence means having two languages present in the mind. In addition, Cook postulates that the L2 learners have different language abilities and knowledge and also different ways of thinking compared to L1 learners. As a result, rather than encouraging the L2 learners to approximate the native speaker, teaching should in principle make L2 learners independent users who can function across two languages.

Cook (2001) explains that L1 is used as a classroom resource by teachers to convey meaning, explain grammar, and organise the class, and for students to use as part of collaborative learning and individual strategy use. The L1 can be a constructive component in creating authentic L2 users rather than be avoided at all costs. However, the value of using L1 is a neglected topic and the widely advocated principle that the native language should not be used in the foreign language classrooms makes most teachers feel uneasy about using L1 or permitting its use in the classroom even when there is a need to do so (Tang, 2002). In contrast, the focus

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has shifted to the inclusion of L1 in the language classroom (Badrul Hisham & Kamaruzaman, 2009; Bal Krishna, 2006; Lai, 1996; Liu, 2008; Meyer, 2008; Miles, 2004; Myong, 2005; Schweers, 1999; Siti Hamim & Abdul Hamid, 2006; Tang, 2002; Zhou Jin, 2003).

Reineman (2001) suggests that the use of L1 or a common language should be allowed or permitted conditionally such as when communicating ideas that are abstract. Reineman stresses that input needs to be comprehensible when introducing new material with the L1 use so that students are able to tap into prior knowledge.

Nation (2003) also supports the claim that the use of L2 should be maximised in the L2 classrooms but at the same time acknowledges the vital role of the L1 in communicating meaning and content. Nation provided three reasons for the use of L1 which include: 1) it is more natural to use the L1 with others who have the same L1; 2) it is easier and more communicatively effective to use the L1; and 3) using the L2 can be a source of embarrassment particularly for shy learners and those who feel limitedly proficient in the L2. As a result, Nation proposes that the L1 as a useful tool to be used where needed but not to be over-used. This is because of the risk to allow students to hold on to the security of using L1 for a long period of time. Therefore, teachers should be able to decide on the extent of L1 use in the language classroom which should aid the learning of L2 and once students become more proficient in the L2, the use of L1 should be reduced.

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2.4 The Use of Translation (L2-L1 Word-Pairs) in Vocabulary Learning

In the past, most teaching techniques in L2 stated that L1 should be forbidden in the classroom. Communicative approaches to language learning in the 1970s and 1980s considered the use of the L1 as detrimental. However, lately the attitude to mother tongue (L1) and translation in language classes has been favourable. This is supported by Larsen-Freeman (2000) who claims that judicious use of L1 is permitted in communicative language teaching. Translation is sometimes referred to as the fifth language skill alongside the other four basic skills of listening, speaking, reading, and writing (Kavaliauskienė, 2009). This is further elaborated by Janulevičienė and Kavaliauskienė (2002) who explain that the fifth language skill is the ability to function fluently in two languages as a language learner switches from one language to another without any preparation or thinking time. As a consequence, for the purpose of this study, translation is used as a language learning tool and not as a vocational skill a professional interpreter needs to acquire.

The use of word lists is usually not favoured by educators, especially those who believe that words should only be presented in context to be learnt and retained over time. On the other hand, Nation (1982) advocates that the average learner was able to master large numbers of words using this technique, and that the learning did not wear off quickly. Nation suggests that word lists can be very useful for initial exposures to a new word, but after that, the partially-learned words need to be enriched with additional information. Schmitt and Schmitt (1995) illustrate how this could be done with a vocabulary notebook: new words are first learned as translation

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pairs, and then are enriched in various ways, such as with semantic maps or by being used in sentences.

Nazary (2008) claims that it is common for the teachers to use the mother tongue of students as a tool for conveying meaning as a way of interaction in English language classrooms. In addition, Coady (1997) questions the ability of students who do not know enough words to read well and provides the solution to this problem by exposure to high-frequency words until the form of words and meaning become automatically recognised. Nation concludes that the first stage of teaching high-frequency words begins with word-pairs in which an L2 word is matched with an L1 translation. Likewise, Nation (2003) posits that there are numerous ways of conveying the meaning of an unknown word which include a definition in the second language, a demonstration, a picture or a diagram, a real object, L2 context clues, or an L1 translation. Nevertheless, in terms of the accuracy of conveying meaning, none of these ways is intrinsically better than any of the others because it depends on the particular word concerned. However, studies conducted to compare the effectiveness of a variety of methods for learning report findings that an L1 translation is the most effective (Laufer & Shmueli, 1997; Saeed Mehrpour, 2008; Sharimllah Devi & Hajar, 2004). Nation (2003) further elaborates that although there are numerous criticisms raised of learning L1-L2 word pairs, these criticisms are not supported by research. On the contrary, the research reveals the opposite, the direct learning of L2 vocabulary using word cards with their L1 translations is indeed a very effective method of learning.

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According to Levenston (as cited in Laufer, 1997) though it may be possible to teach a second or foreign language without resorting to translation, it is not possible to learn one. The low ability of the ESL students in acquiring knowledge has become the barrier to progress in studies and to perform better academically. Thus, it is seen that assistance, guidance, variation and adaptation of the strategy used in teaching vocabulary should cater to the ability level of learners. Therefore, the translation technique or use of L1 in vocabulary teaching is chosen as a solution to help weak students to perform better in the L2.

2.5 Research on the Use of the L1 in Vocabulary Acquisition

Recently, there is an increase in research on the use of L1, specifically translation from L2 to L1, in aiding vocabulary learning of students.

Sharimllah Devi and Hajar (2004) conducted a study to investigate the effectiveness of the translation method in teaching vocabulary to elementary level ESL learners in Form 4. They explained that the translation method was used because it utilised the L1 of the students as a medium of instruction and involved explicit learning. The outcomes of the study revealed that the translation method had a favourable impact on the ability of ESL learners in learning and retention of the meaning of words. These results provide empirical support about the importance of L1 explanation in aiding comprehension of L2 vocabulary. This method also promotes communication as advocated by the communicative approach. As a consequence, the researchers recommended that the translation method be absorbed in

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the Malaysian English language syllabus and implemented in the teaching of vocabulary to elementary level learners.

Bal Krishna (2006) investigated the mother tongue (Nepali) use in an ESL classroom setting in Chitwan, Nepal. His study used classroom observations of 4 teachers in 4 randomly selected reading classes of 45 minutes each to find out how frequently and on what occasions L1 were used. In addition, a questionnaire administered to 100 students and 20 high school teachers aimed to find out their attitudes towards the use of L1 in the English classroom. The results of the study justified the judicious use of L1 in learning English more effectively by saving time and reducing anxiety of students when provided with L1 equivalents. The responses from the students and teachers affirmed that the L1 is used in an English classroom for several reasons which are to clarify the meaning of difficult words, to explain grammar rules and to establish close relationship between the students and teachers. Therefore, Bal Krishna concluded by emphasising that prohibition in the use of L1 in English as a Foreign Language classroom is likely to deprive students of the opportunities to learn English better.

Sagarra and Alba (2006) carried out a study to investigate the effectiveness of three Spanish (L2) vocabulary learning methods which are rote memorisation, semantic mapping, and keyword mnemonics in the retention of new words at early stages of acquisition. Rote memorisation consists of memorising the L1 translation of an L2 word by oral or visual rehearsal, semantic mapping displays L1 words conceptually related to the L2 word in a diagram and keyword mnemonics entails linking the L2 word to an L1 keyword that looks or/and sounds like the L2 word, and

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then constructing a mental image or a sentence to connect the keyword with the L1 word. 916 third-semester L2 learners of Spanish in a US university participated in the study but data for the findings were obtained from 778 participants who completed the tasks as required. The participants had to learn 24 three-syllable Spanish nouns of similar levels of frequency, concreteness, and imageability using the three vocabulary learning methods in three presentation orders. The assessment materials included a pretest to ensure that the participants had not learned any of the words before the treatment phase, an immediate posttest, and a 3-week delayed posttest. The findings indicate that the keyword method is more efficient than semantic mapping and rote memorisation to learn and remember new L2 words and that rote memorisation is better than semantic mapping. Thus, the researchers advocate that when presenting new vocabulary, language teachers can provide learners with a keyword or suggest that they create a keyword to help them retain the new L2 word as keywords are used to strengthen the connection between the new L2 word and L1 information already stored in long-term memory.

Goh et al. (2008) conducted a study to examine the controversial issue of L1 use in the Malaysian secondary classrooms as there are both arguments for and against the use of L1 in teaching and learning of an L2. The study was conducted in three phases which included a nationwide survey of 1,221 secondary teachers, classrooms observations of seven teachers who taught Form One to Form Five students in Perak and Selangor, and a small scale quasi-experiment conducted with Form One students. The findings of the study showed that proficiency level of students which ranged from weak to average and affective factors such as motivation of students and confidence in the use of English seemed to determine the decisions on

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whether to use the L1 or not. Both the survey and classroom observations revealed that the majority of teachers used the L1 in the classroom to provide explanation, build rapport and encourage participation of students in classrooms. However, the results of the quasi-experiment conducted were mixed and inconclusive with regards to the effectiveness of using the L1 but some common trends were detected. Many teachers utilised the L1 despite the strong justifications of using English only because of the perception that the teaching-learning circumstances warranted the use of the L1. Moreover, teachers faced with students struggling with the target language and in a social or linguistic environment not conducive to the learning of L2 would probably give priority to factors that are affective in nature to address what seems more fundamental issues such as rapport, attitude and motivation of students. The researchers suggested that teachers need to decide on the judicious use of L1 in the classrooms to cater to the needs of the students.

Saeed Mehrpour (2008) carried out a research to compare the effects of two vocabulary teaching techniques which were the contextualising technique and de-contextualising technique on vocabulary learning of a low proficiency group of 50 Iranian students who were divided into two groups. The students attended the Iran Language Institute classes and their age ranged from 15-30. The first group which was the experimental group were taught to learn new English words by memorising word lists associated to their Persian meanings (students' L1) whilst the control group were taught new English words by making either spoken or written sentences. The results of the study revealed that the students in the experimental group scored better results in both the rote-memorisation test and sentence-making tests. Based on the results obtained from this study, rote memorization of word lists as a

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decontextualizing or direct technique of vocabulary teaching/learning is better than sentence-making practice as a contextualizing or indirect technique, particularly for learners at the beginning levels of language instruction. Thus, the researcher suggested that presenting vocabulary items in word lists was better for beginning learners and thus attempts should be made to provide beginners with English textbooks in which English words associated with their Persian meanings are presented. As a conclusion, the researcher proposed that due attention should be paid to choosing and implementing appropriate vocabulary learning and teaching as students' knowledge of vocabulary has great effect on the learners' improvement of other aspects of language such as reading comprehension, listening comprehension, speaking and writing especially at beginning levels.

Webb (2009) conducted a study to determine the relative efficacy of receptive and productive learning of Japanese (L1) and English language (L2) word pairs, and the effects of receptive and productive learning on vocabulary knowledge. 10 tests were developed to isolate and measure five different aspects of receptive and productive knowledge which included orthography, association, syntax, grammatical functions, and meaning and form. 62 Japanese native speakers from two first-year EFL classes at a university in Japan participated in the study. The learners had studied English for six years, and possessed receptive knowledge of almost all of the 2000 most frequent words and productive knowledge of about 1700 of the 2000 most frequent words. The participants were divided into two experimental groups, one group studied 10 word pairs receptively, and the other studied the word pairs productively. All the word pairs were nonsense words paired with the Japanese (L1) meaning of low frequency English (L2) words. The participants had to learn 10 target

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words comprising 6 nouns and 4 verbs which were replaced with 10 nonsense words in six minutes and were tested after the treatment. 10 sequenced tests were administered to avoid earlier tests affecting the answers to later tests. The findings revealed that productive learning of word pairs enabled learners to gain significantly greater knowledge of both receptive and productive knowledge of orthography, and productive knowledge of meaning, syntax, and grammar. On the other hand, receptive learning produced larger gains in receptive knowledge of meaning. The study also demonstrated that receptive learning can be a very effective method to gain vocabulary knowledge. Thus, if the aim of learning is improving knowledge, receptive tasks may be most effective. Productive learning would be better in improving speaking and writing skills. Productive learning of word pairs focuses learners primarily on L2 form while receptive learning of word pairs focuses learners on L1 meaning. The findings also indicated that intermediate L2 learners may use L1 knowledge of the target words and/or L2 knowledge of their synonyms to gain knowledge of syntax, grammar, and association.

The research carried out by Haifa Al-Nofaie (2010) on the attitudes of Saudi teachers and students towards using Arabic (L1) in English for Foreign Learners revealed positive results as participants preferred using L1 in certain situations and for specific reasons. The case study focused on one intermediate classroom with 30 students and 3 teachers in Jeddah, Saudi Arabia. The research instruments consisted of questionnaires, interviews and four sequenced classroom observations. The findings of this study revealed that the use of L1 by teachers depended on the specific needs of students such as explaining grammatical items and introducing new vocabulary. The teachers also preferred to use L1 with beginners and low achieving

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students. Although the students expressed the desire to practise the L2, the majority were in favour of the systematic use of L1. The main uses of L1 by students included giving examination instructions, translating words, contrasting the two languages, explaining grammar, asking questions and participating in pair work.

Finally, Kieu Hang Kim Anh (2010) conducted a study to investigate the attitudes of Vietnamese university teachers towards the use of Vietnamese (L1) in English Language Teaching (ELT) in the context of Vietnam. Data for the study was collected using questionnaire and semi-structured interviews with 12 teachers from three universities in Ho Chi Minh City, Vietnam. The teachers were aged between 26 and 47 years with teaching experience ranging from 3 to 22 years. All 12 teachers answered the questionnaire, but only 4 were interviewed. The findings of the study supported the use of L1 as a part of the teachers' teaching method. The situations in which L1 was used included explaining grammatical points, explaining new words, and checking for understanding. The semi-structured interviews conducted provided detailed explanation by the teachers on the reasons for the use of the L1 in their classes. The frequency of teachers' use of L1 depends on the students' level of English, aims of the lesson and duration of the class. Consequently, the study highlighted that once L1 is not overused and its use is adapted to the context of each class, L1 could be seen as an efficient tool in the ELT classroom.

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2.6 Gap in the Literature

All the above reviewed studies stress the importance of the use of the students' L1 in the ESL/EFL contexts in order to aid students' understanding in learning English language (L2) as both teachers and students share the same L1. However, these studies had involved students in the secondary schools and institutions of higher learning. Thus, the present study focused on examining the use of pupils' L1 in the primary school level as the participants involved were Year Five primary school pupils. Besides that, the previous studies examined how and to what extent the L1 is used in the L2 classroom. On the other hand, the present study was undertaken to examine the specified use of the pupils' L1 to teach vocabulary only. Hence, the study examined the acquisition of words for primary school pupils as the process of teaching and learning vocabulary is crucial for young learners.

2.7 Summary

The outcome of the literature review specified that the explicit teaching of vocabulary with the use of L1 would be able to assist ESL students. Previous research showed that level of proficiency of students should be taken into consideration when adopting the use of L1 in teaching vocabulary. In addition, Liu (2008) strongly supported the L1 use in the L2 vocabulary learning as an easy and efficient way to depict the meaning of a word. Utilising the L1 equivalents also provided learners a sense of certainty about the meaning of a word which is the vital first step in reinforcing the

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form-meaning connection and as a result, the ability to retain the new word learnt in the learner's long term memory.

As a result, the more words a pupil learnt would ensure his/her grasp of meanings which would lead to the acquisition of other language skills namely the speaking, listening, reading and writing skills. In order for pupils to enjoy English lessons, teachers must opt for the possibility of providing comprehensible input utilising the L1 of the pupils.

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CHAPTER THREE

METHODOLOGY

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3.0 Introduction

This chapter presents the research design, methodology and data analysis procedures based on the research questions that were used in this study. First, the selection of research site, choice of teacher and pupil participants and their background are presented. Then, a detailed account of the research schedule of eight vocabulary lessons as well as the data collection and analysis procedures based on the research questions is provided.

This study sought to describe the strategies of teaching and learning of L2 vocabulary that utilised the L1 of the pupils in the ESL classroom. Moreover, the study attempted to examine the perception of teachers and pupils on the use of L1 in

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the teaching of vocabulary. The sources of data included classroom observations of teacher's teaching and pupils' learning of vocabulary that utilises the L1 that were audio and video recorded and written field notes, individual interviews conducted with the teacher and pupils, and also questionnaire administered to pupils and teachers.

3.1 Research Site

Based on the objectives of the study, the research was conducted in a rural school in a small town in Perak. The criteria of selection were based on setting, administration as well as teacher and pupil participants. The school was located about 30 kilometres from Tanjong Malim which is a Grade B rural school and easily accessible by car. The researcher had approached the Headmistress of the school and informed her of the purpose of the study and the types of data collection procedures that included classroom observations of English lessons which would be audio and video taped, focused interview with the teacher participant and unstructured interviews with the pupils which would be audio taped, and field notes taken during classroom observations. Besides that, the pupils would answer a questionnaire to examine the views of pupils regarding the teaching of English language vocabulary that utilised the L1 of the pupils.

The school chosen was a primary school in a location which was suitable for observation and audio/video taping due to the quiet and peaceful surroundings. The administration of the school also practiced streaming pupils according to their

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achievement in examinations beginning in Year Four. Thus, the Year Four and Year Five pupils were streamed based on the Year Three and Year Four Primary School Based Assessment results respectively. The class with the ESL pupils fitted the purpose of the study undertaken as the selection of the class with limited English language proficiency level was suitable for a research that focused on the learning of vocabulary among ESL pupils.

3.2 Sampling and Sampling Procedures

There were two English teachers in the school: Teacher A, who was teaching Year Two, Year Four and Year Five, as well as Teacher B who was teaching Year One and Year Three, and Year Six. The Headmistress had recommended that Teacher A be observed as she was not involved in teaching Year One and Year Six which were considered as classes that needed extra attention from the teacher. The Year One pupils had just begun schooling and almost 75 percent of the pupils did not attend pre-school whereas the Year Six was an examination class as the pupils would sit for the UPSR, so Teacher B needed to give extra attention to the pupils.

After gaining verbal permission from the Headmistress of the school to conduct the study, the researcher met Teacher A who had given prior agreement to participate in the study. The researcher had approached the teacher who was involved in a training programme conducted by the researcher. The teacher had revealed that she used the L1 of the pupils in teaching the vocabulary in the English lessons. Therefore, the teacher participant was chosen based on purposive sampling whereas

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the pupil participants were chosen based on convenience sampling. According to Cohen, Manion and Morrison (2007), purposive sampling entails selecting samples for a specific purpose in order to access to the experience of the samples to fit the purpose of the study and convenience sampling involves choosing samples who are accessible.

After the researcher explained the purpose and procedures of the study, the teacher agreed to participate in the study. Then, the teacher signed a letter of consent which stated that the teacher could cease to be the participant of the research at any time and with the understanding that any data collected would be held in confidence.

Subsequently, the researcher and the teacher participant discussed the class which would be chosen as the intact class for the classroom observations. The Year Five pupils were chosen as the results of the pupils in the English language Year Four Primary School Based Assessment showed levels of English proficiency that ranged from weak to below average. Besides that, the purpose of the study is to obtain the views of the pupils regarding the use of the L1 and the researcher was convinced that the Year Five pupils would be able to provide responses to the questionnaire that would be administered and also the unstructured questions which would be asked in the interviews during classroom observations. There were 24 pupils in the class observed. The pupils comprised 9 boys and 15 girls.

Next, the researcher met the Year Five pupils who are the study's participants. The researcher explained the purpose and procedures of the study to the pupils with the help of the teacher participant. The pupils were informed that the researcher would

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ask the pupils questions individually when necessary to obtain "insights and understanding" (Merriam, 1998, p.75) during the classroom observations that would be carried out. Thus, unstructured, informal interviews would be carried out with the pupils whereby there would be no predetermined set of questions and the interviews would be essentially exploratory (Merriam, 1998).

The teacher was observed while conducting the English language vocabulary lessons to the class in order to observe the usual practices of that particular teacher. The researcher recorded the lessons to obtain a deeper and richer understanding (Fraenkel & Wallen, 2008) of the teaching of vocabulary that utilised the L1. As the classroom observations, unstructured interviews with individual pupils or group of pupils would be video-taped and the teacher interview would be audio recorded, the researcher has assured the participants in particular the teacher participant that all information obtained would be used for the purpose of the present study only. Hence, to ensure confidentiality and anonymity of the participants, the video-tapes and audio-tapes used to store the recordings would be destroyed after data were obtained so that the data would not be used for other purposes or by any individuals or groups of people. The researcher has also explained in detail the procedures of the data collection because "failure to disclose information may constitute deception" (Mackey & Gass, 2005, p. 30).

The researcher also went to primary schools within a 30 kilometres radius from Tanjong Malim to get permission from the Headmaster/Headmistress of each school to meet the English language teachers. After obtaining permission and talking to the teachers to get to know their teaching background and also to ensure that the

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teachers used the L1 of their pupils in the English lessons, the researcher distributed the questionnaire to be answered by the teachers.

The researcher went to 21 primary schools which are located within 30 kilometres radius from Tanjong Malim, comprising of 8 national-type schools (5 Tamil schools and 3 Chinese schools) and 13 national schools. The teachers who used the L1 of pupils in the English lessons were chosen to be participants for the questionnaire administered. The researcher explained the purpose of conducting the study which was to examine the English language teachers' views regarding the teaching of vocabulary that utilises the L1 of pupils via a questionnaire. The researcher also ensured the confidentiality of the responses provided which would be used for the purpose of the current study and not for any other purposes. Subsequently, 35 teachers from the schools approached agreed to answer the questionnaire. The researcher had given the teachers one week to answer the questionnaire and due to the number of schools and distance of the schools, the researcher had given each teacher a self-addressed envelope whereby the participants would mail the questionnaire answered to the researcher. Out of the 35 questionnaires given out, 32 were returned. However, 2 questionnaires were not completely answered. Therefore, only 30 questionnaires were used in the data analysis.

3.3 The Participants of the Study

The participants of the study were divided into two main groups whereby the first group comprised the teacher participant and 24 Year Five pupils involved in

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classroom observations, as well as the second group of 30 English teachers who answered the questionnaire administered.

3.3.1 Profile of Teacher Participant Observed

The teacher who participated in the classroom observations in this study had fifteen years experience in teaching the English language. She had agreed to participate in this study on a voluntary basis after the researcher explained that the purpose of the research was qualitative and not evaluative. The researcher had also assured that the teacher's name would not be mentioned so as not to reveal her identity. The teacher was informed that the observation was for a duration of four weeks with a total of eight English language lessons.

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The teacher obtained her diploma in teaching English at a teacher training college in a state in the north of Peninsular Malaysia. She has taught English to pupils from Year One to Year Six since and was first posted to Pahang, followed by two schools in Terengganu and two schools in Perak. Her current school was located in rural Perak. The teacher could speak three languages fluently; namely Bahasa Malaysia, English, and Tamil which was her mother tongue. However, she was only able to write in Malay and English. At that time, the teacher was pursuing her bachelor's degree through distance learning at a local education university.

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3.3.2 Profile of Pupils Involved in Classroom Observations

Table 3.1
Profile of Pupils

Pupil	Gender	Parent's Occupation	English Language Mid-Year School Examination Grade
Pupil 1	Male	Odd job worker	B
Pupil 2	Female	Odd job worker	C
Pupil 3	Male	Rubber tapper	E
Pupil 4	Male	Rubber tapper	D
Pupil 5	Female	Odd job worker	D
Pupil 6	Female	Teacher	C
Pupil 7	Female	Odd job worker	D
Pupil 8	Female	Village headman	C
Pupil 9	Female	Odd job worker	D
Pupil 10	Female	Odd job worker	D
Pupil 11	Male	Teacher	D
Pupil 12	Male	Odd job worker	D
Pupil 13	Male	Odd job worker	D
Pupil 14	Male	Odd job worker	C
Pupil 15	Female	Odd job worker	C
Pupil 16	Female	Factory worker	C
Pupil 17	Female	Factory worker	C
Pupil 18	Male	Lorry driver	C
Pupil 19	Female	Rubber tapper	C
Pupil 20	Female	Odd job worker	C
Pupil 21	Female	Construction worker	D
Pupil 22	Female	Rubber tapper	D
Pupil 23	Male	Odd job worker	E
Pupil 24	Female	Odd job worker	D

Table 3.1 contains the data pertaining to the pupils who were observed in the present study. A total of 24 pupils, 9 boys and 15 girls from an intact primary Year Five class in a national school located in a rural area in Perak participated in this study. All the pupils were Malays, thus, their first language is Bahasa Malaysia. Besides that, Bahasa Malaysia is also the formal language of instruction in school. The pupils used Bahasa Malaysia to communicate with each other in school as well as

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with their family members at home. Thus, they encountered English only during the formal English lessons in school which comprised three double periods and one single period of a 30 minute lesson each. There were four English lessons conducted in a week. The total minutes of English lessons per week was 210 minutes.

Thirteen pupils stated that their parents were odd job workers, four rubber tappers, two teachers, two factory workers, one construction worker, one lorry driver, and one village headman. Thus, it could be considered that the majority of the pupils were from the low socio economic group and some of the pupils were from the middle socio economic group.

The pupils were identified as Pupil 1 to Pupil 24 to ensure their anonymity. Besides that, during the classroom observations carried out, the pupils' participation in the teaching and learning activities were recorded and the oral data obtained through the classroom observations were transcribed and pupils who responded were referred to as Pupil 1 to Pupil 24 in the transcriptions.

Table 3.2
English Language Mid-Year School Examination Grade

Marks	Grade	Number of Pupils	Percentage
80-100	A	-	-
60-79	B	1	4.2%
40-59	C	10	41.7%
20-39	D	11	45.8%
1-19	E	2	8.3 %
0	ABSENT	-	-

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With regards to the pupils academic performance, based on the recent mid-year school examination results as shown in Table 3.2, only 1 pupil obtained Grade B with 63 marks, 10 pupils obtained Grade C with marks ranging from 40-59, 11 pupils obtained Grade D with marks ranging from 20-39, and 2 pupils obtained Grade E with marks ranging from 1-19. Hence, the majority of the pupils (95.8 percent) exhibited levels of English proficiency that ranged from weak to below average.

3.3.3 Profile of Teacher Participants for Questionnaire Administered

Table 3.3
Profile of Teachers

		Respondents	
		n	Percentage (%)
Location of schools	Urban	12	40.0
	Rural	18	60.0
	Total	30	100.0
Gender	Male	8	26.7
	Female	22	73.3
	Total	30	100.0
Age	25 and below	2	6.7
	26 – 35	10	33.3
	36 – 45	13	43.3
	46 and above	5	16.7
	Total	30	100.0
Highest Academic Qualification	Certificate	3	10.0
	Diploma	16	53.3
	Bachelor	9	30.0
	Master	2	6.7
	Total	30	100.0
Teaching Experience	1 – 5 years	7	23.3
	6 – 10 years	13	43.3
	11 – 15 years	8	26.7
	More than 15 years	2	6.7
	Total	30	100.0
Subject specialisation	English option	24	80.0
	Non English option	6	20.0
	Total	30	100.0

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Table 3.3 provides the profile of the teacher participants who answered the teacher's questionnaire on the use of the L1 of pupils in teaching vocabulary.

The English language teachers were from various National and National Type Primary Schools (*Sekolah Kebangsaan* and *Sekolah Jenis Kebangsaan*) where 12 (40%) schools are located in the urban area whilst another 18 (60%) schools are located in the rural area. The respondents were 8 (26.7%) male teachers and 22 (73.3%) female teachers. There were 2 (6.7%) teachers who were 25 years and below, 10 (33.3%) were between 26 to 35 years old, 13 (43.3%) teachers were between 36 to 45 years old and 5 (16.7%) aged 46 and above.

Pertaining to the academic qualifications of the teachers, 3 (10%) had the teaching certificate, 16 (53.3%) had the diplomas in teaching, 9 (30%) had a bachelor degree and the remaining 2 (6.7%) had the master degree. This indicates that 11 (36.7%) of the teachers were graduate teachers while another 19 (63.3%) were non-graduate teachers. From the total of 30 teachers, 24 (80%) were English option teachers and 6 (20%) were non English option teachers.

3.4 Research Design

This study employed the descriptive case study which provides a thick description of the phenomenon under study as posited by Fraenkel and Wallen (2008). It sought to examine the practice of an English language in helping ESL pupils to learn

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vocabulary and also reported what went on during the process of learning vocabulary that utilised the L1 of the pupils. The sources of data comprised of the researcher's observations of the teaching in the classroom, pupils' activities in learning vocabulary that utilised the L1, audio and video recordings, field notes, as well as the views of the teacher and pupils through interviews and questionnaire administered.

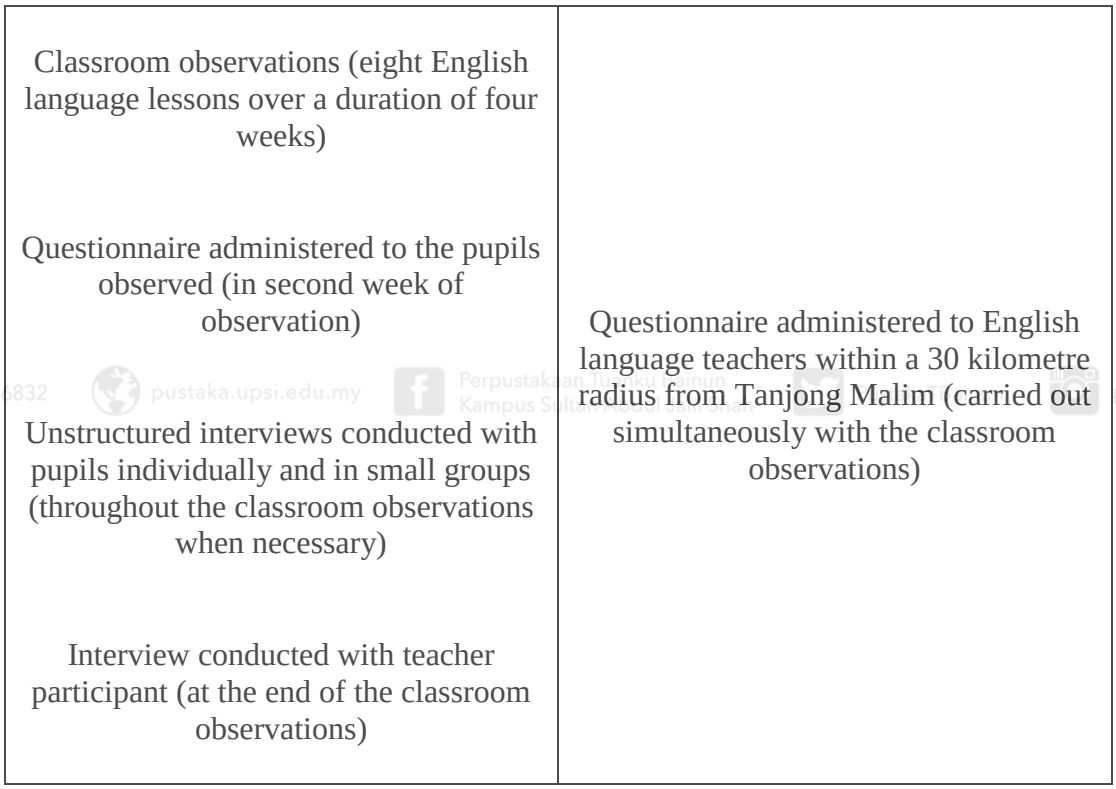


Figure 3.1 Research Design of the Study

The research design of this study as shown in Figure 3.1 comprised of the processes involved in the data collection from the two main groups of participants; the first group included the teacher participant and her intact class of 24 Year Five pupils, whereas the second group consisted of 30 English language teachers who answered the questionnaire.

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Firstly, the researcher observed the teacher teaching English language lessons over the duration of four weeks with a total of eight lessons. There were two lessons each week which were made up of thirty minutes lessons. The lessons were video-taped as they allowed the capturing of more aspects and details (Flick, 2009). Besides that, video-taping allowed the researcher to repeatedly observe the recorded lessons when analysing the data.

Then, the pupils answered a questionnaire to obtain their views on the use of the L1 in the lessons during the second week of the classroom observations. However, the teacher participant had used her English lesson which was not under observation to administer the questionnaire with the researcher. Thus, the teacher participant and researcher assisted the pupils to answer the questionnaire so that there would be no misinterpretation of the statements in the questionnaire. After that, the classroom observations continued and throughout the observations, the researcher approached individual pupils and pupils in small group of three to five pupils during group work activities to conduct unstructured interviews with them. As the interviews were informal in nature, they were rather short and mostly consisted of between six to twelve exchanges and were conducted when the opportunity arose such as during written work or group work activities. Therefore, the researcher did not in any way disrupt the lessons that were conducted. The interviews focused on the learning of vocabulary that utilised the L1 of the pupils. These pupils were chosen based on the responses provided during the teaching and learning process. Another criterion when selecting the pupils was based on the responses provided in the questionnaire administered so that the researcher could check for accuracy the impressions gained through observations (Fraenkel & Wallen, 2008). These pupil participants were coded

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based on the name list given by the teacher. They were coded Pupil 1 – Pupil 24 so that their responses could be recorded and at the same time, their identity would not be revealed. At the end of the classroom observations, the teacher participant was interviewed to obtain her views on the use of the L1 of pupils to teach vocabulary.

At the same time when the researcher was observing the teacher participant and her Year Five pupils, the researcher also approached English language teachers after obtaining permission from the respective Headmaster/Headmistress. Initially, 35 teachers agreed to participate in the study and each of the teachers was given a questionnaire to answer in a week and then to mail the completed questionnaire to the researcher who had attached a self-addressed envelope. The process of getting the consent of the Headmaster/Headmistress as well as going to 21 primary schools took 8 weeks which was concurrently carried out with the classroom observations. Out of the 35 questionnaires given out, 32 were returned. However, 2 questionnaires were not completely answered. Therefore, only 30 questionnaires would be used in the data analysis.

3.5 Research Schedule

The following is the research schedule undertaken to obtain a detailed description of the practices of a teacher in the teaching of vocabulary using the L1 of pupils specifically to ESL pupils.

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3.5.1 Week One

The researcher went to the rural primary school located in Perak to obtain permission to carry out the study. The Headmistress of the school granted permission to the researcher to carry out the study after explaining the purpose of the study. The researcher met the teacher who agreed to be participant for the study and also the Year Five pupils who would be observed. Consent from both the teacher and pupils was obtained as the teacher signed a consent letter to participate in the study. The pupils were informed of the purpose of the study and process of data collection.

3.5.2 Week Two to Week Ten

The researcher started the observation of the teacher participant conducting her Year Five English lessons on the second week whereby the lessons conducted on Tuesday and Thursday would be observed. Two lessons were observed every week for a duration of four weeks. The teaching time for each lesson was thirty minutes. The objective of the classroom observations in its real-life setting is to obtain a detailed notation of behaviours, events and contexts surrounding the events and behaviours (Best & Kahn, 1998). The lessons were video-taped and transcribed.

The researcher also observed the lessons from a phenomenological perspective to look out for certain peculiarities or interesting happenings during the on-goings of the vocabulary lessons (Potter, 1996). Thus, the researcher also documented the lessons conducted in field notes.

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Besides that, the researcher approached pupils individually and also in small groups of three to five pupils during written work and group work activities and interviewed them informally. Thus, unstructured interviews were carried out with the pupils when the researcher found it necessary to obtain clarifications on what were being observed during the lessons. These unstructured interviews were audio-taped.

On the second week of classroom observations, the teacher with the help of the researcher administered a questionnaire to the pupils on the use of the L1 of pupils in learning vocabulary. The questionnaire for the pupils was printed in both English and Bahasa Malaysia to ensure that the pupils understood the statements asked and also to enable the pupils to provide their responses. This was necessary as the pupils were ESL pupils. The researcher provided explanation where necessary during the administration of the questionnaire for the pupils to ensure that the pupils understood the statements in the questionnaire. The questionnaire for the pupils was constructed based on the questionnaire for the teachers in the current study. The aim of the questionnaire is to obtain the views of pupils pertaining to the use of the L1 in teaching English vocabulary. The questionnaire was administered to the pupils in the initial stage of classroom observation so that the researcher could analyse the responses provided by the pupils and to confirm those responses by conducting unstructured interviews with the pupils where necessary.

After eight classroom observations, the researcher interviewed the teacher participant based on the lessons conducted to gather her views on the teaching of vocabulary using the L1 of the pupils. The interview was audio-taped and transcribed.

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Besides the classroom observations, the researcher also distributed a set of questionnaire to ESL teachers in the primary schools located within a 30 kilometre radius from Tanjong Malim. The teachers selected to answer the questionnaire were teachers who used the L1 of their pupils in the teaching of English. The researcher had approached these teachers individually in their schools and obtained their agreement to answer the questionnaire after gaining permission from the respective headmaster/headmistress. Prior to that, the teachers were asked whether they used the L1 of their pupils when teaching English to determine that only teachers who used the L1 of their pupils would answer the questionnaire. This questionnaire was adapted from the questionnaire used in the study conducted by Goh et al. (2008). The questions in the teachers' questionnaire were aimed to obtain the views of teachers pertaining to the use of the L1 of the pupils in teaching English vocabulary. The teachers were given a self-addressed envelope each to return the completed questionnaire to the researcher. This helped in reducing the time taken to meet the teachers individually to collect the completed questionnaire.

The process of classroom observations and administration of questionnaire to ESL teachers took approximately 10 weeks to be completed. All the teachers who answered the questionnaire returned the completed questionnaire by Week 10.

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3.6 Instruments

The instruments used in the process of collecting data for the present study include two sets of questionnaire: one set for ESL teachers and another set for ESL pupils, and a set of interview questions for the teacher observed.

3.6.1 Questionnaire for ESL Teachers

In order to collect data on the perceptions of ESL teachers on the use of the L1 in the teaching ESL vocabulary, a questionnaire was developed and administered to 35 ESL teachers (refer Appendix A). The questionnaire developed was adapted from the study conducted by Goh et al. (2008). The use of questionnaire as a tool to collect data for this study could "provide both qualitative insights and quantifiable data" (Mackey & Gass, 2005, p. 96).

The questionnaire for teachers consists of 7 sections. Section A requires respondents to provide information pertaining to their personal particulars. Section B contains 7 statements regarding teachers' general perception on the use of pupils' L1 when teaching English language. Section C consists of 6 statements on the advantages of using the pupils' L1 while Section D consists of 6 statements on the disadvantages of using the pupils' L1. There are 6 statements on the use of English language only in Section E and 8 statements on the reasons for using L1 in Section F. The final section, Section G contains 12 statements on teachers' belief about the use of pupils' L1.

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The respondents were required to complete their personal particulars in Section A. The other sections of the questionnaire require the respondents to choose between four options which are 'strongly disagree', 'disagree', 'agree' and 'strongly agree'. The questionnaire was piloted to 30 ESL teachers in 14 primary schools in Hulu Selangor, a district of Selangor.

Data collected from the questionnaire provide answers to the first research question, which is 'What are the perceptions of ESL teachers on the use of pupils' L1 in the teaching of ESL vocabulary?'

3.6.2 Questionnaire for ESL Pupils

In order to answer the second research question, 'What are the perceptions of ESL pupils on the use of pupils' L1 in the teaching of ESL vocabulary?', the researcher adapted the questions from the questionnaire for ESL teachers developed to obtain the views of pupils in the teaching of vocabulary using their L1.

The questionnaire (refer Appendix B) consists of 23 statements whereby the pupils were to check the appropriate box whether to agree or disagree with the statements. The smiley icons are used in the columns to represent 'agree' or 'disagree'. The statements in the questionnaire are given in the affirmative form only to create a "simple, uncluttered format" (Mackey & Gass, 2005, p. 96) so that pupils would not be confused. Another important feature of the questionnaire for pupils is that the questionnaire is in two languages, English language and Bahasa Malaysia to aid pupils' understanding of the items as "if the questionnaire is completed in the L2,

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in which lower proficiency in the L2 may constrain the answers" (Mackey & Gass, 2005, p. 96).

The items in the questionnaire comprise five categories which are the advantages of using the pupils' L1 (statements 1 to 4), the disadvantages of using the pupils' L1 (statements 5 to 9), using only the English language (statements 10 to 13), reasons for using L1 (statements 14 to 19), and the pupils' belief in learning English language (statements 20 to 23).

The process of developing the questionnaire for the pupils involved translating the items from English language to Bahasa Malaysia and back-translating from Bahasa Malaysia to English language to ensure the accuracy of the statements in both languages which were checked and verified by two qualified language teachers. In addition, the questionnaire was piloted to two intact classes of pupils in a rural school similar to the participants in the present study. The pupils who answered the questionnaire in the pilot study were 60 Year Five Malay pupils between average and low ability in English language performance.

3.6.3 Semi-structured Interview Questions for Teacher Observed

The interview questions for the teacher (refer Appendix C) observed are developed based on the questionnaire for ESL teachers and also classroom observations conducted to clarify certain teaching episodes and to investigate the teacher's "perceptions or attitudes" (Mackey & Gass, 2005, p. 173). The interview questions which comprise 16 questions serve as a guide to the researcher to conduct

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the semi-structured interview which is “less rigid” as the researcher has the “freedom to digress and probe for more information” (Mackey & Gass, 2005, p. 173).

The interview with the teacher which was transcribed (refer Appendix D) was carried out after 8 classroom observations and the answers to the interview questions provide data to the third research question posited which is ‘How does an ESL teacher teach the English language vocabulary using the L1 of the pupils?’

3.6.4 Unstructured Interview Questions for Pupils Observed

24 Year Five pupils from a rural school in Perak participated in this study. The pupils were Malay and their English language performance ranged from low to average. There were no specific questions constructed for the interviews carried out with the pupils. Hence, the interviews carried with individual pupils and small groups of pupils consisting of 3 to 5 pupils during classroom observations were unstructured interviews.

The interviews were carried out during group activities or when the pupils were given time to complete written exercises towards the end of the lessons so that the teaching and learning process was not disrupted. The researcher also used the pupils’ L1 to interview the pupils so that the pupils could understand the questions posed and encourage pupils to share their views regarding the use of pupils’ L1 in the teaching of vocabulary. Thus, the data obtained from the unstructured interviews in the classroom observations which were transcribed (refer Appendix E) would provide

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answers to the second research question, 'What are the perceptions of ESL pupils on the use of pupils' L1 in the teaching of ESL vocabulary?'

3.7 Sources of Data and Procedures of Data Collection

The collection of data as shown in Figure 3.2 for this study took about 10 weeks. The researcher observed the lessons conducted by the teacher in teaching vocabulary utilising the L1 of the pupils.

ACTIVITY	WEEK									
	1	2	3	4	5	6	7	8	9	10
Obtaining permission from Headmistress for classroom observations										
Classroom observations (eight English language lessons over a duration of four weeks)										
Questionnaire administered to the pupils observed (in second week of observation)										
Unstructured interviews conducted with pupils individually and in small groups (throughout the classroom observations when necessary)										
Interview conducted with teacher participant (at the end of the classroom observations)										
Questionnaire administered to English language teachers within a 30 kilometre radius from Tanjong Malim										

Figure 3.2 Data Collection Procedures

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When analysing the data, the researcher integrated data from a variety of resources using the triangulation method from video recordings of each lesson, participant's observation, field notes, interview transcripts, audio recordings and questionnaires.

Interviews were conducted with the teacher and selected pupils individually and also in small groups. The rationale for conducting the individual interviews was to get the participants to recall and to confirm the accuracy of the recorded observations and the audio and video recordings.

3.8 Data Analysis Procedures

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This section discusses the data collection, instruments that were utilised and analysis procedures for the three research questions of this study:

Research Question 1

What are the perceptions of ESL teachers on the use of the L1 in the teaching of ESL vocabulary?

Research Question 2

What are the perceptions of ESL pupils on the use of the L1 in the teaching of ESL vocabulary?

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To answer the first and second research questions, the researcher's observations, audio and video recordings, field notes, interview transcripts and both the questionnaire for the teachers and pupils were analysed.

Research Question 3

How does an ESL teacher teach the English language vocabulary using the L1 of the pupils?

The purpose of the third research question was to examine the practices of a teacher in assisting ESL pupils learn English language vocabulary using the L1 of the pupils. Therefore, it aimed to find out how the teacher utilised the L1 of the pupils in the teaching of vocabulary. To answer this research question, triangulation was conducted on data from the researcher's observations, audio and video recordings, field notes, interview transcripts and questionnaire.

3.9 Validity and Reliability

The researcher utilised several procedures to ensure the validity and reliability of the study. First, validity was strengthened by video-taping the lessons that were conducted by the teacher participant to enable the researcher to record the teacher's practices in teaching vocabulary using the L1 of pupils and also to record the pupils' responses to the lessons. Next, individual interviews that were carried out with the teacher and selected pupils were audio-taped to avoid misrepresentations due to selective forgetting. Finally, triangulation were done for the data that were collected

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through a number of instruments, which included observations, field notes, audio and video recording, individual interviews and questionnaire.

The reliability of the teacher's and pupil's questionnaires was determined through the pilot study which was conducted by administering the questionnaire to two intact classes of Year Five pupils in a rural primary school similar to the present study. A total of 60 pupils answered the questionnaire with the guide of their teachers. The overall index of internal consistency based on Cronbach Alpha of the pupil's questionnaire is 0.78. Then, the teacher's questionnaire was given out to 30 English teachers in 14 primary schools in Hulu Selangor. The criteria for choosing the participant teachers included the consent given by the Headmaster/Headmistress in the respective schools and most importantly the teachers admitted that the L1 of pupils was used during English lessons. The overall index of internal consistency based on Cronbach Alpha of the teacher's questionnaire is 0.72.

3.10 Summary

Chapter Three has provided a detailed description of the methodology for this case study. Elaboration of the research design was discussed accordingly through the description of the study. Data analysis procedures were also mentioned and finally the validity and reliability of the study were also discussed.

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CHAPTER FOUR

RESULTS AND FINDINGS

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4.0 Introduction

This chapter presents the main findings of the data collected for the study and cites evidence from the data to show the use of the L1 in the teaching of vocabulary. Generally, data were analysed using qualitative analysis based on the results from the questionnaire administered to English language teachers and pupils. Besides that, data were analysed using descriptive analysis as transcribed from classroom observations and interviews conducted via video recordings.

The results and findings are divided into three main parts to answer the three research questions posited. The first part presents the data and findings based on the questionnaire administered to English teachers to obtain their views regarding the

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teaching of vocabulary using the L1 of the pupils to answer the first research question. The next part discusses the views of the pupils regarding the teaching of vocabulary using the L1 of the pupils based on the findings obtained from the questionnaire administered to pupils in order to answer the second research question. Finally, the third part answers the third research question to investigate the teacher's practices in assisting pupils to learn the English language vocabulary using the L1 of the pupils based on the classroom observations and both the interviews conducted with the teacher and selected pupils.

The data collection for the present study were collected through a number of instruments, which included observations, field notes, audio and video recording, individual interviews and questionnaire administered. As such, this study enables data triangulation which "entails the use of multiple, independent methods to obtain data in order to arrive at the same research findings" (Mackey & Gass, 2005, p. 181). Hence, the findings of this study would help us "gain a deeper understanding" (Mackey & Gass, 2005, p. 183) of the use of pupils' L1 in the teaching of vocabulary.

4.1 Overview of Research Question One

The first aim of the study was to examine the views of the English language teachers regarding the teaching of vocabulary that utilised the L1 of the pupils. The purpose is to find out what teachers know of the needs of their pupils and also addresses that teachers are responsible for delivering the content and skills of the language to their pupils. Moreover, teachers possess the authority to conduct the teaching activities

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deemed suitable for the level of proficiency of the pupils. Therefore, the findings in this part would revolve around the first research question:

What are the perceptions of ESL teachers on the use of the L1 in the teaching of ESL vocabulary?

The findings are presented according to the emerging categories based on the questionnaire administered to 30 English language teachers.

4.2 English language Teachers' Views regarding the Teaching of Vocabulary that Utilises the L1 of the Pupils

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The data for the teacher questionnaire is made up of the responses provided by 30 teachers. A total of 35 questionnaires were given out to English language teachers in the primary schools within a radius of 30 kilometres from Tanjong Malim and 32 questionnaires were returned but 2 questionnaires were not completely answered. Therefore, 30 questionnaires were used in the data analysis.

The English language teachers' views regarding the teaching of vocabulary that utilised the L1 of the pupils were divided into six categories which included the teachers' practice when teaching English language, the advantages of using the L1 of the pupils, the disadvantages of using the L1 of the pupils, using only the English language, reasons for using L1, and the teachers' belief.

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4.2.1 Teachers' General Perception of the L1 Use

Statements 1 to 7 in Table 4.1 show the general perception of the respondents with regards to the use of English only and the L1 of the pupils and also the use of both English and the L1 in the English classroom as well as outside the English classroom.

Table 4.1
Teachers' General Perception of the L1 Use

No	Statement	Disagree		Agree		Mean
		SD %	D %	A %	SA %	
1.	I should use English only when teaching English language.	3.3	10.0	26.7	60.0	2.93
		13.3		86.7		
2.	I should use my pupils' first language (L1) when teaching English language.	20.0	53.3	26.7	-	2.06
		73.3		26.7		
3.	I allow the use of both English and L1 during my English lessons.	53.3	13.3	26.7	6.7	2.73
		66.6		33.4		
4.	I allow my pupils to use their L1 among themselves.	6.7	83.3	6.7	3.3	2.06
		90.0		10.0		
5.	I allow my pupils to translate from English into their L1.	56.7	13.3	13.3	16.7	2.70
		70.0		30.0		
6.	I allow my pupils to speak to me using their L1 in the English classroom.	10.0	80.0	3.3	6.7	2.06
		90.0		10.0		
7.	I allow my pupils to speak to me using their L1 outside the English classroom.	-	60.0	33.3	6.7	2.46
		60.0		40.0		

In general, 13.3% disagreed as compared to 86.7% who agreed that only English should be used when teaching English language. In the second statement, 73.3% teachers disagreed as opposed to 26.7% who agreed on the use of the L1 of the pupils when teaching English language. These are consistent with the opinion of the teachers in the third statement where 66.6% disagreed and 33.4% agreed that both the use of English and L1 are allowed during English lessons.

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However, 90.0% disagreed as opposed to 10.0% agreed that the pupils were to be allowed to use the L1 among themselves. The teachers who disagreed as opposed to those who agreed that pupils be allowed to translate from English into their L1 were 70.0% and 30.0% respectively. Regarding the language used for communication between the teachers and pupils, 90.0% did not allow the pupils to speak to them using their L1 in the English classroom while 60% did not allow the pupils to speak to them using their L1 outside the English classroom. Hence, only 10.0% of the teachers allowed the pupils to speak to them using their L1 in the English classroom and 40% allowed the pupils to speak to them using their L1 outside the English classroom.

The responses for the teachers' practice when teaching English language indicate that even though the teachers used the L1 of the pupils when teaching, the majority agreed that they should use English only when teaching English language. Furthermore, the result also indicated that the teachers should not use the L1 of pupils when teaching English language. These results showed that there is contradiction between the teachers' perceptions and actions. The findings complement the finding of the research conducted by Copland and Neokleous (2011) who assert that the four teachers in their research were critical of the L1 (Greek) that they used in the English language classroom. These teachers embraced the notion that the use of L1 is to be avoided in the English classroom (Copland & Neokleous, 2011).

4.2.2 Advantages of using the L1 of the pupils

Table 4.2 illustrates the views of teachers on the advantages of using the L1 of the pupils in the English language classroom.

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Table 4.2
Teachers' Views on the Advantages of Using the L1 of the Pupils

No	Statement	Disagree		Agree		Mean
		SD %	D %	A %	SA %	
1.	Using the L1 of the pupils helps them to learn the English language vocabulary more effectively.	3.3	10.0 13.3	76.7	10.0 86.7	2.93
2.	Using the L1 of the pupils helps me to teach vocabulary more effectively.	6.7	10.0 16.7	80.0	3.3 83.3	2.80
3.	Using the L1 of the pupils increases their attention in the class.	6.7	10.0 16.7	80.0	3.3 83.3	2.80
4.	Using the L1 of the pupils enables them to understand English words easily.	-	3.3 3.3	76.7	20.0 96.7	3.16
5.	Using the L1 of the pupils facilitates the teacher-pupils interaction in the English classroom.	-	20.0 20.0	56.7	23.3 80.0	3.03
6.	Using the L1 of the pupils ensures better understanding of the lessons taught.	3.3	26.7 30.0	63.3	6.7 70.0	2.73

In general, the teachers were in favour of the use of the L1 of the pupils in the teaching of the English language vocabulary. 86.7% viewed that using the L1 of the pupils helped the pupils to learn the English language vocabulary more effectively (Statement 1). In addition, 83.3% agreed that using the L1 of the pupils helped the teachers to teach vocabulary more effectively (Statement 2), and 96.7% agreed that using the L1 of the pupils enabled the pupils to understand English words easily (Statement 4). There were 83.3% teachers who agreed that using the L1 of the pupils increased attention in the class (Statement 3). The teachers also agreed that the L1 of the pupils facilitated the teacher-pupil interaction in the English classroom (80.0 %) and the use of the L1 of the pupils ensured better understanding of the lessons taught (70.0 %).

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Based on the high levels of agreement on the statements regarding the advantages of using the L1 of the pupils, it is clear that teachers acknowledged the benefits of utilising the L1 of the pupils in teaching and learning vocabulary. Additionally, the teachers perceived that the use of the L1 of the pupils promotes the teacher-pupil interaction and thus pupils were more attentive and they would have a better understanding of the lessons taught. This is similar the results of the study undertaken by Soulignavong Latsanyphone and Souvannasy Bouangeune (2009) whereby in order to avoid the misunderstanding of the meaning of new words, teachers should provide clear, simple, brief explanations of meaning, especially in the learner's first language.

4.2.3 Disadvantages of using the L1 of the pupils

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As shown in Table 4.3, the overall view of the teachers indicates that they did not agree that using the L1 of the pupils would lead to negative effects only as most of them disagreed with the disadvantages listed on the use of the of the L1 of the pupils. However, 66.7% of the teachers agreed that using the L1 of the pupils would deprive the pupils of valuable exposure to the English language (Statement 1) and the same percentage (66.7%) agreed that using the L1 of the pupils would not enable the pupils to use English words accurately in context (Statement 5).

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Table 4.3
Teachers' Views on the Disadvantages of Using the L1 of the Pupils

No	Statement	Disagree		Agree		Mean
		SD %	D %	A %	SA %	
1.	Using the L1 of the pupils will deprive the pupils of valuable exposure to the English language.	- 33.3	33.3	56.7	10.0 66.7	2.76
2.	Using the L1 of the pupils will result in the negative transfer of L1 to the English language (i.e. errors in English due to the influences of the L1).	- 60.0	60.0	36.7	3.3 40.0	2.43
3.	Using the L1 of the pupils will not encourage them to think in English language.	- 63.3	63.3	33.3	3.3 36.6	2.40
4.	Using the L1 of the pupils will make them dependent on translations.	- 63.3	63.3	30.0	6.7 36.7	2.43
5.	Using the L1 of the pupils will make them unable to use English words accurately in context.	- 33.3	33.3	50.0	16.7 66.7	2.83
6.	Using the L1 of the pupils will not ensure improvement in the pupils' English achievement.	- 60.0	60.0	33.3	6.7 40.0	2.46

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In statement 2, 60.0% disagreed that using the L1 of the pupils would result in the negative transfer of L1 to the English language (i.e. errors in English due to the influences of the L1). A total of 63.3% also disagreed that using the L1 of the pupils would not encourage them to think in English language (Statement 3) and using the L1 of the pupils would make pupils dependent on translations (Statement 4). Finally, 60.0% of the teachers in statement 6, disagreed that using the L1 of the pupils would not ensure that the improvement in the English achievement of pupils.

The findings reveal that the teachers viewed the use of the L1 of the pupils would deprive the pupils of valuable exposure to English and make the pupils unable to use the words accurately in context. Therefore, realising these threats, the teachers

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should be prepared to use the L1 of the pupils judiciously as well as help the pupils when they use words in different contexts. This is in accordance to the claim made by Nation (2003) whereby the L1 as a useful tool should be used when needed but should not be over-used.

4.2.4 Using English language only

Table 4.4 shows the teachers' responses regarding the use of English language only during lessons conducted.

Table 4.4
Teachers' Views on Using English language only

No	Statement	Disagree		Agree		Mean
		SD %	D %	A %	SA %	
1.	My pupils will be able to learn the English language vocabulary better if I use English language only.	-	30.0 30.0	66.7 70.0	3.3	2.73
2.	Using English language only will demotivate pupils.	-	93.3 93.3	6.7 6.7	-	2.06
3.	Using English language only will enable pupils to understand English without reference to the L1.	-	86.7 86.7	10.0 13.3	3.3	2.16
4.	Using English language only will encourage my pupils to think in English.	-	36.7 36.7	60.0 63.3	3.3	2.66
5.	Using English language only to explain unknown English words is time consuming.	-	90.0 90.0	6.7 10.0	3.3	2.13
6.	Using English language only to explain unknown English words is not practical.	-	60.0 60.0	40.0 40.0	-	2.40

A total of 70.0% of the respondents agreed that their pupils would be able to learn the English language vocabulary better if they used English language only. This

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is followed by 93.3% who disagreed that using English language only would demotivate pupils. However, 86.7% of the teachers disagreed that using English language only would enable pupils to understand English without reference to the L1. In the following statements, 63.3% of the teachers agreed that using English language only would encourage their pupils to think in English, 90.0% disagreed that using English language only to explain unknown English words was time consuming and 60.0% disagreed that using English language only to explain unknown English words was not practical.

Therefore, in this section, the teachers were found to be in favour of the use of English language only which contradicted their classroom practice of using the L1 of pupils. One of the reason teachers avoid the use of L1 in the classroom was to provide students with sufficient opportunities to practice English (Haifa Al-Nofaie, 2010). This is in accordance with the claim made by many English language teaching professionals that the L1 use in the classroom is unthinkable, something that should never happen in today's modern, communicative lesson (Mattioli, 2004).

4.2.5 Reasons for Using L1

A high percentage of the teachers agreed that using the L1 of the pupils to explain unfamiliar English words would help the pupils to understand the words better (86.7%) but only 56.6% agreed that using the L1 of the pupils to explain unknown English words saved time. Additionally, 86.7% agreed with the statement that using the L1 of the pupils to explain unknown English words was convenient and 73.3% allowed their pupils to use bilingual dictionaries. However, only 43.3% allowed their

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pupils to ask questions using their L1 during English lessons, 63.3% allowed their pupils to provide the meanings of English words using their L1 and 70.0% agreed with the statement that using the L1 of the pupils would make the pupils dependent on the L1 translations by teachers to comprehend meanings of English words. The teachers (56.7%) did not favour their pupils to use their L1 in group discussions during English lessons.

Table 4.5 presents the teachers' view on the reasons they used the L1 of pupils.

Table 4.5
Teachers' Views on the Reasons for Using L1

No	Statement	Disagree		Agree		Mean
		SD %	D %	A %	SA %	
1.	Using the L1 of the pupils to explain unfamiliar English words will help them understand the words better.	- 13.3	13.3	80.0 86.7	6.7	2.93
2.	Using the L1 of the pupils to explain unknown English words saves time.	- 43.3	43.3	53.3 56.6	3.3	2.60
3.	Using the L1 of the pupils to explain unknown English words is convenient.	- 13.3	13.3	76.7 86.7	10.0	2.96
4.	I allow my pupils to use bilingual dictionaries.	3.3 26.7	23.3	66.7 73.3	6.6	2.76
5.	I allow my pupils to ask questions using their L1 during English lessons.	3.3 56.7	53.3	26.7 43.3	16.6	2.56
6.	I allow my pupils to provide the meanings of English words using their L1.	3.3 26.7	23.3	60.0 63.3	13.3	2.83
7.	Using the L1 of the pupils will make them dependent on their L1 translations to comprehend meanings of English words.	- 30.0	30.0	63.3 70.0	6.7	2.76
8.	I allow my pupils to use their L1 in group discussions during English lessons.	3.3 56.7	53.3	26.7 43.3	16.6	2.56

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The findings indicated that the teachers discouraged their pupils to use their L1 in group discussions during English lessons. This is consistent with the finding of the study conducted by Haifa Al-Nofaie (2010) whereby the teachers in his study tried to avoid the use of L1 for peer or group work so that the students can practice the L2 as much as possible as English is rarely spoken outside the classroom.

4.2.6 Teachers' Belief of the use of Pupils' L1

The statements that are related to the teachers' belief of the use of pupils' L1 are illustrated in Table 4.6. The findings show that all (100.0%) the teachers disagreed that English was a difficult language to learn, 96.7% disagreed that English was a difficult language to teach, 86.7% agreed that the use of the L1 of the pupils enabled the pupils to learn a second language (L2) easily and 66.7% disagreed that vocabulary teaching activities should be carried out without any references to the L1 of the pupils.

A total of 90.0% teachers agreed that it benefited pupils when the teachers translated from the English language to the pupils' L1 and 66.7 % agreed that translating English words to the L1 of the pupils was a useful vocabulary teaching activity. In the following statements, 73.3% agreed that explaining where the English language and the L1 was alike was beneficial to pupils, whilst 93.4% agreed that explaining where the English language and the L1 was different was beneficial to pupils. These data show that even though the teachers resorted to translating the English language to the L1 of the pupils and that using the L1 of the pupils was a useful vocabulary activity, the teachers were aware that they should explain the

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similarities and differences between the English language and the L1. This suggests that the teachers were cautious with the use of the L1 of the pupils so that pupils could be exposed to the use of the L1 in the context of the L2.

Table 4.6
Teachers' Belief of the Use of Pupils' L1

No	Statement	Disagree		Agree		Mean
		SD %	D %	A %	SA %	
1.	English is a difficult language to learn.	3.3	96.7	-	-	1.96
		100.0		-		
2.	English is a difficult language to teach.	3.3	93.4	3.3	-	2.00
		96.7		3.3		
3.	The use of the L1 of pupils enables them to learn a second language (L2) easily.	3.3	10.0	86.7	-	2.83
		13.3		86.7		
4.	Vocabulary teaching activities should be carried out without any references to the L1 of the pupils.	-	66.7	30.0	3.3	2.36
		66.7		33.3		
5.	It benefits pupils when I translate from the English language to their L1.	-	10.0	86.7	3.3	2.93
		10.0		90.0		
6.	Translating English words to the L1 of pupils is a useful vocabulary teaching activity.	3.3	30.0	53.4	13.3	2.76
		33.3		66.7		
7.	Explaining where the English language and the L1 are alike is beneficial to pupils.	3.3	23.3	60.0	13.3	2.83
		26.6		73.3		
8.	Explaining where the English language and the L1 are different is beneficial to pupils.	3.3	3.3	76.7	16.7	3.06
		6.6		93.4		
9.	I am a competent English teacher even though I use the L1 of my pupils to explain English words.	3.3	16.7	66.7	13.3	2.90
		20.0		80.0		
10.	I prefer to use the L1 of my pupils when explaining the meanings of English words because it makes my task easier.	3.3	30.0	66.7	-	2.63
		33.3		66.7		
11.	I am confident that my pupils can understand the meanings of English words when I use their L1.	3.3	3.3	93.3	-	2.90
		6.6		93.3		
12.	My pupils enjoy learning English when I use their L1.	-	26.7	73.3	-	2.73
		26.7		73.3		

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The data also shows that the majority of the teachers (80.0%) stated that they were competent English teachers even though they used their pupils' L1 to explain English words and 66.7% of the teachers agreed that they preferred to use their pupils' L1 when explaining the meanings of English words because it made their task easier. The teachers also agreed that they were confident that their pupils could understand the meanings of English words when they used the L1 of the pupils (93.3%) and 73.3% agreed that their pupils enjoyed learning English when they used the L1 of the pupils.

The findings based on the data of the teacher interview carried out with the teacher participant of the case study after classrooms observations were carried out also confirm that the teacher had certain beliefs regarding her teaching where the pupils' L1 was used. The beliefs are consistent with findings obtained through the questionnaire administered to ESL teachers. For example, the teacher claimed that she had used the pupils' L1 to explain words because many pupils favoured the L1 use. Besides that, it was easier for the teacher to use the pupils' L1 as the pupils were mostly weak in English but the teacher would try to explain the words in English or get the good pupils to help those who were not proficient. The teacher's opinions are obtained from following excerpt which is taken from the interview carried out the teacher after the classroom observations:

[Excerpt 1]

Researcher : O.K. So, do you agree that the pupils can understand better if you use Malay to explain the word?

Teacher : Yeah. Many pupils like if teachers use Malay, they find that it's easier, and then they will always expect teachers to translate.

Researcher : Yes, ah. O.K. ah, do you agree that when you teach

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vocabulary, it's easier when you use Malay to explain the words?

Teacher : Yes, it's easier. Some words I need to use … but I try to explain first in English, or I ask the pupils who are good, they can understand, they will tell the other pupils. Yes, but the good pupils, very few here, only two or three, then they like to use Malay if I ask them anything. So, other pupils can understand.

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In addition, the teacher stated that pupils preferred the use of the L1 but that it would result in pupils expecting the teacher to resort to the L1 use. However, pupils would be more attentive in the class when the teacher used the L1 as they could understand what was taught as shown in the following excerpt:

[Excerpt 2]

Researcher : Oh, O.K. but is it true that the pupils would prefer you to explain to them in Malay?

Teacher : Yes, yes. They always expect us to do that.

Researcher : Yes, O.K. do you think the pupils will more attentive, that means they will pay more attention to you when you use Malay in your English class?

Teacher : Yes. They can understand, so they want to learn. If they don't understand, they like to talk, some of them, keep quiet, difficult to know if they understand, but if use Malay, they can understand.

Appendix D – page 2

According to Kuzborska (2011), language teachers' beliefs and understandings of teaching as well as learning play an important role in their classroom practices. Kuzborska further postulates that teachers' beliefs influence their goals, procedures, materials, classroom interaction patterns, their roles, their students, and the schools they work in. Hence, with regards to the present study, these statements pertaining to the teachers' belief of the use of the L1 of pupils provide understanding on what influences their teaching practices in the language classroom.

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4.3 Overview of Research Question Two

The second research question aimed to examine the pupils' views regarding the teaching of English language vocabulary that utilised the L1 of the pupils. It cannot be denied that pupils play a vital role in the teaching and learning process as the achievement of pupils reflects the outcome of the process. Hence, even though the pupils who participated in answering the questionnaire were Year Five pupils, their opinion and responses are needed to confirm whether the views of English language teachers are supported by the pupils taught.

Thus, the findings in this part which are presented according to the emerging categories based on the questionnaire administered to pupils would focus around the second research question:

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What are the perceptions of ESL pupils on the use of the L1 in the teaching of ESL vocabulary?

4.4 ESL Pupils' Profile

A total of 24 pupils, 9 boys and 15 girls from an intact primary Year Five class in a national school located in a rural area in Perak, participated in this study. All the pupils were Malays, thus, their first language is Bahasa Malaysia. Besides that, Bahasa Malaysia is also the formal language of instruction in school.

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The occupation of the parents as stated by the pupils were 15 odd job workers, 4 rubber tappers, 2 teachers, 1 construction worker, 1 lorry driver, and 1 village headman. Thus, it can be considered that the majority of the pupils are from the low socio economic group.

4.5 ESL Pupils' Views Regarding the Teaching of Vocabulary that Utilises the L1 of the Pupils

A set of questionnaire that consists of 23 items were administered to the Year Five pupils to gain their views on the teaching of vocabulary that utilised the L1 of the pupils. The findings are presented in five categories which include the advantages of using the L1 of the pupils, the disadvantages of using the L1 of the pupils, using only the English language, reasons for using L1, and pupils' belief.

4.5.1 Advantages of Using the L1 of the pupils

All the pupils (100.0%) who responded to the questionnaire agreed that they had better understanding of English lessons taught when their teacher used Bahasa Malaysia which is their L1. The pupils also agreed that the use of L1 is advantageous as they were able to pay attention (87.5%), to understand English words easily (91.7%), and to communicate better (83.3%) when their teacher used the L1 during English lessons. Thus, from the pupils' perspective, there were many advantages gained in using the L1 when learning English words.

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Table 4.7
Pupils' Views on the Advantages of Using the L1 of the Pupils

No	Statement	Disagree %	Agree %
1.	I am able to pay attention during English lessons when my teacher uses Malay.	12.5	87.5
2.	I am able to understand English words easily during lessons when my teacher uses Malay.	8.3	91.7
3.	I can communicate better when my teacher uses Malay during English lessons.	16.7	83.3
4.	I have better understanding of English lessons taught when my teacher uses Malay.	-	100.0

4.5.2 Disadvantages of Using the L1 of the Pupils

Generally, the pupils disagreed with the disadvantages of the use of their L1 by the English teacher. A total of 62.5% pupils disagreed that the use of their L1 deprived them of exposure to English language and the influences of the L1 resulted in them making more errors when explaining meanings of words in English. In addition, 87.5% pupils denied that they were not encouraged to think in English and depended on translation when their teacher used L1 during English lessons. On top of that, 75.0% of the pupils disagreed that there was no improvement in their English due to the use of the L1 by their English teacher.

These findings indicate that the majority of the pupils did not agree that using the L1 would result in negative effects in learning English.

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Table 4.8
Pupils' Views on the Disadvantages of Using the L1 of the Pupils

No	Statement	Disagree %	Agree %
1.	I have less exposure to the English language when my teacher uses Malay during English lessons.	62.5	37.5
2.	I make more errors to explain meanings of words in English due to the influences of Malay used by my teacher.	62.5	37.5
3.	I am not encouraged to think in English language when my teacher uses Malay during English lessons.	87.5	12.5
4.	I depend on translation when my teacher uses Malay during English lessons.	87.5	12.5
5.	There is no improvement in my English achievement when my teacher uses Malay during English lessons.	75.0	25.0

4.5.3 Using only the English language

Table 4.9
Pupils' Views on Using English language Only

No	Statement	Disagree %	Agree %
1.	I am able to learn the English language vocabulary better if I use English language only.	66.7	33.3
2.	I am not interested to learn English when my teacher uses English language only.	37.5	62.5
3.	I can understand better when my teacher uses English language only during teaching.	62.5	37.5
4.	I am encouraged to think in English when my teacher uses English language only during teaching.	75.0	25.0

Table 4.9 shows the use of English language only by teachers during lessons. A total of 66.7% pupils stated their disagreement that they were able to learn English language vocabulary better if the teacher used English language only. However, 62.5% agreed that they were not interested to learn English when their teacher used English language only. The same number of pupils (62.5%) also disagreed that they understood better when the teacher used English language only during teaching. In

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addition, 75.0% pupils disagreed that they were encouraged to think in English when the teacher used English language only during teaching. From these results, it can be deduced that the majority of the pupils did not agree that using English only would help them to perform better in the language classroom.

4.5.4 Reasons for Using L1

Table 4.10 reveals that the pupils were in favour of the reasons stated for the use of their L1 as they could understand unfamiliar words better (83.3%), were provided the meanings of English words (91.7%), could comprehend the meanings of the English words (95.8%), and could use L1 in group discussions (95.8%). All the pupils (100.0%) stated that their teacher allowed them to use a bilingual dictionary as well as ask questions using the L1 during lessons.

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Table 4.10
Pupils' Views on the Reasons for Using L1

No	Statement	Disagree %	Agree %
1.	I can understand unfamiliar words better when my teacher uses Malay to explain the meaning.	16.7	83.3
2.	My teacher allows me to use a bilingual dictionary.	-	100.0
3.	My teacher allows me to ask questions using Malay during English lessons.	-	100.0
4.	My teacher allows me to provide the meanings of English words using Malay.	8.3	91.7
5.	I need Malay translation to comprehend the meanings of English words.	4.2	95.8
6.	My teacher allows me to use Malay in group discussions during English lessons.	4.2	95.8

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4.5.5 Pupils' Belief of the Use of L1

Table 4.11
Pupils' Belief of the Use of L1

No	Statement	Disagree %	Agree %
1.	English is a difficult language to learn.	45.8	54.2
2.	I can learn English easily when my teacher uses Malay during lessons.	12.5	87.5
3.	My teacher should not use Malay when teaching vocabulary.	87.5	12.5
4.	I enjoy learning English when my teacher uses Bahasa Malaysia.	-	100.0

The four statements in Table 4.11 pertain to the pupils' belief of the use of L1. A total of 54.2% pupils or more than half agreed that English was a difficult language to learn. All the pupils enjoyed learning English when the teacher used their L1. The majority of the pupils (87.5%) agreed that they learned English easily when the teacher used the L1. Consequently, the same number of pupils (87.5%) stated that the teacher should use L1 when teaching vocabulary.

4.6 Overview of Research Question Three

Research question three aimed to investigate the ESL teacher's practices in the teaching of vocabulary that utilised the L1 of the pupils. The findings are analysed based on the classrooms observations recorded via video recordings, and interviews with the teacher participant and selected pupils. These data are triangulated to present

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a better understanding of the strategies of the teacher in the teaching of vocabulary using the L1 of the pupils to answer the following question:

How does an ESL teacher teach the English language vocabulary using the L1 of the pupils?

4.7 The Teaching of the English language Vocabulary Using the L1 of the Pupils

Table 4.12
Strategies of Teaching Vocabulary Using the L1 of the Pupils

Using the L1 of the pupils in teaching the meaning of words	Frequency
Teacher provided the equivalent translation	21
Teacher explained using the L1	3
Teacher elicited meaning from pupils & pupils responded using L1	32
Teacher provided the equivalent translation & explained using the L1	4
Teacher elicited meaning from pupils & pupils responded using L1& teacher explained using the L1	8
Teacher provided the equivalent translation & pupils looked for meaning using bilingual dictionary	2
Pupils looked for meaning using bilingual dictionary & teacher explained using the L1	2
Teacher explained using the L1 & pupils wrote the words in their vocabulary book and the L1 meaning with reference to the bilingual dictionary	21
Teacher elicited meaning from pupils & pupils responded using L1 and pupils wrote the words in their vocabulary book and the L1 meaning with reference to the bilingual dictionary	3
TOTAL	96

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Through the classroom observations carried out, the teacher had made use of the L1 of the pupils in a variety of ways to convey the meanings of the words taught in her lessons. The strategies of teaching vocabulary using pupils' L1 which were recorded is shown in Table 4.12.

The strategy which was most frequently employed by the teacher to provide the meaning of words whereby on 32 occasions the teacher elicited the meaning from pupils and pupils responded using their L1. The teacher claimed that a few pupils knew the words, and thus they were able to share their knowledge with the other pupils. They were the pupils whose command of language was above average and were given the opportunity to help the weaker pupils perform better in the L2.

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The following exchange between the teacher and pupils took place in the reading lesson on the topic of *Heroes from Our Class* (Lesson 1) to show how the teacher elicited the meaning of words from the pupils:

[Excerpt 3]

Teacher	:	Drowning ini apa? Drowning apa?
Pupil 1	:	*Terjun… (jump)*
Teacher	:	*Terjun*? *(jump)*
Pupil 8	:	*Jatuh… (fall)*
Teacher	:	*Ya*? *(Yes?)* Drowning. *Awak pergi mandi sungai*, so? *(You swim in the river, so?)*
Pupil 1	:	*Lemas…(drown)*
Teacher	:	Yes, drowning *ialah lemas(is drowning). Jadi, dia kata (So, he said)* he saved his brother from drowning. Drowning *apa dia*? *(What is drowning?)*
Pupils	:	*Lemas. (Drowning.)*
Teacher	:	Yes, that's it.

Appendix E – Lesson 1, page 3

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The teacher provided the L1 equivalent translation for 21 words taught. This could be because the teacher saw the need to utilise the L1 of the pupils based on the level of proficiency of the pupils as pointed out by Goh et al. (2008). The L1 equivalent translations were provided where necessary so that the pupils could understand the meaning of difficult words as perceived by the teacher. The following explanation by the teacher in the reading lesson on the topic of *Heroes from Our Class* showed how the teacher translated the word 'encourage' which was deemed difficult for her pupils:

[Excerpt 4]

Teacher : Encourage, *apa (what is)* encourage? *Tak pernah dengar? (Never heard?)* Encourage, to ask somebody, to encourage somebody to do something. O.K. *Contohnya (For example),* teacher encourages Farhana to read. *Cikgu galakkan dia*. *(Teacher encouraged her).* Encourage, encourage her to be good in reading. O.K. Sarah, good in English. How to encourage Sarah to be good in English? *Bagi hadiah hari-hari? (Give present every day?)* Cannot, so how? *Itu* (That's) encourage, teacher *galakkan (encourages)*. O.K. *macam (like)* teacher encourage *kamu (you), rangsang, galakkan kamu (encourages you*) to be good at something.

Appendix E – Lesson 1, page 2

Based on the classroom observations, when the teacher taught the meaning of words, the pupils were not given the task to look for the meaning using the bilingual dictionary on their own. However, if the pupils were required to look for the meanings of words using the bilingual dictionary (English-Malay dictionary), the teacher would make sure that the pupils knew the meaning of the words before they were asked to look up the words in the bilingual dictionary. This is supported by the observations that when the pupils were asked to look for meaning of words, it would be preceded with the teacher getting the pupils to provide the meaning with their L1, and/or the

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teacher explaining the word, or the teacher providing the equivalent translation. A reason why the teacher did not allow the pupils to look up for meaning of words on their own was due to the fact that the pupils could interpret the meaning wrongly. Therefore, the teacher wanted to ensure that the pupils understood the meaning before they were asked to list down the words and meanings in their vocabulary books. This is also consistent with the finding on the disadvantages of using pupils' L1 whereby the teachers view that the pupils would not be able to use English language words accurately in context (Refer to Table 4.4).

The following excerpt illustrates how the teacher explained the words taught in the lesson *Kolam – Hindu Decorative Artwork*:

[Excerpt 5]

Teacher : Decorative artwork *maksudnya hiasan atau perhiasan yang berbentuk seni*. Decorative artwork *ini maksudnya corak yang menjadi hiasan bagi orang Hindu. Jadi kita baca tentang kolam. Kolam ialah sejenis* decorative artwork. *Maksudnya yang mudah ialah seni hiasan. Faham?*

Appendix E – Lesson 5, page 31

The following is the exchanges between the researcher and a pupil during the unstructured interview conducted with selected pupils with specified reference to the lesson on *Kolam – Hindu Decorative Artwork*:

[Excerpt 6]

Researcher : [Researcher asks Pupil 1.]
Selalunya kalau dah belajar perkataan Bahasa Inggeris, lepas itu buat maksudnya dalam Bahasa Melayu, you lebih faham atau pun lebih ingat ke? Boleh lebih ingat ke, …? (*Normally if you have learnt an English word, then you provided the meaning in Malay, are you able*

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to understand or remember better? Can remember better…?)

Pupil 1 : Sikit… (*A little…*)

Researcher : Sikit-sikit, kalau lain kali you kalau jumpa perkataan decorative itu, yang hari ini buat ini kan, lain kali boleh ingat tak maknanya? (*A little, next time if you come across the word decorative, the one that you did today, can you remember the meaning next time?*) [Pupil 1 nods.] Boleh, ya? (*Can, yes?*) [Pupil 1 nods again.] Kalau tak rujuk kamus boleh tak dapat maknanya dalam Bahasa Melayu? (*If do not refer to the dictionary, can you get the meaning in Malay?*) [Pupil 1 shakes his head] Tak boleh? Tu tadi cikgu dah ajar itu, banyak. *(No? Just now your teacher has taught.)*

Pupil 1 : Ada, ada la. *(Yes, yes.)*

Researcher : Ada yang boleh, ada yang tak boleh, ya? (*Some can, some cannot, right?*) [Pupil 1 nods.]

Appendix E – Lesson 5, page 40

Through the classroom observation and the clarification from the pupil (Pupil 1), the words discussed and learnt even though using the L1 of the pupils need to be written and the meaning provided using the bilingual dictionary so that the words learnt are retained to enable the pupils to use the words again if they are encountered in the future. Thus, this explained the reason why the teacher instructed the pupils to list the words in the lesson and provided the L1 meaning with reference to the bilingual dictionary even after discussing the meanings of the words using the L1.

The following excerpt shows how the teacher elicited the meaning of the word 'entrance' and the pupils responded using the L1. Then, the teacher would explain the word using the L1 of the pupils again.

[Excerpt 7]

Teacher : Entrance. O.K. Apa (*What is*) entrance? You know entrance or not? Apa dia (*What is*) entrance? Kalau awak pergi supermarket ke, ke mana-mana, kalau awak ke bandar, ada entrance. (*If you go to the supermarket, or anywhere, if you go to the town, there is entrance, if*

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you go to the town, there is entrance.) Pintu besar tulis entrance. (Big door written with entrance.) Yes?
Pupil 1 : Masuk (*Enter*).
Teacher : Yes, masuk (*enter*). Entrance maksudnya masuk (*means enter*). Perkataan ini ditulis di atas pintu, contohnya supermarket, supaya orang tahu itu pintu masuk. Jadi, entrance maksudnya apa? (*This word is written on the top of the door, for example the supermarket, so people know that is the entrance. So entrance means what?*)
Pupils : Masuk (*Enter*).

Appendix E – Lesson 3, page 18

Another method of clarifying the meaning of a word was to get the pupils to look for the meaning using the bilingual dictionary. Then, the teacher would explain the meaning again using the L1 of the pupils. The following excerpt shows how the teacher explained the meaning of a word after getting a pupil to look up for the meaning using the bilingual dictionary:

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[Excerpt 8]
Teacher : Eve apa itu? Eve? Sebut ikut cikgu, eve... (*What is*) eve? *Repeat after me*, eve...
Pupils : Eve!
Teacher : O.K., Pupil 5, look for the meaning 'eve' in your dictionary. [Pupil 5 looked in the bilingual dictionary.]
Pupil 5 : Sehari sebelum sesuatu perayaan (*A day before a festival*).
Teacher : Yes. Eve ialah satu malam sebelum perayaan. Malam atau petang sebelum perayaan. Evening or night before the festival. Dah faham belum? (*Eve is a night before a festival. The night or evening before a festival. Do you understand?)*

Appendix E – Lesson 6, page 48

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4.8 Interviews

Unstructured interviews were carried out with pupils based on the researcher's classroom observations. The teacher was also interviewed to obtain her views on the teaching of vocabulary which utilised the L1 of the pupils.

4.8.1 Unstructured interviews carried out with selected pupils

The interviews carried out with the pupils focused on the use of the L1 of the pupils by the teacher when teaching English words. The interviews were conducted to further support the results of the pupils' questionnaire administered. Besides that, the interviews served as the way for the researcher to clarify certain situations that occurred during the classroom observations. The interviews were conducted using the L1 of the pupils so that the pupils would be able to respond without any language barrier due to their different levels of proficiency.

Generally, throughout the classroom observations, pupils were found to use their L1 when they were given pair work or group work. The use of the L1 of the pupils was to clarify meanings of words and also to complete the tasks given by the teacher. The following excerpts where the researcher approached two pupils (Excerpt 9) and a group of four pupils (Excerpt 10) provide the justification given by the pupils on the use of their L1 during pair work and group work activities:

[Excerpt 9]

Researcher : Mengapa bincang guna Bahasa Melayu? (*Why do you discuss using Bahasa Malaysia?*) [Pupils smile.]
Kenapa? (*Why?*)

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Pupil 2 : Tak fasih sangat Bahasa Inggeris. (*Not so fluent in English.*)

Appendix E – Lesson 2, page 12

[Excerpt 10]

Researcher : Biasanya, buat aktiviti cakap Melayu ke cakap Bahasa Inggeris? Kalau buat dengan kawan-kawan, cakap Bahasa Melayu atau Bahasa Inggeris? (*Normally, when you do the activity, you speak in Malay or English? If you do with your friends, you speak in Malay or English?*)

Pupil 3 : Melayu.(*Malay*.)

Researcher : Cakap Melayu walaupun dalam kelas Bahasa Inggeris? (*You speak in Malay even though in the English class?*) [Pupils nod their heads.] Huh, kenapa? Kenapa cakap Melayu? (*Huh, why? Why speak in Malay?*)

Pupil 5 : Tak tahu. (*Don't know.)*

Researcher : Tak tahu? Tak tahu apa, Bahasa Inggeris tak tahu? Tak pandai? (*Don't know? Don't know what, don't know English? Not good?*)

Pupil 3 : Tak pandai cakap Bahasa Inggeris. (*Not good at speaking in English.)*

Appendix E – Lesson 1, page 10-11

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Throughout the classroom observations based on the field notes, the pupils were communicating with each other using Bahasa Malaysia especially during group activities. For instance, in lesson 3, the pupils were each given a strip that contained a word. Then, they had to look for the pupil that had the opposite word. In this activity, the pupils were using their L1 when hunting for the opposite word. Some of them were confused and asked their friends to explain the words to them before they were able to get the correct opposite of their respective word.

However, as the researcher approached a group of four girls, they admitted that they were not allowed to use their L1 during discussions and also group activities in Excerpt 11.

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[Excerpt 11]

Researcher : Selalu bincang ke? Kalau bincang guna Bahasa Melayu ke? (*Do you often discuss? If discussing, do you use Bahasa Malaysia?*)
Pupils : Ya. (*Yes.*)
Researcher : Kalau guna Bahasa Melayu, cikgu marah tak? (*If you use Bahasa Malaysia, does the teacher scold you?*)
Pupil 17 : Kalau cakap kuat-kuat, cikgu marah la. (*If speak loudly, teacher scolds.*)
Researcher : Oh, kena cakap perlahan-lahan la. (*Oh, so you have to speak softly.*)
Pupils 17 : Ya. (*Yes.*)
Researcher : Kenapa macam itu pulak? Agak-agaknya kenapa cikgu marah kalau guna Bahasa Malaysia? (*Why is it like that? Why is the teacher angry if you use Bahasa Malaysia?*)
Pupil 2 : Sebab kena belajar Bahasa Inggeris. (*Because have to learn English language.*)
Researcher : Ah, O.K. tapi biasanya cikgu mengajar pun kamu cakap Bahasa Melayu juga. (*Ah, O.K. but normally when your teacher was teaching you would speak in Bahasa Malaysia too.*)
Pupil 17 : Biasanya jawab guna Bahasa Inggeris kalau tahu, kalau yang tak tahu guna Bahasa Melayu. (*Usually answer using English if know, but for those we don't know use Bahasa Malaysia.*)

Appendix E – Lesson 3, page 19-20

This situation is consistent with the teacher's view whereby she would not allow her pupils to use their L1. However, the teacher reasoned that she would allow her pupils to use their L1 if the pupils did not know how to express themselves and also if using the L1 could help the pupils to understand better.

[Excerpt 12]

Researcher : Would you allow your pupils to use Malay in your English class?
Teacher : Actually, I won't allow but in case no choice, I will let them use.
Researcher : Why do you say that in case no choice?
Teacher : Sometimes they don't know how to express themselves.
Researcher : So, you allow them?
Teacher : Yeah, sometimes.
Researcher : And then, if among themselves, the pupils, do you

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allow them to speak in Malay?

Teacher : Actually, I won't allow, but it's O.K. if this can help them to understand better. Sometimes their friends who are more proficient can help them but they have to use Malay to explain and communicate with each other.

Appendix D – page 2

On the other hand, the teacher expressed that teachers should use English fully so that pupils can learn. If the L1 of the pupils was used, pupils would not be able to learn and they would also expect the teacher to translate for them.

[Excerpt 13]

Teacher : Teachers are supposed to use fully English then only they can learn, we use Malay sure they won't and also the pupils will expect every time the teacher will translate for them, they will expect that.

Appendix D – page 3-4

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Three pupils were interviewed during lesson 8 while they were constructing sentences based on pictures and notes provided. The pupils stated that writing was most difficult for them when they learned English. They found it difficult to construct sentences to answer the question in Section C in the UPSR English language Paper Two which required the pupils to write sentences to describe three given pictures. The pupils were encouraged to use the given words to help them in the writing. In addition, the pupils were encouraged to express ideas creatively and add their own words and phrases correctly and appropriately. The pupils mentioned that they faced difficulty in understanding some of the words provided and that was the main reason why they were unable to construct good sentences. The following excerpt is the interview conducted with one of the pupils:

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[Excerpt 14]

Researcher : [Researcher approaches Pupil 18 and asks him a few questions.]
Semasa kamu belajar Bahasa Inggeris, apa yang kamu rasa paling susah? (*When you learn English, what do you feel is the most difficult?*)

Pupil 18 : Buat karangan. (*Write essay*.)

Researcher : Buat karangan. Kenapa buat karangan itu paling susah? (*Write essay. Why is writing essay the most difficult?*)

Pupil 18 : Sebab tak faham. (Because do not understand.)

Researcher : Tak faham apa itu? Tak faham soalan, ataupun tak faham apa? (*What is it that you do not understand? You do not understand the question, or do not understand what?*)

Pupil 18 : Tak faham maksudnya. Tak faham maksud perkataan. (*Do not understand the meaning. Do not understand the meaning of words.*)

Researcher : Jadi contohnya macam perkataan yang kita nak guna untuk karangan itu, tak faham. Contohnya, kita punya perbendaharaan kata, yang kita nak guna perkataan-perkataan tertentu dalam menulis karangan itu, maksudnya yang itu yang susah, ya? Betul? (So, for example the words that we want to use for the essay, you don't understand. For example, our vocabulary, those words that we need to write essay, the meanings are difficult? Right?)

Pupil 18 : Ya. *(Yes.)*

Appendix E – Lesson 8, page 65

Another important finding from the interview conducted is that the pupils would resort to use the bilingual dictionary if they came across difficult words. The pupils also confirmed that they were not able to understand all the meanings of words if their teacher explained using English only. In Lesson 4, even though the picture of the object is provided, the pupils still used the bilingual dictionary to look for the meaning in their L1. The following is the excerpt from the interview conducted with three pupils concerning the use of the bilingual dictionary to look for the meaning of the word 'wheelbarrow' which was shown in the picture during lesson 4:

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[Excerpt 15]

Researcher : [The researcher approaches three boys, a boy is opening a bilingual dictionary.] Ada perkataan yang tak faham ke? (*Is there any word that you do not understand?*)

Pupil 11 : Yes.

Researcher : Then, rujuk kamus dwibahasa. Kalau tak ada Bahasa Melayu, tak faham? Ha? Faham tak faham? (Then, *refer to bilingual dictionary. If no Bahasa Malaysia, do not understand? Huh? Understand or not?*)

Pupil 11 : Tak. (*No.*)

Researcher : Ya, tapi cikgu suruh buat apa? Faham? (*Yes, but teacher asked you to do what? Understand?*) [Pupils nod.] Ya, cari makna perkataan apa sekarang? (*Yes, now looking for the meaning of which word?*)

Pupil 13 : Perkataan wheelbarrow. (*The word wheelbarrow*.) [mispronounced as wheelbabaw]

Researcher : Wheelbarrow, O.K. Kalau tengok gambar tak faham? Wheelbarrow kat gambar itu tak faham? (*If look at the picture do not understand? Wheelbarrow in the picture, do not understand?*) [Pupils nod.]

Appendix E – Lesson 4, page 24

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The pupils also used the bilingual dictionary to look for meanings of words given by the teacher. However, the teacher would ensure that the pupils understand the meaning of the words so that they would be able to use the words correctly. The pupil who was asked about the use of the bilingual dictionary revealed that mostly, she would refer to the bilingual dictionary and not the monolingual dictionary as it was easier for her to understand the meaning of words as shown in the following excerpt:

[Excerpt 16]

Researcher : Kamu selalu guna kamus dwi-bahasa ini ke? (*Do you always use this bilingual dictionary?*)

Pupil 6 : Selalu. (*Always.*)

Researcher : Ya, kalau kamu guna kamus dwi bahasa, kamu lebih faham ke? (*Yes, if you use the bilingual dictionary, are you able to understand better?*)

Pupil 6 : Ya, lebih faham. (*Yes, understand more.*)

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Researcher : Kamu ada guna kamus Bahasa Inggeris-Bahasa Inggeris? (*Do you use the English-English dictionary?*)
Pupil 6 : Ada. (*Yes.*)
Researcher : Selalu guna tak? (*Do you always use it?*)
Pupil 6 : Kadang-kadang. (*Sometimes.*)
Researcher : Kadang-kadang. Bila cikgu suruh atau kamu sendiri nak cari makna perkataan ke? (*Sometimes. When your teacher asked or you yourself want to look for the meanings of words?*)
Pupil 6 : Sendiri.(*Myself.*)
Researcher : Sendiri. Cikgu tak suruh guna kamus Bahasa Inggeris-Bahasa Inggeris? (*Yourself. Your teacher does not ask you to use the English-English dictionary?*)
Pupil 6 : Tak. (*No.*)
Researcher : O.K. Terima kasih. *(O.K. Thank you.)* [Pupil 6 smiles.]

Appendix E – Lesson 5, page 39

The interviews carried with the pupils also confirmed the notion that the pupils were not able to understand all the meanings of words if their teacher explained using English only. Excerpt 15 contains the interview carried out with a pupil that clarifies this situation.

[Excerpt 17]
Researcher : [Researcher approaches Pupil 8.]
Kalau cikgu bagi perkataan dalam Bahasa Inggeris, kamu bagi dalam Bahasa Melayu, boleh tak? Contoh, perkataan test tube, dia bagi test tube dalam Bahasa Inggeris, please explain in English. Boleh tak? (*If your teacher gives a word in English, you give the meaning in Malay, can you? Example, the word test tube, she gives test tube in English, please explain in English. Can you?*)
Pupil 8 : Tak. *(No.)*
Researcher : Tak boleh. Kalau dalam Bahasa Melayu? (C*an not. If in Malay?*)
Pupil 8 : Tak boleh juga. (*Can not also*.)
Researcher : Kenapa tak boleh? (*Why can not*?)
Pupil 8 : Tak pernah dengar. (*Never heard before*.)
Researcher : Test tube? [points to the test tube on the table at the back]. Tabung uji, tak pernah guna? Sains kita ada belajar kan? (*Test tube, never use before? We learn*

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during Science lessons?)

Pupil 8 : Ada. (*Yes*.)

Researcher : Ya, kalau antara Bahasa Melayu dan Bahasa Inggeris makna yang kamu kena beri pada perkataan Bahasa Inggeris itu, yang mana lebih susah? (*Yes, if between giving the meaning in Malay and English for English words, which is more difficult*?)

Pupil 8 : Hmm, Bahasa Melayu ke Bahasa Inggeris. (*Hmm, Malay to English*.)

Researcher : Kalau Bahasa Inggeris ke Bahasa Inggeris? (*If English to English*?)

Pupil 8 : Susah. (*Difficult*.)

Researcher : Bahasa Inggeris ke Bahasa Melayu? (*English to Malay*?)

Pupil 8 : Bahasa Inggeris ke Bahasa Melayu senang. (*English to Malay is easy*.)

Researcher : Bahasa Melayu ke Bahasa Inggeris pun susah, ya? (*Malay to English is also difficult*?) [Pupil nods.] O.K. jadi, hmm, kalau cikgu Bahasa Inggeris terangkan makna perkataan Bahasa Inggeris gunakan Bahasa Melayu, masa akan datang, mungkin sebulan lagi ke ataupun tahun depan masa kamu Tahun Enam, boleh tak kamu ingat dan guna perkataan ini? (*O.K. if, hmm, if the English teacher explains the meaning of English word in Malay, in future, maybe in a month or next year when you are in Year Six, can you remember and use this word*?)

Pupil 8 : Boleh. (*Can*.)

Appendix E – Lesson 7, page 55-56

The pupils were also unable to provide the meanings of words using English as the words were difficult and they did not know how to explain those words in English. On the other hand, the pupils said that they were able to provide the meanings of some English words in their L1. The pupils mentioned that they would be able to recognise and use the words taught using their L1.

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4.8.2 Interview carried out with teacher

The interview carried out with the teacher focused on clarifying her point of view regarding the use of the L1 of the pupils during the English language lessons conducted. The teacher considered the use of English only when teaching English language as good because the pupils would be able to learn more and could also learn how to use proper English. However, she asserted that some of the pupils would not understand if she used English only. Therefore, she would explain the meaning of words using English before she used the L1 of the pupils to explain words. Using the L1 of the pupils to explain the meaning of words is effective and necessary especially if the pupils are of low proficiency. Furthermore, the pupils preferred the teacher to use their L1 and would be more attentive during lessons.

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Even though the teacher would use the L1 of the pupils to explain words to the pupils, she would not allow them to speak to her and also among them using their L1. But she would allow the pupils to use their L1 if “there is no choice because sometimes the pupils did not know how to express themselves”. Previously, she even fined the pupils if they used their L1 during her lessons so that they would use English.

Another interesting finding was that the teacher agreed that the use of Bahasa Malaysia would deprive her pupils of valuable exposure to English language. Nonetheless, the teacher seemed to be convinced that the use of the L1 of the pupils was more advantageous as the pupils would develop the interest to learn English instead of being frustrated due to lack of understanding. The pupils’ schema is also

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seen as the factor that helped in their understanding of words taught using their L1. The teacher agreed that this factor is also crucial in the teaching of vocabulary which could be time saving and hassle free as the teacher did not have to resort to lengthy explanation as well as other methods of introducing new words such as using pictures. In a lesson conducted, it was observed that a pupil had to look for the meaning of the word "wheelbarrow" in the bilingual dictionary even though the picture of the wheelbarrow was shown in the chart used by the teacher in that lesson. The pupil confirmed that he needed to refer to the dictionary because he did not know the word in his first language even though he had seen the object used in the school compound. The pupil also stressed that it was important for him to know the word in his L1 so that he could use the word if he comes across the word in future.

The findings from the classroom observations and interviews carried out with the teacher and selected pupils reveal the practices of the teacher in teaching vocabulary, especially how words are taught using the L1 of the pupils. It is interesting that the L1 of the pupils was used by the teacher to help pupils 'trigger' or activate the word knowledge contained in their repertoire of the L1 words. The strategies of using the L1 during the teaching of the L2 vocabulary support the view that the teacher made use of this advantage whereby the pupils' schema or background knowledge of words in the L1 is used to help them understand and learn the words more effectively and accurately.

Despite knowing that the use of the L1 of the pupils might lead to negative consequences, the teacher used the L1 of the pupils to help them understand the meanings of words. Pupils were not allowed to look for the meanings of the words on

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their own, not even with the use of the bilingual dictionary in order to avoid misinterpretations of the words. From the exposure of more English words which the pupils were able to understand using the equivalent L1, pupils gained more vocabulary knowledge which accumulates over time. This would then ensure that the pupils would be able to use the words when they encounter the words in the future as their L1 and L2 vocabulary repertoire have also increased over time.

4.9 Interpretation and Discussion of the Pupil's Approach to Learning Vocabulary and Teacher's Approach to Teaching Vocabulary

In general, the findings of this study are consistent with the conceptual framework described in Chapter One (page 17) on the pupil's approach to learning vocabulary and the teacher's approach to teaching vocabulary using the L1 of the pupils. As explained in the conceptual framework, the pupils possessed a vocabulary repertoire that consisted of both the L1 (Malay) and L2 (English) words. However, as these pupils were of low proficiency, they had a repertoire of L1 vocabulary which was more extensive than the repertoire of L2 vocabulary whereby the meanings of both L1 and L2 words were stored. The teacher would then make use of the pupils' existing schema to connect with the L2 word encountered by the pupils so that the pupils would be able to understand the meaning of the word. Based on the Schema Theory as advocated by Anderson (1977), pupils who were reminded of what was already known to them would be able to comprehend new information. Schunk (2004) elaborates that schemata assist encoding in the long-term memory because they elaborate new material into a meaningful structure. As teachers make use of pupils' schema, important information is highlighted and pupils attempt to fit the information

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into their schema's spaces. Realising this strength of using the L1 of the pupils, the teacher elicited the meaning of the words from the pupils as well as explained the words using the L1 of the pupils whenever needed to ensure that they understood the words which were in their current vocabulary repertoire. Hence, these pupils would be able to comprehend words learnt using their L1.

Subsequently, based on the Information Processing Theory proposed by McLaughlin (1987), learning a second language is the acquisition of a complex cognitive skill. In the information processing perspective posited by Schunk (2004), information which is meaningful improves learning and retention. Schunk further explains that as new information is expanded by adding to it or linking it to what one knows, the learned information is easier to access. Hence, in the context of this study, as pupils encounter new L2 words, they would be able to remember and retrieve the word learnt through the activation of the meaning provided in their L1. The L2 word which was meaningful as it was linked to the pupils' L1 schema could be retrieved and used through repeated exposure of the word in both L1 and L2.

The teacher affirmed that she had used the pupils' L1 because it was necessary due to the pupils' level of proficiency, environment and limited exposure to the target language. These are obtained from the following interview transcript:

[Excerpt 18]

Teacher : Yeah. Depends on the pupils' situation and everything. My Year Five pupils, they are weak, they don't use English at all. They don't have the environment to use English, nobody speaks English. Mostly, they like to speak Malay, no English at all. Maybe they are shy. When I speak to them, they don't want to talk to me in

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> English. Only use Malay, other than that, they keep quiet. So quite difficult to use only English with my pupils.
>
> *Appendix D – page 4*

4.10 Summary

To conclude, the findings of the study have revealed favourable responses from both the pupils and teacher observed in the teaching of vocabulary using the L1 of the pupils. They claimed that using the L1 of the pupils promotes understanding and concentration. Besides that, it was more effective and was also able to improve the language achievement of pupils.

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CHAPTER FIVE

DISCUSSION AND CONCLUSION

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5.0 Introduction

The findings of the study presented in Chapter 4 have provided the views of both English teachers and pupils in the Malaysian primary schools pertaining to the use of pupils' L1 in teaching English vocabulary and also the practices of an English teacher when teaching vocabulary that utilises the L1 of the pupils. This chapter discusses those findings to present the conclusions regarding the use of pupils' L1 in the teaching of English vocabulary, the limitations of the study and its implications so that suggestions for further research are made.

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5.1 Teachers' and Pupils' Views on the Use of the L1

The use of the L1 in language classrooms is decided by the teachers who acknowledge the importance of making their pupils understand the words taught, especially difficult words, and specifically to pupils who are of low proficiency. The method of providing equivalent translation and eliciting the meanings of words from pupils who possess a better repertoire of words both in their L1 and L2 would aid the pupils understanding of words and thus leads to a better achievement in the language skills. This finding is consistent with the findings of the study conducted by Sharimllah Devi and Hajar (2004) who assert that teachers should use their own judgement in deciding on the methods to use to teach ESL learners. Moreover, the findings of their study also proved that the translation method used in the classroom is more effective in enhancing ESL vocabulary learning ability.

The use of the L1 of the pupils in the Malaysian primary school classrooms is the teachers' choice and this is strongly supported by the pupils who favour its use in making them understand the lessons better and to be able to perform the tasks required. The data from both the questionnaire for teachers and pupils showed that the use of the L1 was accepted by both parties who foresee the benefits that outweigh the disadvantages of the use of the L1.

In general, the teachers used the L1 of the pupils to help them to teach vocabulary more effectively, to increase the pupils' attention in class, to understand words easily, to facilitate the teacher-pupil interaction and to ensure that the pupils have better understanding of the lessons taught. However, the teacher was aware that

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the use of the L1 of the pupils would make them dependent on the L1 to comprehend the meanings of English words and thus the pupils were discouraged to use their L1 among themselves during discussions and also when they asked questions and responded to the teacher. The pupils were allowed to use the bilingual dictionary with the teacher's guidance on finding the meanings of words in context as certain words had more than one meaning.

The outcome from these findings indicates that teachers use the pupils' L1 for numerous reasons which eventually would be beneficial to pupils especially those with low achievement and those who need guidance to understand the vocabulary they encounter during the teaching and learning process. Goh et al. (2008) state that when students are perceived to be weak in the language, the L1 is usually advocated in the ESL classroom to define and explain vocabulary, explain grammar, and to explain difficult concepts. These situations occur both in the rural and urban schools. As such, "if the L2 is used throughout the lesson, students would not understand anything and hence lose interest and not learn anything" (Goh et al., 2008, p. 92).

5.2 The Teacher's Approach to Teaching Vocabulary

Based on the classroom observations carried out, the teacher used the L1 of the pupils in explaining the meanings of words encountered. These words were considered difficult words which the pupils did not understand but the meaning of the words in the L1 of the pupils exist as they had encountered the words before in their L1. Thus,

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as pupils retrieved the meaning from their existing schema, the task of explaining difficult words had become easy and manageable for the teacher during the lessons.

The strategies of teaching the meaning of words which were dominant included the use of the equivalent translation by the teacher, meanings elicited from pupils who responded using L1 and also the explanation provided by the teacher using the L1 of the pupils and the pupils wrote the words and their L1 meaning in their vocabulary book. It was also obvious that the pupils were not left on their own to look for meanings of words using the dictionary as it could be time consuming and also posed risks for the pupils getting the wrong meaning of words as some words had more than one meaning. The teacher had ensured that the pupils needed to understand the meanings of the words before they were asked to write them in their vocabulary books.

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The approaches of teaching the meanings of words to the pupils support the importance of the schema of the pupils which was used to provide benefits to the pupils who were still in the stage of gaining enough vocabulary to perform well in the target language. The pupils who possessed a repertoire of meanings in both their L1 and L2 were exposed to difficult or new L2 words using the L1 equivalent or the explanation using L1 by the teacher so that the pupils would have a better foundation of the L2 words which they needed to be able to perform better in their overall L2 skills.

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5.3 The Advantages of Using Pupils' L1

The main concern of the language teacher was to ensure that their pupils understood the lessons carried out. This was achieved if the pupils understood the teacher's explanation and also knew the words used in the reading session or any other lessons. This study emphasised the use of the L1 of the pupils by the teacher to teach words and the lessons recorded have been carefully scrutinised to determine how the meaning of words were presented. The teacher asserted that she could see that her pupils did not understand the words presented in her lessons based on their facial expressions. It was also obvious that some of the weaker pupils were not attentive during lessons and they confirmed that it was difficult for them to comprehend the lesson if the teacher used English only during teaching. They admitted that they were able to focus more if their L1 was used by their teacher to explain the meaning of words. Hence, it could be deduced that the use of the L1 of the pupils by teachers was to help pupils understand better and maintain the concentration of pupils as well as interest in learning English language.

The findings of this study are in line with the study carried out by Saeed Mehrpour (2008) who concludes that "due attention should be paid to choosing and implementing appropriate vocabulary teaching/learning techniques in language classroom" (p. 207) because vocabulary knowledge affects learners' improvement in other language skills. His study advocates that presenting vocabulary items in word lists using learners' L1 is more effective compared to presenting words in context especially for beginning learners.

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5.4 Limitations of the Study

There are a few limitations that occurred in the study undertaken. The first limitation is the teachers who answered the questionnaire were chosen based on the use of their pupils' L1 which are different as the teachers came from different national and national type primary schools. Therefore, the teachers have used different L1 which included Bahasa Malaysia, Chinese and Tamil.

Another limitation is the pupils' levels of proficiency taught which might be different due to the location of schools which comprised of urban and rural areas as well as the pupils' family backgrounds. Hence, the questionnaire was answered by teachers from various school settings.

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The pupils who participated in the study were pupils from a rural primary school in Perak. Hence, the findings of the study could not be generalised to all primary schools in Malaysia.

5.5 Recommendations for Future Research

With reference to this study, it is recommended that future studies should look into the use of the L1 of the pupils in different settings of schools instead of one school. Thus, more observations should be carried out with pupils of different first languages to gain insights into the teaching of English that utilises the L1 of the pupils. An

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interesting possibility would be the observations of more teacher participators which could reveal more patterns of teaching using the L1 of the pupils.

The present study is a case study carried out with questionnaire administered to English language teachers. Hence, it is important that experimental research should be carried out to determine the effectiveness of the use of the L1 of the pupils in learning vocabulary.

Another area that could be explored would be the other uses of the L1 in the language classrooms to provide a more comprehensive understanding of the use of the L1 of the pupils.

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5.6 Conclusion

The use of pupils' L1 in the teaching of vocabulary has revealed the patterns which the teacher adopted in providing comprehensible input to the pupils. This study is based on one particular classroom context and reasoning that was provided by a teacher in relation to her classroom practices. Based on the observations by the researcher, it can be concluded that both the teacher and pupils contribute to the success of the language learning and teaching regardless of whether the L1 of the pupils is utilised in the process.

The initial stages of a pupils' language learning need tremendous support and effort on the part of the teacher so that the pupils will have a strong foundation of the

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language which is achieved if pupils are able to grasp the meanings of words. Even though many teachers do not place importance on the teaching of vocabulary, it is essential in determining the success of pupils in the language skills which comprised of listening, speaking, reading and writing.

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APPENDIX A

Questionnaire for Teachers

*Your response to this questionnaire makes a valuable contribution to this study titled 'The Use of Pupils' L1 in Teaching English Vocabulary'.

Section A: Teacher's Background

Please read the information in Section A and indicate your response by completing the particulars required and also checking (√) the appropriate box for the following details:

1. Name of School and Address:

   _____
   _____
   _____
   _____

2. Gender:

Male	☐	Female	☐

3. Age:

Below 25 years old	☐	36-45 years old	☐
26-35 years old	☐	Above 46 years old	☐

4. Highest Academic Qualification:

SPM/MCE	☐	Bachelor's Degree	☐
STPM/HSC	☐	Master's Degree	☐
Diploma	☐	Ph. D	☐

5. Teaching Experience: _____ years

6. Subject specialisation/option during your teacher training: _____

7. Current English classes taught:

Year 1	☐	Year 4	☐
Year 2	☐	Year 5	☐
Year 3	☐	Year 6	☐

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Please provide your opinion on the following statements:

Check the appropriate box to indicate the degree of your disagreement/agreement with the statement.

SD : Strongly Disagree

D : Disagree

A : Agree

SA : Strongly Agree

Section A (Teacher's General Perception of the L1 Use)

NO	STATEMENT	SD	D	A	SA
1.	I should use English only when teaching English language.				
2.	I should use my pupils' first language (L1) when teaching English language.				
3.	I allow the use of both English and L1 during my English lessons.				
4.	I allow my pupils to use their L1 among themselves.				
5.	I allow my pupils to translate from English into their L1.				
6.	I allow my pupils to speak to me using their L1 in the English classroom.				
7.	I allow my pupils to speak to me using their L1 outside the English classroom.				

Section B (Advantages of Using the Pupils' L1)

NO	STATEMENT	SD	D	A	SA
1.	Using the pupils' L1 helps them to learn the English language vocabulary more effectively.				
2.	Using the pupils' L1 helps me to teach vocabulary more effectively.				
3.	Using the pupils' L1 increases their attention in the class.				
4.	Using the pupils' L1 enables them to understand English words easily.				
5.	Using the pupils L1 facilitates the teacher-pupils interaction in the English classroom.				
6.	Using the pupils L1 ensures better understanding of the lessons taught.				

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Section C (Disadvantages of using the pupils' L1)

NO	STATEMENT	SD	D	A	SA
1.	Using the pupils' L1 will deprive the pupils of valuable exposure to the English language.				
2.	Using the pupils' L1 will result in the negative transfer of L1 to the English language (i.e. errors in English due to the influences of the L1).				
3.	Using the pupils' L1 will not encourage them to think in English language.				
4.	Using the pupils' L1 will make them dependent on translations.				
5.	Using the pupils' L1 will make them unable to use English words accurately in context.				
6.	Using the pupils' L1 will not ensure that the improvement in the pupils' English achievement.				

Section D (Using English language only)

NO	STATEMENT	SD	D	A	SA
1.	My pupils will be able to learn the English language vocabulary better if I use English language only.				
2.	Using English language only will demotivate pupils.				
3.	Using English language only will enable pupils to understand English without reference to the L1.				
4.	Using English language only will encourage my pupils to think in English.				
5.	Using English language only to explain unknown English words is time consuming.				
6.	Using English language only to explain unknown English words is not practical.				

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Section E (Reasons for using L1)

NO	STATEMENT	SD	D	A	SA
1.	Using the pupils' L1 to explain unfamiliar English words will help them understand the words better.				
2.	Using the pupils' L1 to explain unknown English words saves time.				
3.	Using the pupils' L1 to explain unknown English words is convenient.				
4.	I allow my pupils to use bilingual dictionaries.				
5.	I allow my pupils to ask questions using their L1 during English lessons.				
6.	I allow my pupils to provide the meanings of English words using their L1.				
7.	Using the pupils' L1 will make them dependent on their L1 translations to comprehend meanings of English words.				
8.	I allow my pupils to use their L1 in group discussions during English lessons.				

Section F (Teacher's Belief on the use of Pupils' L1)

NO	STATEMENT	SD	D	A	SA
1.	English is a difficult language to learn.				
2.	English is a difficult language to teach.				
3.	The use of the pupils' L1 enables them to learn a second language (L2) easily.				
4.	Vocabulary teaching activities should be carried out without any references to the pupils' L1.				
5.	It benefits pupils when I translate from the English language to their L1.				
6.	Translating English words to the pupils' L1 is a useful vocabulary teaching activity.				
7.	Explaining where the English language and the L1 are alike is beneficial to pupils.				
8.	Explaining where the English language and the L1 are different is beneficial to pupils.				
9.	I am a competent English teacher even though I use my pupils' L1 to explain English words.				
10.	I prefer to use my pupils' L1 when explaining the meanings of English words because it makes my task easier.				
11.	I am confident that my pupils can understand the meanings of English words when I use their L1.				
12.	My pupils enjoy learning English when I use their L1.				

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APPENDIX B

Questionnaire for Pupils

Check the appropriate box to indicate whether you agree or disagree with the following statements.
Tandakan kotak yang berkenaan untuk menyatakan sama ada anda setuju atau tidak setuju dengan pernyataan-pernyataan yang berikut:

 Agree
Setuju

 Disagree
Tidak Setuju

NO *BIL*	STATEMENT *PERNYATAAN*		
1.	I am able to pay attention during English lessons when my teacher uses Malay. *Saya boleh menumpukan lebih perhatian semasa pengajaran Bahasa Inggeris sekiranya cikgu menggunakan Bahasa Malaysia.*		
2.	I am able to understand English words easily during lessons when my teacher uses Malay. *Saya boleh memahami perkataan-perkataan Bahasa Inggeris dengan mudah semasa pengajaran apabila cikgu menggunakan Bahasa Malaysia.*		
3.	I can communicate better when my teacher uses Malay during English lessons. *Saya boleh berkomunikasi dengan lebih baik apabila cikgu menggunakan Bahasa Malaysia semasa pengajaran Bahasa Inggeris.*		
4.	I have better understanding of English lessons taught when my teacher uses Malay. *Saya mempunyai pemahaman yang lebih baik mengenai pengajaran Bahasa Inggeris apabila cikgu menggunakan Bahasa Malaysia.*		
5.	I have less exposure to the English language when my teacher uses Malay during English lessons. *Saya kurang terdedah kepada Bahasa Inggeris apabila cikgu menggunakan Bahasa Malaysia semasa pengajaran Bahasa Inggeris.*		
6.	I make more errors to explain meanings of words in English due to the influences of Malay used by my teacher. *Saya membuat lebih banyak kesilapan untuk menerangkan makna perkataan disebabkan oleh pengaruh Bahasa Malaysia yang digunakan oleh cikgu saya.*		

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NO *BIL*	STATEMENT *PERNYATAAN*		
7.	I am not encouraged to think in English language when my teacher uses Malay during English lessons. *Saya kurang berfikir dalam Bahasa Inggeris akibat penggunaan Bahasa Malaysia oleh cikgu semasa pengajaran Bahasa Inggeris.*		
8.	I depend on translation when my teacher uses Malay during English lessons. *Saya bergantung kepada terjemahan akibat penggunaan Bahasa Malaysia oleh cikgu semasa pengajaran Bahasa Inggeris.*		
9.	There is no improvement in my English achievement when my teacher uses Malay during English lessons. *Pencapaian Bahasa Inggeris saya tidak memberangsangkan apabila cikgu menggunakan Bahasa Malaysia semasa pengajaran Bahasa Inggeris.*		
10.	I am able to learn the English language vocabulary better if I use English language only. *Saya dapat belajar perkataan Bahasa Inggeris dengan lebih baik sekiranya saya menggunakan Bahasa Inggeris sahaja.*		
11.	I am not interested to learn English when my teacher uses English language only. *Saya kurang berminat untuk belajar Bahasa Inggeris apabila cikgu menggunakan Bahasa Inggeris sahaja.*		
12.	I can understand better when my teacher uses English language only during teaching. *Saya boleh memahami Bahasa Inggeris dengan lebih baik apabila cikgu menggunakan Bahasa Inggeris sahaja dalam pengajaran.*		
13.	I am encouraged to think in English when my teacher uses English language only during teaching. *Saya digalakkan untuk berfikir dalam Bahasa Inggeris apabila cikgu menggunakan Bahasa Inggeris sahaja dalam pengajaran.*		
14.	I can understand unfamiliar words better when my teacher uses Malay to explain the meaning. *Saya boleh memahami perkataan yang saya tidak tahu dengan lebih baik apabila cikgu menggunakan Bahasa Malaysia untuk menerangkan maknanya.*		
15.	My teacher allows me to use a bilingual dictionary. *Cikgu membenarkan saya menggunakan kamus dwi-bahasa.*		
16.	My teacher allows me to ask questions using Malay during English lessons. *Cikgu membenarkan saya bertanya menggunakan Bahasa Malaysia semasa pengajaran Bahasa Inggeris.*		

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NO *BIL*	STATEMENT *PERNYATAAN*		
17.	My teacher allows me to provide the meanings of English words using Malay. *Cikgu membenarkan saya memberikan jawapan makna perkataan Bahasa Inggeris menggunakan Bahasa Malaysia.*		
18.	I need Malay translation to comprehend the meanings of English words. *Saya memerlukan terjemahan Bahasa Malaysia untuk memahami makna perkataan Bahasa Inggeris.*		
19.	My teacher allows me to use Malay in group discussions during English lessons. *Cikgu membenarkan saya menggunakan Bahasa Malaysia semasa perbincangan kumpulan dalam pengajaran Bahasa Inggeris.*		
20.	English is a difficult language to learn. *Bahasa Inggeris ialah bahasa yang sukar dipelajari.*		
21.	I can learn English easily when my teacher uses Malay during lessons. *Saya dapat mempelajari Bahasa Inggeris dengan mudah apabila cikgu menggunakan Bahasa Malaysia semasa pengajaran.*		
22.	My teacher should not use Malay when teaching vocabulary. *Cikgu tidak seharunya menggunakan Bahasa Malaysia semasa mengajar makna perkataan Bahasa Inggeris.*		
23.	I enjoy learning English when my teacher uses Malay language. *Saya berasa seronok mempelajari Bahasa Inggeris apabila cikgu menggunakan Bahasa Malaysia.*		

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APPENDIX C

Interview Questions for Teacher

1. What is your opinion regarding the use of English only when teaching English language?

2. When do you think it is necessary for you to use Malay language in your English lessons? Why?

3. Why do you need to use Malay language when explaining words to your pupils?

4. How do you use Malay language to explain words to your pupils?

5. Do you think your pupils can understand words better when you use Malay language to explain the words?

6. Do you agree that the use of Malay language helps you to teach vocabulary more effectively?

7. Do you think your pupils prefer you to use Malay language to teach the meanings of words? Why?

8. Do you think that your pupils will be more attentive when you use Malay language to teach vocabulary?

9. When do you allow your pupils to use Malay during English lessons? Why?

10. Do you allow your pupils to speak to you using Malay language during lessons? Why?

11. Do you allow your pupils to speak among them using Malay language? Why?

12. Do you think that your pupils' English achievement will improve if you use Malay to teach them the meanings of words? How?

13. Do you agree that the use of Malay language will deprive your pupils of valuable exposure to English language?

14. Do you agree that English is a difficult language to teach?

15. Do you think that it is possible to teach vocabulary to your pupils without any references to Malay language?

16. What are the advantages and disadvantages of using Malay to teach vocabulary?

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APPENDIX D

Transcribed Recorded Interview with Teacher

Researcher	:	O.K. can I ask you a few questions, Teacher?
Teacher	:	Yes.
Researcher	:	O.K. My first question is what is your opinion regarding the use of English only when teaching English language? That means you don't use the pupils' mother tongue or L1, you are using English only throughout your lesson?
Teacher	:	I think it's good because, ah, at least they can be more proficient in English and then how to use proper English… That means the pupils can master the language skills such as reading, writing and speaking. They can also speak better but actually it's quite difficult here. My pupils are weak, they can't understand a lot of words and that why it's difficult because they don't understand... So, the problem is that if I use all English, sure pupils won't understand. That's why.
Researcher	:	So, that's why you think that it is also necessary to use pupils' L1 when you teach?
Teacher	:	In some areas only… Maybe, when they don't understand after I have explained something. Like the other day, after telling them about nouns and verbs in the lesson, some pupils still cannot understand… even after giving them many examples, so I use Malay to tell them again. I need to tell them many times, today I explain, then, tomorrow the pupils sure forget already. Very difficult sometimes. So I have to use… ah…
Researcher	:	To use Malay, O.K. So, do you need, especially in this class, do you find that it is necessary or do you really need to use Malay to explain words in English? Especially new words that you teach on that day?
Teacher	:	Yeah, sometimes we need, especially for the weak ones. There are many weak pupils in my class, so need to repeat many times even when using Malay.
Researcher	:	Ah, O.K. so you find that it is easier to teach them using the Malay equivalent, I mean you just provide, for example I use with the pupils just now the word test tube, O.K. if you want to explain the word test tube to your pupils, O.K. you may say this is a container you use to do experiment, to carry out experiments, do you think they can understand or is it easier for you to just say test tube, *tabung uji*? Just tell them like that?
Teacher	:	It is better for us to explain first, use the same language and then they don't understand then we give in Malay.
Researcher	:	Then, normally, how do you know that the pupils don't understand? You ask them? Or how?
Teacher	:	I can see from their expression. Sometimes I ask them.
Researcher	**:**	Expression, reaction, **[Excerpt 1]** **O.K. So, do you agree that the pupils can understand better if you use Malay to explain the word?**

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Teacher	**:**	**Yeah. Many pupils like if teachers use Malay, they find that it's easier, and then they will always expect teachers to translate.**
Researcher	**:**	**Yes, ah. O.K. ah, do you agree that when you teach vocabulary, it's easier when you use Malay to explain the words?**
Teacher	**:**	**Yes, it's easier. Some words I need to use … but I try to explain first in English, or I ask the pupils who are good, they can understand, they will tell the other pupils. Yes, but the good pupils, very few here, only two or three, then they like to use Malay if I ask them anything. So, other pupils can understand.**
Researcher	:	O.K. maybe for some words you can show the picture or things like that, isn't it?
Teacher	:	Yeah. Sometimes quite difficult also. Pupils are not good in English.
Researcher	:	But then, abstract words especially, right? O.K. what about the pupils? Do you think they would prefer you to use Malay to teach them the meanings of words?
Teacher	:	Yes, but sometimes they use their own dictionaries and then some if they didn't get the word in the dictionary, then they will refer to me. Only some will ask, many copied their friends' work.
Researcher	**:**	**[Excerpt 2]** **Oh, O.K. but is it true that the pupils would prefer you to explain to them in Malay?**
Teacher	**:**	**Yes, yes. They always expect us to do that.**
Researcher	**:**	**Yes, O.K. do you think the pupils will more attentive, that means they will pay more attention to you when you use Malay in your English class?**
Teacher	**:**	**Yes. They can understand, so they want to learn. If they don't understand, they like to talk, some of them, keep quiet, difficult to know if they understand, but if use Malay, they can understand.**
Researcher	**:**	O.K. **[Excerpt 10]** **Would you allow your pupils to use Malay in your English class?**
Teacher	**:**	**Actually, I won't allow but in case no choice, I will let them use.**
Researcher	**:**	**Why do you say that in case no choice?**
Teacher	**:**	**Sometimes they don't know how to express themselves.**
Researcher	**:**	**So, you allow them?**
Teacher	**:**	**Yeah, sometimes.**
Researcher	**:**	**And then, if among themselves, the pupils, do you allow them to speak in Malay?**
Teacher	**:**	**Actually, I won't allow, but it's O.K. if this can help them to understand better. Sometimes their friends who are more proficient can help them but they have to use Malay to explain and communicate with each other.** Another thing, last time also I charge my pupils twenty cents, punishment, if they speak Malay.
Researcher	:	Oh, ha ha ha.
Teacher	:	And then, they talk in Malay I charge them, punish them. They have to pay me twenty cents, ten cents like that, sometimes I give them

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		talk.
Researcher	:	O.K. So you find that it's O.K. now? That it's O.K. if the pupils use Malay in your class now.
Teacher	:	Yeah. But I don't encourage, just that I don't fine them, so the pupils will use Malay when they do work. Especially when they do activities in groups. I can see they always speak in Malay, what to do, as they understand, it's O.K.
Researcher	:	O.K. Then, do you think your pupils' … their English achievement will improve, let's say you use Malay words to help them to understand the meaning.
Teacher	:	Hmm, yeah I think so. They must know many words, so they can use when they write sentences.
Researcher	:	Normally in the UPSR level, I mean when they are in Year Six, they have to construct sentences to write the short essay based on pictures and also the words given, so if let's say I find it that when I interviewed the pupils just now, the pupils, they were saying that they find it difficult to understand certain words given there, so if they have come across these words previously in the lessons and all that, it will be definitely much easier for them to write, to construct the sentences. But, let's say if those words they have came across before in your lessons, but only you explain to them in English, do you think it's possible for them to use those words in the future?
Teacher	:	If they got to understand the words, should be able to use. Sometimes, like I said, the pupils, they always forget… Cannot remember what we teach them, always got to repeat.
Researcher	:	But then normally when I ask the pupils just now, they would say that it's very difficult for them to provide the meanings in English. But they will recognise the words taught before, I mean, ah, by linking to their knowledge in Malay, you know? So, do you agree with that?
Teacher	:	I think O.K. also. I agree.
Researcher	:	Another issue is that when you use Malay in your English class, do you think that the pupils will be deprived of the valuable time or exposure to English language because normally the school hours, I mean that allocated for English is quite limited, right? So, if let's say the teacher does not fully use English in classroom, do you think this will deprive your pupils the opportunity to use more English?
Teacher	:	Yes, of course but what to do, we have to use, sometimes we have to use we want to explain then make them more understand.
Researcher	:	So, another thing is that do you agree that English is very difficult to teach?
Teacher	:	Actually, no.
Researcher	:	No.
Teacher	:	I won't agree with that.
Researcher	:	Easy, isn't it?
Teacher	:	Yes, it is easy but since our pupils are very weak, you know, see their background, everything, so how? Have to help them also.
Researcher	:	Yes.
Teacher	:	The important thing is that they must understand the language.

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Researcher	:	So, another thing is do you think it's possible like this group of pupils you have here, this class, is it possible for you like not to use any Malay words at all?
Teacher	:	I think can. But…maybe the pupils they will struggle, difficult for them but they must get used to teachers using English only. Hmm, I think can but…
Researcher	:	Can, maybe they need time.
Teacher	:	Yeah, but I have to take time also. I need to make them understand, must have more time, more explanation, more practice. Yeah…
Researcher	:	It takes time, but then do you think you have enough time, the pupils are going to be in Year Six already very soon.
Teacher	:	That one doesn't matter because whatever we teach they will recognise.
Researcher	:	But you think they will be interested to learn, let's say you just use English totally.
Teacher	:	For their own good…. But maybe some will feel lost, those who don't understand. They will feel frustrated. But what to do…
Researcher	:	O.K. so actually it's a conflict, right? (Both researcher and Teacher laugh.) It depends on the situation also, right?
Teacher	**:**	**[Excerpt 18]** **Yeah. Depends on the pupils' situation and everything. My Year Five pupils, they are weak, they don't use English at all. They don't have the environment to use English, nobody speaks English. Mostly, they like to speak Malay, no English at all. Maybe they are shy. When I speak to them, they don't want to talk to me in English. Only use Malay, other than that, they keep quiet. So quite difficult to use only English with my pupils.**
Researcher	:	O.K. I see. Next, can you tell me some of the advantages and disadvantages of using Malay in your English lessons.
Teacher	:	Advantage means we can make them more understand on the subject, let's say on any subjects, any topics, actually, make us, more easier for us to make them understand but the other side, the disadvantage for them, they cannot learn more about English, right? Also other advantages, their exam marks will be better. They can know how to write good sentences, they can speak, use English to ask question. Hmm, but when we use Malay, pupils don't think, they don't want to learn on their own. They need us to teach them, tell them in Malay.
Researcher	:	O.K. That's all?
Teacher	**:**	**[Excerpt 11]** **Teachers are supposed to use fully English then only they can learn, we use Malay sure they won't and also the pupils will expect every time the teacher will translate for them, they will expect that.**
Researcher	:	Yes. So, they only like, is like routine, you must translate for them then only they understand.
Teacher	:	Yes.
Researcher	:	But then some pupils, they are very good in English, they can do on their own, right?

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Teacher	:	Yeah. But very few who are good. If they are good, writing they cannot get high marks because they don't know how to write good sentences. They only can get many marks in the objective paper, can get many correct answers but writing, they do simple sentences, sometimes wrong… sometimes grammar wrong, the tense they use.
Researcher	:	Why is it that the good pupils cannot write good sentences in the exam? What do they find difficult? What about the average or weak pupils?
Teacher	:	Ha, I think they don't use good words in the writing, I mean writing the sentences, they only use simple sentences, simple words, sometimes meanings also wrong. When I explain, they say they don't know the word in the question. Sometimes they write sentences wrongly, tenses wrong but mostly they don't know…
Researcher	:	What is it that they do not know?
Teacher	:	They don't know how to do the sentence because they don't understand, ah, they don't understand, some, they don't understand the words, the meanings, so the sentence wrong.
Researcher	:	O.K. I have another question here, do you agree that they have an existing schema, you know the background knowledge that helps them to understand words. Let's say you give them a word in English, and then when you mention it in Malay, because they already know this word in Malay, so it will help them, like this is schema, background knowledge that they have that will help them, you know, in learning English.
Teacher	:	Example?
Researcher	:	For example, let's say they have used the test tube in the classroom before in the Science subject, maybe in Malay you see, so they have used this test tube, *tabung uji*, they know it. So, when it comes to your class, in English, you teach them the word test tube, when you explain to them in English, they don't understand, so you use the word test tube, *tabung uji*. So, this *tabung uji*, the knowledge is already there with them, they have experienced using the thing and they have also came across this word, the usage and so on in their first language, Malay. So, do you think this existing schema, this pupil's schema here, you call it, the background knowledge, especially in their first language, you see, in their mother tongue, will help them when they learn English?
Teacher	:	Yeah, sure.
Researcher	:	Sure? O.K. Because I am actually trying to…
Teacher	:	So many words in English also now they use at home like computer, what LRT and all that, right?
Researcher	:	Ha, so they have all this background knowledge already so it's easier for them.
Teacher	:	Easier…
Researcher	:	Easier for you to apply that to use that to your advantage, you see. O.K. and then, ah….
Teacher	:	Same like last time, we had PPSMI isn't it, when they learn all in English, they know so many words you know, like trees, parts of the tree, and then parts of the… whatever la, parts of the body, of the

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		animals, especially when we teach in English, we just teach them the spelling, and then the grammar part, how to make a sentence, but then they already learnt the words in, in Science, and Mathematics, you know, so very helpful.
Researcher	:	Yes, they have the one month, where they are exposed to words and so on.
Teacher	:	Yes.
Researcher	:	So, that one is very helpful. O.K. So I have this, I realise that ah, you had a lesson on the traditional culture of the country, our country, so you mentioned kolam, kolam is it? Kolam ah, so this kolam, pupils are Malays right, so they don't have any background knowledge, but do you think you are able to help them understand that word there, the traditional art or culture for Indians?
Teacher	:	I think they know the word.
Researcher	:	They know the word… ah.
Teacher	:	They know that thing but they don't know the word, you know. They have seen…
Researcher	:	Yeah, they have seen….
Teacher	:	Come across, and maybe they have learnt in other subjects as well, they have *Kajian Tempatan*, and they have seen in movies…
Researcher	:	So, it is also based on the background knowledge of the students?
Teacher	:	Yeah…
Researcher	:	O.K. and then, ah, hmm… O.K. you asked the pupils to look up for meanings of words. Once you tell them to use the bilingual dictionary, you said list down the words in your vocabulary book and then give the meaning in Malay. Another lesson you just mentioned write down the words and find the meanings. But you didn't tell the students what language to provide for that meaning of the words, so what did you expect? The first time, once you mentioned list down and then write the meaning in Malay, …
Teacher	:	Oh, the second one was…
Researcher	:	The second one was you just tell them only.
Teacher	:	I gave English-English language that one…
Researcher	:	English-English, so you expect them to write the meaning in English?
Teacher	:	Yeah, I gave them the…
Researcher	:	Are your pupils able to do that?
Teacher	:	Yes but quite difficult but we have to sometimes do that.
Researcher	:	But some of the pupils they don't have dictionaries; I mean the English-English dictionary?
Teacher	:	Yeah, that one that day I took from the library, I gave them to use. (Teacher referred to the copies of dictionaries in her class in the previous lesson.)
Researcher	:	So, the library they can access these materials, the dictionaries and so on.
Teacher	:	Yes, we have two types of dictionaries there, one is Malay-Malay, Malay to English, another one is English to English.

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Researcher	:	O.K. so you don't mind in any language they find the meanings of words.
Teacher	:	But, when we ask them to do in English, they have to explain also.
Researcher	:	Ah, O.K.
Teacher	:	As long as they learn and they know the words.
Researcher	:	O.K. so I think, ah, that's all, thank you very much.
Teacher	:	You are welcome.

Note: The symbol or types of text used in the transcriptions are as follows:

Parentheses ( )	:	Explanation by researcher.
A sequence of dots …	:	Indicates a pause.
Italics	:	To cite a letter, word, phrase, sentence in Bahasa Malaysia (pupils' L1).
Bold	:	Sentences or exchanges taken from the transcribed interview as excerpts in the writing of the report of the study.

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APPENDIX E

Transcribed Recorded Classroom Observations

Lesson 1

Teacher	:	So today we go to the same topic. (Teacher shows a flash card) What's this?
Pupils	:	Heroes
Teacher	:	This one?
Pupils	:	Rescued
Teacher	:	This one?
Pupils	:	Active
Teacher	:	This one?
Pupils	:	Ambition
Teacher	:	This one?
Pupils	:	Brave
Teacher	:	This one?
Pupils	:	Empourage
Teacher	:	Encourage. Now, let's go one by one. *Tengok ya. Tengok apa maksudnya.* What's heroes?
Pupil 1	:	*Wira. Wira*
Teacher	:	*Wira, contoh* superman, *tahu tak*? O.K. Heroes *ni macam mana*? Heroes *ini macam* good in everything, good in everything. Heroes *ni mesti* perfect, good, brave, strong, beautiful, handsome, *semua pun dia*. O.K. Now in your class, who are the heroes in the class? Who is the hero in this class? *Siapa* hero *dalam kelas ini*? One is positive, one is negative. *Yang positive tu macam mana*? Hero *ini*…
Pupil 1	:	*Baik.*
Teacher	:	*Baik, pandai, lagi, bijak, pandai pun sama juga*, handsome. O.K. *tak* handsome *pun 1aka pa*. What else? *Apa lagi*? Must be good in your studies, smart, then anything la. And then the bad ones, *yang nakal-nakal itu*. O.K. O.K. Active. What is active?
Pupil 1	:	*Cergas.*
Teacher	:	*Cergas, ah*. You must be very good at something, *buat sesuatu dengan laju*, must be good at something and fast.O.K. Active in what? What you say with active? Active *dalam apa*?
Pupil 8	:	*Dalam sukan.*
Teacher	:	Sports, in sports
Pupil 1	:	Work.
Teacher	:	Active in work. Activity. Activity *buat dengan* fast. Next, ambition.
Pupil 16	:	*Cita-cita.*
Teacher	:	*Cita-cita, biasanya orang yang ada* ambition *yang tinggi, memang dia berjaya*. O.K. Brave
Pupil 1	:	*Berani.*
Teacher	**:**	Who is brave here? *Siapa yang* brave *ini? Dalam kelas, ada orang* brave *tak?* Brave *maksudnya berani.* O.K. next, encourage.

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		[Excerpt 2] **Encourage, *apa* encourage? *Tak pernah dengar?* Encourage, to ask somebody, to encourage somebody to do something. O.K. *Contohnya,* teacher encourages Farhana to read. *Cikgu galakkan dia*. Encourage, encourage her to be good in reading. O.K. Sarah, good in English. How to encourage Sarah to be good in English? *Bagi hadiah hari-hari?* Cannot, so how? *Itu* encourage, teacher *galakkan*. O.K. macam teacher encourage *kamu, rangsang, galakkan kamu* to be good at something.** O.K. so these are some of the words related to people. So now I give you a text, please read and then try to understand. Try to understand yourself. The title is 'Heroes from our Class', 'Heroes from our Class'. O.K. read this one. Read first, read silently. (Teacher distributes worksheets). O.K. read, read the notice carefully. Read. Heroes from our Class The class is very proud to announce the names of four pupils who have been nominated to receive the awards from the Headmaster on Speech Day. O.K. so you baca sendiri, read first. Read all these. There are four pupils, read yourself first, O.K. O.K. Mohd Irfan is an active boy in sports. He has represented the school in high jump and hundred metres events since last year. He has become the champion in the district. He is also the class monitor and the chairman of the English Language Club. O.K. Number two, the second person is Ravindren s/o Surendren. Surendren is a brave scout. He saved his brother drowning last year. He is Head Prefect of the school. He is also the top student in Year six. O.K. number three, Nurul Ain binti Nordin Nurul Ain is an excellent ballet dancer. She represented the state and became champion. She is the chairman of the Music Club. She also organizes the outdoor school band. Number four. Lee Meng Hua Meng Hua is the school best debater. She speaks more than four languages fluently. She is also the champion in the butterfly stroke swimming competition. She is our class assistant monitor. O.K. look at the first one first. O.K. *tengok teks ini, teks ini.* O.K. Mohd Irfan is an active boy. What are the personalities can you find in the text? *Cuba tengok apa dia?*
Pupil 1	:	Active.
Teacher	:	O.K. please underline the word active. O.K. number two, number two. Ravendren, how is the boy?
Pupil 1	:	Brave.
Teacher	:	Brave. He is a brave scout. O.K. another one is he saved his brother from drowning last year. O.K. next number 3. How is the girl?
Pupil 16	:	Excellent.
Teacher	:	Excellent. Excellent in what?
Pupil 1	:	Ballet dancer.
Teacher	:	O.K. ballet dancer. O.K. next. And then number four.

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		Best debater. What else? O.K. school best debater. Now, one, two, three, four people, four pupils they have different personalities *ataupun* different, *beza apa*? *Kebolehan atau kelebihannya*. O.K. *tengok* number one *ya*, number one. Mohd Irfan is an active boy in sports.So what happen? *Sebab dia aktif dalam sukan, apa jadi?*
Pupils	:	…
Teacher	:	*Ya, dia* represented the school in the high jump and hundred metres events since last year. *Dia kata sebab dia aktif dalam sukan, dia jadi apa?*
Pupils	:	…
Teacher	:	*Ah, jadi, jadi wakil sekolah dalam apa?* High jump means what?
Pupil 1	:	*Lompat tinggi*
Teacher	:	Yes, *lompat …*
Pupils	:	*Tinggi.*
Teacher	:	One hundred metres?
Pupil 8	:	*Satu ratus meter.*
Teacher	:	*Ya, lari seratus meter. O.K.* and then he has become the champion in the district. *Apa dia* district*? Dia juga pemenang atau champion dalam peringkat? District means what? Peringkat daerah. O.K. next. Dia juga jadi apa?* The class monitor and the chairman of the English Language Club. *Biasanya kalau kamu tengok seseorang itu aktif dalam kelas, biasanya dia akan aktif dalam semua bidang. O.K. dalam sukan, dia* class monitor. You know what is class monitor or not? *Ah,* class monitor*, jadi ketua kelas.* What else? *Apa lagi? Rumah-rumah sukan pun dia jadi penghulu, faham? Maksudnya jadi jaguh la.* So *kita akan* interview*, dia baik dalam keseluruhan. Kita kata* hero, hero in the school, *O.K. O.K., tengok nombor dua.* Ravendren s/o Surendren. He is a brave scout. He saved his brother from drowning last year. Drowning *ini apa*? Apa drowning*, tadi kita belajar* rescued *kan*, rescued *apa dia*?
Pupil 1	:	*Menyelamatkan.*
Teacher	**:**	*Menyelamatkan,* O.K. So rescued *dengan* saved *ini sama* meaning. **[Excerpt 1]** **Drowning *ini apa?* Drowning *apa?***
Pupil 1	**:**	***Terjun…***
Teacher	**:**	***Terjun?***
Pupil 8	**:**	***Jatuh…***
Teacher	**:**	***Ya?* Drowning. *Awak pergi mandi sungai,* so?**
Pupil 1	**:**	***Lemas…***
Teacher	**:**	**Yes, drowning *ialah lemas. Jadi dia kata* he saved his brother from drowning. Drowning *apa dia?***
Pupils	**:**	***Lemas.***
Teacher	**:**	**Yes, that's it.** So he is the Head Prefect of the school. Head Prefect itu apa?
Pupil 1	:	*Ketua Pengawas.*
Teacher	:	*Ya, Ketua Pengawas. So jadi Ketua Pengawas, kena jadi orang yang* brave*, faham? Ah,* he knows how to handle the incident*, macam ini,*

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		faham tak, jangan jadi lari nombor satu. So cannot be a hero, so *dia kata* hero of the class. Next , Nurul Ain binti Nordin. *Tengok apa kelebihan dia.* Excellent ballet dancer. She represented the state. So excellent ballet dancer, *dia menari kat hujung kaki, itu* ballet dancer. *O.K.* next represented the state. State *itu apa?*
Pupil 1	:	*Negeri.*
Teacher	:	*Wakil negeri.*
Pupils	:	*Negeri.*
Teacher	:	And became the champion. She is the chairman of the Music Club. Chairman *apa,* chairman *apa*? O.K. sit, sit straight, sit properly (teacher said to a pupil in front). O.K. chairman *apa*? Chairman? *Tau? Apa* Pupil 1? What is chairman? Who is the chairman of English Language Society? Chairman, *apa dia*? *Pengerusi sesuatu kelab. Ya,* chairman of the Music Club. *Sebab kan dia* expert, *ataupun* excellent *dalam bidang dia, so dia pun jadi* chairman Music Club. *Faham tak? Boleh ikut?* Do you follow or not? O.K. she also organizes the outdoor school band. *Apa* school band? School band *apa? Pasukan*?
Pupils	:	*Pasukan sekolah.*
Teacher	:	*Ah, pasukan…*
Pupil 1	:	*Pancaragam sekolah.*
Teacher	:	*Pasukan pancaragam sekolah. Sekolah ini tak ada, di sekolah bandar biasa dia ada, betul tak? Tum tum ba, tum tum cha cha, O.K.? so kita belajar. O.K. macam hari itu UPSI datang sini, ingat tak? UPSI ada buat, pasukan sekolah kita buat persembahan, itu* band *kan, dia buat satu* group. O.K.? O.K. next. The last one, Lee Meng Hua. Meng Hua is the school best debater. Apa debater?
Pupil 1	:	*Debat.*
Teacher	:	*Pendebat. Betul? Pendebat ke penceramah? Ceramah apa dia?*
Pupils	:	…
Teacher	:	*Penceramah, dia bagi je cakap, awak dengar saja*. *Tapi* debater, debater *dia ada dua* groups. Yes or not? Ah, so she speaks more than four languages fluently. Four languages *maksudnya apa? Agaknya* what are the languages that you think? *Apa* language *yang dia pandai? Empat*?
Pupils	:	Chinese.
Teacher	:	Chinese *mestilah, Bahasa Mandarin dia kan, nombor dua, English, nombor tiga, Bahasa Melayu, nombor empat? Apa dia?* English, Malay, Chinese *dia mungkin ada dua tau?* Sometimes Mandarin, Kantonis ke. So *ada empat* languages. O.K., next, ah she is also the champion in the butterfly stroke swimming competition. Butterfly stroke *ini apa dia*? *Apa dia* butterfly stroke *ini? Biasanya dalam sukan-sukan SEA banyak jenis sukan, macam lari kan, macam lari,* have hundred metres, have two hundred metres, have 4X100, four by hundred, *apa? Lari baton, tukar baton*, four by hundred, *kan.* Swimming *pun, dia ada, ah,* butterfly stroke *la, macam-macam la*. O.K., and she is our class assistant monitor. Class assistant monitor means what?

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Pupil 1	:	*Penolong Ketua Darjah.*
Teacher	:	*Penolong Ketua Darjah.* So *kamu tengok yang empat-empat orang itu kan, masing-masing ada …?*
Pupils	:	*Kelebihan.*
Teacher	:	*Ah, kelebihannya,* characters*nya* very good, so *dia kata* the class is very proud to announce the names of the four pupils who have been nominated to receive awards from the headmaster in the Speech Day. *Dia kata baru* nominated, *belum pilih lagi. So,* these are the four, *tapi dia akan pilih* the best *dua orang ke tiga orang ke. Faham? O.K. dah, so, dah faham?* You understand this or not?
Pupils	:	Yes.
Teacher	:	O.K. O.K.this one, keep this one. Now, I want you to answer the comprehension questions. *Jawab soalan ini,* O.K. based on the notice which I gave you just now. You answer the questions. O.K. answer yourself. O.K. don't discuss, answer yourself first. (Teacher distributes worksheet).
(Researcher approaches a pupil and asks him some questions.)		
Researcher	:	*Selalu cikgu guna Bahasa Melayu juga untuk ajar Bahasa Inggeris?*
Pupil 7	:	*Ada juga.*
Researcher	:	*Macam ini juga, selalu pun macam ini la?*
Pupil 7	:	*Hah.*
Researcher	:	*Boleh lebih faham ke?*
Pupil 7	:	*Boleh.*
Researcher	:	*Seronok kalau cikgu cakap Bahasa Melayu?*
Pupil 7	:	*(mengangguk)*
Researcher	:	*Oh, boleh faham bila cikgu terangkan, ya?*
Pupil 7	:	*Boleh.*

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Lesson 2

Teacher	:	Are you ready for the lesson today? Are you ready for the lesson today?
Pupils	:	Yes.
Teacher	:	O.K. Anyone missing? Pupil 5 *tak masuk lagi*? No. Is everyone here? Everyone here?
Pupils	:	Yes.
Teacher	:	Anyone absent?
Pupils	:	Pupil 3.
Teacher	:	Only one person. O.K. O.K. Now look at this. What is this?
Pupils	:	Flower.
Teacher	:	So, this is a flower. What colour is the flower?
Pupils	:	Yellow.
Teacher	:	How is its looks?
Pupil 1	:	Beauty.
Teacher	:	Beautiful.
Pupils	:	Beautiful.
Teacher	:	So, this is a yellow flower and it looks very …
Pupils	:	Beautiful.
Teacher	:	Beautiful. So, you say ah flower is a, what? Flower is a …
Pupil 2	:	Plant.
Teacher	:	Flower is a plant. O.K. (Teacher writes on the white board.) Nouns | Verbs | Adjectives Flower | ----- | yellow beautiful Flower under noun. How is the flower?
Pupil 2	:	Yellow.
Teacher	:	Yellow, beautiful. (Teacher circles the words yellow and beautiful and says:) This one we call adjective, adjective.
Pupils	:	Adjective.
Teacher	:	Let us read a text first. Look at the screen here. Look at the text. Look at this letter. Can you read?
Pupils	:	Yes.
Teacher	:	O.K. Teacher reads first, listen. O.K. Lot 4412, Jalan Lama, Kampung Bharu, 22000 Besut, Terengganu, 4 March 2007. Dear Aiman, Hi, I was surprised to receive your letter on 28 February. I was very excited after reading it. Well, for your information, I am studying in Year Five in SK Sultan Ahmad in Besut. It is a very big school. I was born on 21 June 1996 and I was a Friday baby. I am the eldest and I have a younger brother who is eight years old. I am about 145 cm tall and weigh 40 kg. I am a very friendly person. In school, I am a member of the English Language Society. At the moment, I am practising very hard for the coming inter-school Public Speaking

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		Competition. My hobbies are reading and watching television. I enjoy reading books by Enid Blyton. As we both enjoy reading, I hope we will be able to share our opinions about the books we have read. Well, I have to end here as I have a lot of homework. I am looking forward to hear from you. Goodbye. Your sincerely, Rahimi O.K. read first. Can you read? O.K. (Teacher adjusts the LCD. Pupils read the letter silently.) *Baca la semua orang*. So, I want to ask you a few questions. *Tanya soalan, ya. Faham betul-betul baru jawab*. First one, who wrote the letter? Who wrote the letter? Who wrote the letter?
Pupil 16	:	Rahimi.
Teacher	:	Rahimi, is that correct? Betul ke? Is it correct?
Pupils	:	Yes.
Teacher	:	O.K. Rahimi. O.K. Number two, where does Rahimi live? Where does Rahimi live?
Pupil 1	:	Terengganu. Besut, Terengganu.
Teacher	:	Yes, Besut, Terengganu. Kampung Bharu, Besut, 22000 Terengganu. O.K. Question number 3, Why was the letter written? Why was the letter written? *Apa tujuan dia menulis surat ini?* Why? Why? *Kenapa? Siapa jawab? Cepat!* Why was the letter written? *Cuba, siapa? Salah tak apa*. Come! Pupil 5 ke? *Cepat.* Try, O.K. *Apa tujuan dia tulis surat ini? Baca atas tadi, kan? Apa tujuan dia tulis surat?* (Teacher scrolls down the letter). *Cuba tengok.*
Pupil 1	:	*Bagi tahu biodata dia.*
Teacher	:	*Ya?*
Pupil 1	:	*Bagi tau biodata dia.*
Teacher	:	*Bagi tau apa*? Look at the, look at the…
Pupil 8	:	He study at Year Five in SK Sultan Ahmad.
Teacher	:	Now, he is at, what? Went to new school. What school is that? *Dia kata dia pergi ke sekolah baru. O.K. macam mana sekolah itu? Sekolah baru dia …*
Pupils	:	Big, big school.
Teacher	:	O.K. big school, *lepas itu bagi tahu tentang diri dia pulak, faham? Dia sebenarnya nak balas surat Aiman itu, nak bagi tahu dia.* O.K. and then number four, When was Rahimi born? Born in …?
Pupils	:	Twenty-one…
Teacher	:	21st..
Pupil 1	:	21st June 1996.
Teacher	:	O.K. what hobby do Aiman and Rahimi share? That means they have same…?

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Pupils	:	Hobby.
Teacher	:	Hobby. *Ah, apa dia?*
Pupil 1	:	Reading and watching television.
Teacher	:	O.K. look at the sentence there. As we both enjoy reading , reading, ya? O.K. reading, *dua-duanya sama atau satu saja*. O.K. reading, both of them have the same reading habit, hobby. O.K. O.K. *Cuba kamu tengok dalam petikan ini*, What, and if you find any word, *perkataan yang menerangkan sesuatu benda, tandakan.* The adjectives tadi. Just now teacher *cakap kan*, adjectives, so which word in the text just now describe the adjective. *Cuba tengok apa* noun, *apa* adjective *yang kamu dapat dalam teks. Cuba tengok.*
Pupils	:	School.
Teacher	:	School is the ….
Pupils	:	Big.
Teacher	:	School is the …. School is the ….
Pupil 19	:	Noun
Teacher	:	School is the noun, *lepas itu …*
Pupil 1	:	Adjective big.
Teacher	:	Adjective is big. So, school and then big. *Apa lagi perkataan yang awak dapat*? Excited? *Boleh? O.K. banyak lagi ya*. *Apa* school and then *dia macam mana dia* describe *sekolah dia, terangkan sekolah dia?*
Pupils	:	Big.
Teacher	:	Big *ini ialah* adjective *la*. O.K. now you understand adjectives or not? *Boleh faham* adjective*? Siapa tak faham?* O.K. look at the screen. *Cuba tengok sini*, O.K. adjectives, *tengok*, adjectives *apa*? To describe a noun or pronoun, to give more information. *Maksudnya ia* describe, *menerangkan tentang sesuatu apa?* Noun, *apa* noun?
Pupil 1	:	*Kata nama.*
Teacher	:	*Kata nama. O.K. macam mana dia nak terangkan? Kata nama ini contohnya,* people, place, animals and things. *So, dia terangkan empat-empat ini. Faham? O.K. contoh kita ambil* cat. How is the cat?
Pupil 1	:	Fat.
Teacher	:	You describe, you describe, *menerangkan lagi, itu yang kita panggil* adjectives, *faham? O.K. tengok sini. Satu lagi, ya*, look at this one. O.K. now they come before a noun or after a verb. *Mesti digunakan* before a noun. *Contohnya*, kind lady, beautiful dress. So, noun, *sebelum* noun *itu dia ada, dia kata* before a noun. (Teacher writes on the whiteboard.) Big – school, *jadi* school *ini* noun, *ini* (teacher shows the word big) adjective, *sebelum, faham? Ataupun selepas* verb. Verb, *apa* verb? Verb *kata kerja kan?* Ah, O.K. and then *tengok sini. Apa sebenarnya* adjective *ini?* What? Ah, the adjective about?
Pupil 1	:	Size, shape, colour…
Teacher	:	Ah, there you can see there. Size, shape, colour or age of a person, place or things, *termasuk juga benda*, animals there. *Boleh faham sekarang? O.K. cuba tengok sini.* Just now we talked about the

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		flower, yes or not? (Teacher holds the yellow flower). Flower is big and yellow, O.K. What about this flower? (Teacher holds a red flower.) This one?
Pupils	:	Small.
Teacher	:	O.K. small, Colour?
Pupils	:	Pink, pink, red, red.
Teacher	:	O.K. O.K. red and then how about these flowers? These flowers? (Teacher holds a bunch of sunflowers.)
Pupils	:	Orange.
Teacher	:	Orange?
Pupils	:	Yellow.
Teacher	:	(Teacher holds the first flower) *Sama je.* O.K. this one big …
Pupils	:	Small.
Teacher	:	This one?
Pupils	:	Small.
Teacher	:	This one small. Big, small. *Ini pun* adjectives. *Ia terangkan macam mana. Bunga ini besar, bunga ini kecil.* O.K.? Alright. Next, look at this one. What is this?
Pupil 2	:	Knife.
Teacher	:	Knife. Knife. O.K. How is the knife?
Pupil 1	:	Sharp.
Teacher	:	Sharp. So, this one, the knife is sharp. Sharp itu …
Pupil 1	:	*Tajam.*
Teacher	:	*Tajam terangkan tentang pisau.* So describe about the knife. Sharp. What colour is the …. (Teacher shows the handle.)
Pupils	:	Black.
Teacher	:	Yes, the handle is black. So *ia terangkan tentang apa*? Colour. O.K.? O.K. O.K. what is this? (teacher takes a plastic bag containing some fruits out of the basket on the table)
Pupils	:	*Kuinin, macang…*
Teacher	:	O.K. now we all talk about the fruit. (Teacher holds a fruit and smells it.) How is the smell?
Pupil 2	:	Smelly.
Teacher	:	Smelly? (teacher smiles) Nice or not? Nice smell or not?
Pupils	:	Yes. Nice.
Teacher	:	Smelly or nasty, you *tak makan*. Because of the nice smell, so you eat. So how is the smell?
Pupils	:	Nice.
Teacher	:	Nice *ataupun* … (teacher shakes her head) so, this fruit, can describe about the colour, green, and then size, big and then shape ….
Pupils	:	Round.
Teacher	:	Shape, shape?
Pupil 1	:	Oval.
Teacher	:	Oval, and then smell?
Pupils	:	Nice.
Teacher	:	Nice and so on, *pandai.* (Teacher holds the basket) O.K. what is this?
Pupils	:	Basket.

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Teacher	:	Yes, what colour is the basket?
Pupils	:	Brown.
Teacher	:	Brown. Brown? No, this one not brown, cream, *ataupun* beige, *ya*. O.K. then how, what is the shape?
Pupils	:	Love.
Teacher	:	Love? Love *je la tahu*. What is the shape?
Pupils	:	Heart. (pronounced as hurt)
Teacher	:	Heart.
Pupils	:	Heart.
Teacher	:	Heart. *Bentuk hati.* O.K. *sekarang kamu faham tak apa yang* teacher *kata* adjectives? *Siapa tak faham? Cuba angkat tangan*. (About 10 pupils put up their hands.) *Tak faham juga? O.K. tak apa. O.K. tak faham lagi.* Adjectives *apa?* Adjective *ini, macam ini la. Sesuatu benda kan, macam mana kita nak terangkan benda itu? O.K. ya*, this row (teacher moves to the group of pupils who put up their hands) O.K. Look at this, me. *Ini bunga, betul tak? Bunga ialah* noun. Pupil 14, look at me. O.K. *Bunga ialah* noun, and then *macam mana kita nak terangkan bunga ini? Mana benda yang kamu boleh terangkan bunga ini? Ini ialah bunga, betul tak? Macam mana bunga ini? Banyak benda yang awak boleh cakap tentang bunga ini.* Beautiful – *cantik, tahu tak*? Beautiful, *lagi*? Colour *dia, warna dia macam mana. Ha*, adjectives *la. Dapat? Macam mana kita nak terangkan bunga itu? Awak buat ayat: Ini ialah ibu saya. Ibu saya cantik, kan. Cantik itu* adjective *la, faham? Cikgu*, this, she is my teacher. She is my English teacher. She is, *apa?*
Pupil 1	:	Favourite teacher.
Teacher	:	Huh?
Pupil 1	:	She is my favourite teacher.
Teacher	:	What else? *Tentang cikgu, awak cakap macam mana?*
Pupil 8	:	This is my teacher, kind, beautiful…
Teacher	:	Kind, beautiful, *ah, itu semua* adjectives *la. O.K., orang, satu benda itu kita kata* noun. *Tentang dia kita kata apa?* Adjectives. *Dapat? O.K. cuba kita buat latihan sikit.* O.K. O.K. look at this one. *Jadi, tadi* teacher *cakap, ada apa?* Just now I said size, age, shape, colour and quality and just now I gave you a paper. I want you to fill. *Cuba kamu buat ini*, do in your groups. O.K. do in your group, O.K. Pupil 14, you come to this side. Just do A. *Buat A dulu, jangan pergi ke B. O.K. buat A dulu. Cuba kamu buat dulu. Buat guna pensel.* (Teacher distributes worksheet.) O.K. discuss and do in your group.
Researcher	**:**	(Researcher approaches a group of pupils in front, consisting of 4 pupils. The pupils read the instruction: Complete the table…) **[Excerpt 8]** ***Biasanya, buat aktiviti cakap Melayu ke cakap Bahasa Inggeris? Kalau buat dengan kawan-kawan, cakap Bahasa Melayu atau Bahasa Inggeris?***
Pupil 3	**:**	***Melayu.***
Researcher	**:**	***Cakap Melayu walaupun dalam kelas Bahasa Inggeris? (*Pupils**

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		nod their heads.) ***Huh, kenapa? Kenapa cakap Melayu?***
Pupil 5	**:**	***Tak tahu.***
Researcher	**:**	***Tak tahu? Tak tahu apa, Bahasa Inggeris tak tahu? Tak pandai?***
Pupil 3	**:**	***Tak pandai cakap Bahasa Inggeris.***
Pupil 5	:	*Budak belakang pandai la* (points to the pupils at the back row) *yang budak lelaki itu, yang pakai* vest *itu, dia pandai la.*
Researcher	:	*Oh, satu tu je la pandai.*
Pupil 7	:	*Ya.*
Teacher	:	O.K. look at your paper. Look at number one. Look at size. *Apa yang berkaitan dengan* size? Size la, big, so you write there big. *O.K. apa lagi?*
Pupils	:	Small, *kecil.*
Teacher	:	*Ya? Kecil, lagi,* small. O.K., age? Age *ialah umur seseorang. Macam* teacher, *macam mana?*
Pupil 9	:	Twenty-three.
Teacher	:	*Ah, bukan*, just…
Pupils	:	Thirty-four…
Teacher	:	Old, teacher old. You?
Pupil 1	:	Young.
Teacher	:	Young. *Ah, O.K., macam itu*. O.K. shape. O.K., so and then colour, colour. Heh, Pupil 11, listen here. Shape many. Colour also many. O.K. Pupil 2, Pupil 22, listen here. *Sini tulis* shape. *Apa dia* shape?
Pupil 1	:	*Bentuk.*
Teacher	:	*Bentuk.* O.K. colour?
Pupils	:	*Warna.*
Teacher	:	*Ya,* O.K. next. Quality? Quality *biasanya macam* quality *atau* values. *Tahu* values?
Pupils	:	*Tak…*
Teacher	:	Huh?
Pupil 1	:	*Nilai.*
Teacher	:	*Nilai, kamu macam mana nak bagi tahu?* Kind, beautiful, boleh? *Boleh?* O.K. *buat sekarang*. You don't do this one, you just do A, O.K. *Bincang, bincang dengan kawan.*
Researcher	:	(Researcher approaches another group of pupils in three.) *Dia seorang saja buat, betul ke? Tak ada bincang ke?* (Pupils shake their heads) *Ada bincang, ada Tanya kawan? Tak ada, dia seorang je buat. Ha, tengok, dia orang bincang…* (points to another group of girls in four) (Researcher approaches the other group of girls) *So, selalu bincang guna Bahasa Melayu ke Bahasa Inggeris?*
Pupil 12	:	*Bahasa Inggeris.*
Researcher	:	*Bahasa Inggeris.*
Pupil 10	:	*Eh, Bahasa Melayu.*
Researcher	:	*Bahasa Melayu. Mengapa guna Bahasa Melayu?*
Pupil 12	:	*Sebab tak tahu Bahasa Inggeris.*
Researcher	:	*Tak tahu Bahasa Inggeris? Kenapa tak tahu? Kena belajar la.*

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		Kalau tak guna, bila nak guna? (pupils smile) *O.K. teruskan.* (Researcher approaches another group of four girls – Pupil 19's group.) *Pandainya, dah banyak dah dalam tu. Ada bincang tak?*
Pupil 19	:	*Ada.*
Researcher	:	*Bincang guna Bahasa Melayu ke Bahasa Inggeris?*
Pupil 17	:	*Bahasa Melayu.*
Researcher	:	*Kenapa guna Bahasa Melayu?*
Pupil 17	:	*Sebab tak pandai Bahasa Inggeris.*
Pupil 19	:	*Faham sikit-sikit la.*
Teacher	:	(Teacher assists the group at the back). How is the egg?
Pupils	:	Big.
Teacher	:	(Teacher approaches another group) O.K. age *ialah*….
Researcher	:	(Researcher records two girls)
Pupil 2	:	Big, *besar*, fat, *gemuk*.
Researcher	**:**	**[Excerpt 7]** ***Mengapa bincang guna Bahasa Melayu?*** **(Pupils smile.) K*enapa?***
Pupil 2	**:**	***Tak fasih sangat Bahasa Inggeris.***
Researcher	:	*Tak fasih sangat Bahasa Inggeris. Tapi, boleh la.*
Pupil 6	:	*Boleh sikit-sikit.*
Researcher	:	(Researcher records another 2 girls) Pupil 9: Brown Pupil 10: Black (They take turns to fill in the table in the worksheet) Pupil 9, you discuss, you *guna Bahasa Melayu ke Bahasa Inggeris dengan kawan?*
Pupil 9	:	Inggeris.
Pupil 10	:	*Sikit-sikit Melayu.*
Researcher	:	*Sikit-sikit Melayu la, ya. Tapi kalau perkataan Bahasa Inggeris, boleh, pandai semua?*
Pupil 9	:	*Tak berapa.*
Researcher	:	*Macam mana belajar perkataan? Bahasa Inggeris. Bagaimana* you *belajar perkataan Bahasa Inggeris? Ada baca buku Bahasa Inggeris ke?*
Pupil 9	:	*Buat latihan kat rumah.*
Researcher	:	*Buat latihan. Ada baca suratkhabar ke?*
Pupil 10	:	*Tak ada.*
Researcher	:	*Tak ada? Ya?* O.K. (Researcher approaches Mohd Shafiq and Amirul Aizat) Pupil 14 and Pupil 1. So? Finish already?
Pupil 1	:	No.
Researcher	:	When you discuss with your friend, you use English or Malay?
Pupil 1	:	Em…
Researcher	:	*Huh? Masa bincang dengan kawan?* (Pupil 1 shows 2 with his fingers) *Dua-dua guna? Dua-dua Bahasa Inggeris dengan Bahasa Melayu?*

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		Kenapa?
Pupil 1	:	*Ha?*
Researcher	:	*Kenapa? Kenapa guna Bahasa Inggeris dengan Bahasa Melayu?*
Pupil 1	:	*Kalau tahu, kalau tak tahu Bahasa Inggeris, cakap Bahasa Melayu.*
Researcher	:	*Ha, Pupil 14 pun?* Same? (Pupil 14 nods his head)

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Lesson 3

Teacher	:	Today is Thursday, right? (teacher writes the date on the whiteboard) Today we are going to learn a few words about, ah, opposites. You know opposites? *Apa dia?*
Pupils	:	No.
Teacher	:	So I give you an example. O.K. what colour is this? (teacher holds up a piece of A4 paper)
Pupils	:	White.
Teacher	:	This is white. (teacher writes on the whiteboard) O.K. this one? (teacher shows a songkok)
Pupils	:	Black.
Teacher	:	O.K. Black (teacher writes on the whiteboard) O.K. so this one white, this one black. This one what we call different colours, right? Different colour, right? So, this one white, this one black, so dia opposite, dia opposite, berlawan. Understand or not? Understand or not? O.K. So, another example, another example, O.K. Pupil 21 come here, ah, Pupil 22 come here. This is Pupil 21, yes or not?
Pupils	:	Yes.
Teacher	:	This is Pupil 21. Come, faster… (teacher points to Pupil 22) O.K. she is Pupil 22. Pupil 21 and Pupil 22.
Pupils	:	Pupil 21 and Pupil 22.
Teacher	:	What is the difference with them? *Apa beza…*
Pupils	:	Pupil 21 tall.
Teacher	:	O.K. Pupil 21 tall. Pupil 21…
Pupils	:	Tall. Pupil 21 tall. Pupil 22 is short.
Teacher	:	Short. *Ah, Nampak tak bezanya?* Opposite *tak*? (teacher points to Pupil 21 and Pupil 22.)
Pupils	:	Yes.
Teacher	:	*Itu yang kita panggil* opposite, *perkataan berlawan*. Opposites. O.K. sit down (Teacher says to Pupil 21 and Pupil 22). Thank you. O.K. can you give me any other examples?
Pupil 11	:	Big, small.
Teacher	:	O.K. big, small. Big and small. (Teacher writes on the whiteboard.) Something like positive and negative. O.K. what else? What else? *Sekarang faham kan*, you understand or not, the words? Now, I give you, I give you, everyone a piece of paper. I give you one, everyone take one. You take one, only one. And then you have to find your partner, partner of opposite. The word must be in opposite, understand or not?
Pupils	:	Yes.
Teacher	:	(Teacher goes around the class to give a strip of paper containing a word to each pupil.) O.K. you must find your partner.
Researcher	:	(Researcher asks Pupil 18 standing in front.) *Tahu perkataan yang dapat ini? Tahu ke?* (Pupil 18 nods his head). *Cikgu suruh buat apa?* (Researcher asks another pupil seated beside

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		Pupil 18.) *Cikgu suruh buat apa?* (Researcher asks a third pupil.) *Cikgu suruh cari apa? Huh? Tak tahu nak cakap? Tapi tahu la apa nak buat? Tahu, tahu nak buat apa tahu?* (The three pupils do not answer my questions).
Teacher	:	O.K.
Researcher	:	*Ah, dengar cikgu cakap.*
Teacher	:	O.K. now, you will… everyone… O.K. (teacher walks to the front of the class). O.K. now look at your words, look at your words. Look at your words. *Cari maksudnya*, what is the meaning of the word. What is the meaning of your word? *Apa maksud perkataan yang pada awak, tangan awak itu?* O.K. read, read yours. (Teacher points to Pupil 5.) Read yours, *baca*.
Pupil 5	:	Tall.
Teacher	:	O.K. tall. Tall, t – a – l – l, tall. Tall means what?
Pupil 1	:	*Tinggi.*
Teacher	:	O.K. this one? (Teacher takes the strip of paper from Pupil 14.) Strong? You know strong? (Teacher puts up both hands to show strong.)
Pupil 14	:	Yes.
Teacher	:	This one? Buy, buy something, O.K. (Teacher takes another strip of paper from Pupil 11) Smooth…
Pupil 8	:	*Lembut.*
Teacher	:	*Lembut,* O.K. and then (teacher takes another strip of paper) quiet?
Pupils	:	*Diam.*
Teacher	:	O.K. This one (teacher takes another strip of paper) sweet?
Pupil 1	:	*Manis.*
Teacher	:	Small?
Pupils	:	*Kecil.*
Teacher	:	Expensive? Sad? This one? Low, low and noisy. (Teacher moves from one pupil to another pupil to read out their words) Next, hard, hard. Day, day, day. Soft, soft. Here, soft. This one weak, weak, you know weak? O.K. large, large, large. Sell, sell, this one sour, sour. (Teacher moves to the third row of pupils.) Day, day…
Pupils	:	Teacher, *sama.*
Teacher	:	Never mind. O.K., cool, cool. Brave, brave. Absent, absent. This one, the last one is tell, tell, tell. O.K. O.K.? Dah. O.K. I give you, how many minutes you want? One minute enough, O.K. so you move, you move and find your friends, find your friends. Must get opposite word, O.K. O.K.? One, two, three, move now. (Pupils start to move around.) Find your partner.
Pupils	:	(Pupils busy looking for their respective opposite words.)
Teacher	:	O.K. finish? (Pupils did not hear the teacher but are with their partners, teacher checks a few pair of pupils.) Where is yours? Please don't spoil the paper, O.K.? *jangan bagi rosak*, O.K. O.K. let us check the answer, check answer. (Teacher places many other undistributed strips on the table.) O.K. move, now we check your partner. O.K. tall, and …
Pupils	:	Short.

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Teacher	:	Where is short?
Pupils	:	No.
Teacher	:	So, look at your partner. Where is your partner. Who has short?
Pupils	:	*Siapa ada* short?
Teacher	:	No, short? No, short. Never mind, you sit, you stay here. O.K. buy, buy and sell. This one correct. Buy, sell. Buy, *apa?*
Pupil 9	:	*Beli.*
Teacher	:	O.K. sell?
Pupil 7	:	*Jual.*
Teacher	:	Listen. Buy?
Pupils	:	*Beli.*
Teacher	:	O.K. you buy something, *bagi duit you beli kan*? O.K. this one, sell?
Pupil 1	:	*Jual.*
Teacher	:	O.K. *Jual*, O.K. Buy *lawannya apa*?
Pupils	:	Sell.
Teacher	:	O.K. so, you go and sit. O.K. you. You? Small…
Pupils	:	Big.
Teacher	:	Who has big? No? Never mind, you stand here first. Next, sour, sweet. O.K. sour and …
Pupils	:	Sweet.
Teacher	:	Sweet. O.K. you go and sit. O.K. next, noisy, quiet. Noisy, (pupils make noise) *He, dengar baik-baik.* Listen, O.K. Noisy, opposite for noisy is…
Pupils	:	Quiet.
Teacher	:	Quiet, means very quiet. Noisy you make noise, *bising*, O.K.? You go and sit. Next? Smooth? No friend, never mind, you go and stand there. O.K. You? Hard? No? It's O.K., you go and stand there. Large. No friend. Large? See yours. O.K. *Kenapa tak cakap tadi?* Large *lawannya apa?* Large means what?
Pupil 9	:	*Besar.*
Teacher	:	Big, O.K. Small?
Pupils	:	Kecil.
Teacher	:	So, large opposite for, large, small. So, your partner is there, O.K. so, this one small, over here …
Pupils	:	Large.
Teacher	:	Large. O.K. Pupil 2, sit down, alright. O.K. next! Where is yours? Expensive, no friend. You, sad, no friend. Sad, no friend. You? Low. This one, tell, hard, day, absent. So, O.K. those… O.K. *siapa yang tak ada* partner, *bukan tak ada*, that means you find your partner on the table here. Find your friend now. Faster. (pupils busy looking for their opposite word) *Dah dapat, datang diri sini, cepat!* Find and then come and stand here. O.K. find yourself. (a pupil says: *tak faham la*, tall. Another pupil says: *Ini bukan* tall *la*, tell. *Tak faham la.*) O.K. *dapat tak maksud perkataan itu*, strong means what? What?
Pupil 1	:	*Kuat.*
Teacher	:	So, opposite? *Cepat-cepat!* (Through my observation, the pupils are talking using Malay all the time when they are busy looking for the

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		word opposite in meaning, some of them look confused and ask their friends who are better in English to explain the words to them.) O.K. stop. Stop your work. O.K. now we check. Check *sekarang.* O.K. see yours. Smooth, O.K. smooth. Smooth means what?
Pupils	:	*Lembut.*
Teacher	:	*Tahu apa* smooth? Broad? Smooth *ialah licin atau lembut kan, lembut.* Broad *ini apa?* Broad *ialah luas. Luas. Boleh tak lawannya?*
Pupils	:	Tak.
Teacher	:	This one is wrong. O.K. O.K. Yours? O.K. this one soft, soft. Soft *ialah lembut kan?* This one? Hard. O.K. soft, *lembut.* For example, *ah*, wool, *tahu* wool? *Benang, ah ataupun kapas ataupun* sponge? *Tahu* sponge? O.K. hard. Hard? (Teacher knocks the table top.)
Pupil 1	:	*Keras.*
Teacher	:	O.K., so this one correct or not?
Pupils	:	Yes.
Teacher	:	O.K. so you go and sit. Next, yours. O.K. day, day time, day time *tahu apa*?
Pupil 3	:	*Pagi, siang…*
Teacher	:	Ha, O.K. this one? Night, at night, so day and night. Correct or not?
Pupils	:	Yes.
Teacher	:	Pupil 19, listen here. Day and night. O.K. O.K. this one. O.K. warm, you know warm? (Teacher fans herself.) Very… warm. Very warm, O.K. this one, cool, like ah, ice cool. *Betul tak?*
Pupils	:	Yes.
Teacher	:	O.K. Next, brave, brave. What is brave?
Pupils	:	*Berani.*
Teacher	:	Brave like soldiers, yes or not?
Pupils	:	Yes.
Teacher	:	Soldiers *berani kan.* O.K. *lawannya apa? Pengecut la*. Cowardly. O.K.? O.K. sit down. Next, you know high? High means what?
Pupils	:	*Tinggi.*
Teacher	:	Yes. Very high, *tinggi ya.* This one? Day. *Day ialah siang hari*, correct or not?
Pupils	:	Wrong.
Teacher	:	Correct or not?
Pupils	:	Wrong.
Teacher	:	Pupil 19, correct or not? *Salah.* O.K. See yours. O.K. O.K. this one, smooth. O.K. smooth, *apa dia* smooth?
Pupils	:	*Lembut.*
Teacher	:	*Licin ataupun lembut.* Broad. You know broad?
Pupil 1	:	*Luas.*
Teacher	:	*Ha, luas.* Wrong, O.K. wrong. O.K. see this one, happy. Happy means what?
Pupils	:	*Gembira.*
Teacher	:	O.K. sad.
Pupil 3	:	*Sedih.*
Teacher	:	Correct or not?
Pupils	:	Yes.

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Teacher	:	O.K. good. Sit down. Next, absent. Absent, absent, absent. This one present. You know present? Apa dia present? Absent *apa?* O.K. who is absent today?
Pupils	:	Pupil 24.
Teacher	:	So, present? Absent, *tak datang*, present means *hadir*. O.K.? O.K. sit down. Then, short. Tall and short. Short, tall, correct or not? O.K. sit down. Yours? O.K. sit down. *Ini kan, kalau kamu tengok sini*, there are so many, so many words in adjectives. *Dulu dah belajar* adjectives, kan. So, adjectives *tu boleh jadi* opposites. O.K. *sifat, sifat seseorang itu. Orang ini macam ini*, this one you can describe the people. How? Pupil 15, *dengar tak? Tutup buku, simpan buku itu, tengok sini.* O.K. describe people, *ini orang ini tinggi, orang ini rendah.* So, tall and short. Long… short. Long… tall, short, long pun, short *juga*. O.K. beautiful…
Pupil 1	:	Ugly.
Teacher	:	Ugly. O.K.There are some, ah, some words that you don't know, O.K. sour. Sour means what?
Pupil 1	:	*Masam.*
Teacher	:	What is the opposite for sour?
Pupil 1	:	Sweet.
Teacher	**:**	Sweet. O.K. O.K. ah, common, common means what? Common? Common? *Tahu* common *tak*? Common *ini macam biasa la, biasa.* You can see every day, you can do it every day. Very common, very common. O.K. O.K. unusual. You know unusual? Usual? *Selalu sama makna dengan* common. *Faham? Tapi kalau letak* un becomes unusual. Common and unusual, O.K. **[Excerpt 5]** **Entrance. O.K.** ***Apa*** **entrance?** ***Apa dia*** **entrance?** ***Kalau awak pergi supermarket ke, ke mana-mana, kalau awak ke bandar, ada*** **entrance.** ***Pintu besar tulis*** **entrance. Yes?**
Pupil 1	**:**	***Masuk.***
Teacher	**:**	**Yes,** ***masuk.*** **Entrance** ***maksudnya masuk. Perkataan ini ditulis di atas pintu, contohnya*** **supermarket,** ***supaya orang tahu itu pintu masuk. Jadi, entrance maksudnya apa?***
Pupils	**:**	***Masuk.***
Teacher	:	Entrance. *Perkataan lain yang biasa awak tengok depan pintu?*
Pupils	:	Open.
Teacher	:	Open, *lagi?*
Pupil 1	:	Welcome.
Teacher	:	Welcome, *lagi?*
Pupil 1	:	Push.
Teacher	:	Ah, push. Push *ini apa?*
Pupil 1	:	*Tolak.*
Teacher	:	Ah, when you say push, *belah sana dia panggil apa?*
Pupil 1	:	Pull.
Teacher	:	Pull. So, push and pull. Push, pull. Push *apa?*
Pupils	:	*Tolak.*
Teacher	:	*Tolak*, pull?

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Pupils	:	*Tarik.*
Teacher	:	O.K. *faham maksudnya kan. Dah faham sekarang*? So, opposite. Opposite *dah faham? Ah, nak faham lagi, awak baca.* Go back, take out your picture dictionary, you know picture dictionary? *Kamus bergambar, tak faham angkat tangan. Kamus perkataan yang macam budak kecil itu, ah, ada sekarang? Tengok.*
Pupils	:	*Tak bawa.*
Teacher	:	O.K. never mind, *awak tengok situ, buka muka surat 81 kalau tak silap*, opposite, *ada* opposites. Tall, short. O.K. O.K. Now I give you exercise. O.K. this worksheet, do it yourself, do it yourself. I give you five minutes. I give you five minutes to do this one. Do it yourself, O.K. *Cari maksud dulu.* Let's say number one, I give you hard, H-A-R-D. *Apa maksud* hard?
Pupils	:	*Keras.*
Teacher	:	*Keras.* So, *lawannya apa kat sini? Cari, cari. Faham?* O.K. (teacher distributes worksheet) You can discuss with your friend, O.K. O.K. do it now, faster. *Cepat, cepat!*
Researcher	:	(Researcher approaches Pupil 14.) *Cikgu suruh buat apa? Tahu buat ke? Faham? Tahu ke tak tahu?*
Pupil 14	:	*Tahu.*
Researcher	:	*Tahu, buat sendiri ke bincang?*
Pupil 14	:	*Sendiri.*
Researcher	:	*Buat sendiri je? Ah, tak nak bincang dengan kawan?* (Researcher approaches two girls, Pupil 19 and Pupil 10.) *Ah, kamu dengan* Pupil 19, *ye. Selalu bincang ke kalau buat kerja?*
Pupil 10	:	*Dia bincang* (points to her friend), *saya tak.*
Researcher	:	*Ah, kamu pun tahu buat sendiri.*
Pupil 10	:	*Ya.*
Researcher	:	*Faham? Ah, selalu bincang cakap Bahasa Melayu ke Inggeris?*
Pupil 19	:	*Melayu.*
Researcher	:	*Mengapa guna Bahasa Melayu?*
Pupil 19	:	*Tak tahu.*
Researcher	:	(Researcher approaches another girl.) *Kamu pun buat sendiri je? Tahu buat?*
Pupil 16	:	*Tahu.*
Researcher	:	(Researcher turns back to Pupil 19 and her friend.) *Oh, perkataan Melayu dia tahu la, Bahasa Inggeris tak tahu?*
Pupil 19	:	*Ya.*
Pupil 10	:	Happy, *sedih.*
Researcher	:	*Sedih, Bahasa Inggerisnya apa?*
Pupil 10	:	*Sedih,* sad.
Researcher	**:**	*Ya, sedih,* sad. *Pandai.* (Researcher approaches another four girls seated in a group.) **[Excerpt 9]** ***Selalu bincang ke? Kalau bincang guna Bahasa Melayu ke?***
Pupils	**:**	***Ya.***
Researcher	**:**	***Kalau guna Bahasa Melayu, cikgu marah tak?***
Pupil 17	**:**	***Kalau cakap kuat-kuat, cikgu marah la.***

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Researcher	**:**	***Oh, kena cakap perlahan-lahan la.***
Pupil 17	**:**	***Ya.***
Researcher	**:**	***Kenapa macam itu pulak? Agak-agaknya kenapa cikgu marah kalau guna Bahasa Melayu?***
Pupil 2	**:**	***Sebab kena belajar Bahasa Inggeris.***
Researcher	**:**	***Ah, O.K. tapi biasanya masa cikgu mengajar pun kamu cakap Bahasa Melayu juga.***
Pupil 17	**:**	***Biasanya jawab guna Bahasa Inggeris kalau tahu, kalau yang tak tahu guna Bahasa Melayu.***
Researcher	:	*Ya, biasanya yang tak tahu saja guna Bahasa Melayu. Seronok belajar Bahasa Inggeris?*
Pupils	:	*Seronok.*
Researcher	:	*Ha?Seronok, betul? Ya?* (The pupils nod their heads.) *Balik rumah ada baca tak? Buku Bahasa Inggeris ke?*
Pupils	:	*Ada.*
Researcher	:	*Buku apa?*
Pupil 2	:	*Hmm, buku cerita Bahasa Inggeris, lepas itu buku aktiviti.*
Researcher	:	*O.K. Ada suratkhabar kat rumah tak? Suratkhabar Bahasa Inggeris?*
Pupils	:	*Tak.*
Researcher	:	*O.K. teruskan kerja. Terima kasih semua.*

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Lesson 4

Teacher	:	O.K. Now, we sing a song first. This is a simple song. O.K. just listen. O.K. (Teacher sings the song while pointing at the lyrics on the whiteboard.) There is a starfish, There is a starfish, Can you see? Can you see? Sitting on the big rock, Sitting on the big rock, Yes, I see, Yes, I see. O.K. very simple, yes or not? Can we sing together?
Pupils	:	Yes.
Teacher	:	O.K. one, two, three.
Pupils	:	There is star…
Teacher	:	Let's go fast, *laju sikit*, O.K. There is a starfish, There is a starfish, Can you see? O.K. one, two, three!
Pupils	:	(Pupils sing the song.) There is a starfish, There is a starfish, Can you see? Can you see? Sitting on the big rock, Sitting on the big rock, Yes, I see, Yes, I see.
Teacher	:	O.K. good. O.K. now, you know the words here or not? (Teacher recites the lyrics of the song.) There is a starfish, There is a starfish, Can you see? Can you see? This one question, yes or not? O.K. Sitting on the big rock, Sitting on the big rock, Big rock means what? *Apa dia* big rock?
Pupil 1	:	*Batu besar.*
Teacher	:	Ha, big rock. Rock *memang besar*, *ya. Kalau* stone, *kecil*, O.K. Yes, I see, Yes, I see. O.K. So, from this song, you can see a few words, few words. *Tengok perkataan di sini.* (Teacher underlines some words from the lyrics on the whiteboard.)

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		Starfish, you know starfish?
Pupils	:	Yes, yes.
Teacher	:	O.K. sea, rock, sitting. O.K. *kita nak bezakan,* we want to differentiate the words between, ah, between nouns and verbs. What is that?
Pupils	:	Nouns and verbs.
Teacher	:	O.K. nouns (teacher writes on the whiteboard) and verbs. O.K. cuba tengok di sini. What are the words, we say, which one, ah nouns? Apa dia nouns di sini? (Teacher points to the lyrics of the song on the whiteboard.)
Pupil 1	:	Starfish.
Teacher	:	O.K. starfish (teacher writes on the whiteboard), starfish. What else?
Pupil 18	:	Rock.
Teacher	:	O.K. rock (teacher writes on the whiteboard). Next? That's all? O.K. verbs?
Pupil 3	:	See.
Teacher	:	O.K. see.
Pupil 16	:	Sitting.
Teacher	:	O.K. Sitting (teacher writes on the whiteboard). O.K. This one you know (pointing to the word on the whiteboard) nouns *ialah apa*? Noun is a name, *nama sesuatu benda*. People or things or animals that you can see, that you can hold, yes or not? *Biasa boleh tengok, boleh pegang, itu* nouns, O.K.? O.K. and then verbs? Can you see?
Pupils	:	No.
Teacher	:	You can see the people doing, *boleh tengok mereka buat, tapi tak boleh pegang, betul tak? Betul ke?* O.K. so *itu* verbs, O.K. *Jadi kamu dah faham sekarang apa beza* nouns and verbs. What is the difference with nouns and verbs? *Kalau awak tak faham, awak tak boleh buat ayat hari ini, O.K. Boleh faham?* Pupil 12 *mana?*
Pupils	:	*Tak datang.*
Teacher	:	Absent. *Yang lain?*
Pupils	:	Pupil 17.
Teacher	:	Pupil 17? O.K. never mind. So, the important thing now is you must know nouns and verbs. Now look at the picture here. (teacher displays a chart) O.K. now you tell me. You see the picture here, you don't look at this one (teacher shows the title "Singular Nouns"), you just look at the picture chart, tengok gambar gambar ini, O.K. now I want you to identify and name the things or people or whatever you can see in the picture. O.K. (teacher points to the picture)
Pupils	:	Man.
Teacher	:	Man, O.K. (teacher points at the picture)
Pupils	:	Boy.
Teacher	:	This one? (teacher points again at the picture)
Pupils	:	Girl.
Teacher	:	This one?
Pupils	:	Woman, woman.
Teacher	:	This one?

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Pupils	:	Girl.
Teacher	:	This one?
Pupils	:	Bicycle.
Teacher	:	This one?
Pupils	:	Tree.
Teacher	:	Tree, O.K. This one?
Pupils	:	Car.
Teacher	:	This one?
Pupils	:	Cat.
Teacher	:	This oen?
Pupils	:	Kite.
Teacher	:	Kite. O.K. so what is the man doing here?
Pupil 1	:	Reading, reading newspaper.
Teacher	:	O.K. reading. *Jadi,* man reading. Man reading. It means man is noun, reading is the verb (teacher writes on the whiteboard), O.K.? You follow? O.K. Pupil 11, *boleh ikut?* O.K. next. O.K. look at this boy, look at the boy here (teacher points at the picture) what is the boy doing?
Pupil 1	:	Playing kite.
Teacher	:	O.K. the boy is playing what?
Pupils	:	Kite.
Teacher	:	Boy, boy is the noun, playing is the verb. Another one is the kite (teacher writes on the whiteboard). O.K. *dapat?* O.K. now I show you another, ah… What is the girl doing? Here… (teacher points at the girl in the picture)
Pupils	:	Playing.
Teacher	:	O.K. playing. O.K. this one? The woman, what is the woman doing?
Pupil 1	:	Pushing.
Teacher	:	Push, push the swing, yes or not? Push, O.K. ah, next, the car?
Pupil 10	:	Move.
Teacher	:	Move?
Pupil 1	:	Park.
Teacher	:	No, the car is not moving, just like that, O.K.? O.K. now, now we go to the second one. I give you another chart, I want you to do this in your book, your friends, can get into two or three or four also can, O.K.? O.K. O.K. I want you to write here, look at the picture here, *tengok gambar betul-betul*, look at this picture and then you differentiate the words here, this one nouns, this one verbs (teacher shows the paper as if there are two columns on the paper). Just list down the words. O.K.? (The picture chart contains pictures labeled: tree, house, lorry, bench, goat, hoe, boy, gate, lady, rake, man, wheelbarrow, duck, pond, swan, chicken, grains, leaves, cow, and farmer.)
Pupils	:	O.K.
Teacher	:	*Boleh? Ah, tengok gambar-gambar ini,* O.K. look at the, *tengok sini ya* (teacher points to a pupil) this one, you just list the words and categorise them according to verbs and nouns, O.K.? O.K. (teacher distributes a piece of A4 paper to each group of pupils, teacher

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		explains again to the pupils seated in front, and pointing to the pupils seated at the back) *Awak boleh buat kan?* (Teacher goes around the class to help the pupils in groups.) (Teacher with two girls. Teacher: nouns, *nama sesuatu benda, binatang ataupun orang, faham? Yang awak boleh nampak. Apa erti* verbs *ataupun* action, action words, activity, *apa yang dia buat, apa yang dia buat, orang duduk. Duduk itu* activity *la, faham? Faham?* (pupils nod), *so buat la.*
Researcher	**:**	**[Excerpt 13]** **(Researcher approaches three boys, a boy is opening a bilingual dictionary.) *Ada perkataan yang tak faham ke?***
Pupil 11	**:**	**Yes.**
Researcher	**:**	**Then*, rujuk kamus dwibahasa. Kalau tak ada Bahasa Melayu, tak faham? Ha? Faham tak faham?***
Pupil 11	**:**	***Tak.***
Researcher	**:**	***Ya, tapi cikgu suruh buat apa? Faham?* (Pupils nod.) *Ya, cari makna perkataan apa sekarang?***
Pupil 13	**:**	***Perkataan* wheelbarrow. (mispronounced as wheelbabaw)**
Researcher	**:**	**Wheelbarrow, O.K. *Kalau tengok gambar tak faham? Wheelbarrow kat gambar itu tak faham?* (Pupils nod.)**
Teacher	:	(Teacher approaches and takes over.) *Faham tak? Benda yang awak Nampak, benda yang awak Nampak, orang, benda itu* nouns. *Apa yang dia buat itu ialah* verbs.
Researcher	:	(Researcher approaches Pupil 1 and Pupil 14.) You manage to get all the nouns? (Researcher looks at their paper which has a long list of nouns but without any verbs written). Alright. Verbs you can get? The verbs you can't see, isn't it? But you can see what they are doing.
Teacher	:	(Teacher is with Pupil 19 and her partner) Man, *apa?*
Pupil 19	:	Noun.
Teacher	:	Ha, man nouns. Takes? Verbs. *Dia macam* action. *Apa yang boleh buat, kerja yang dia buat.* Action *itu* verbs. *Tak faham lagi?* (Teacher approaches Pupil 1 and Pupil 14. After some time, teacher continues.) O.K. some of you still don't understand. First here, *dia kata* nouns *dengan* verbs *kan?* Nouns *itu apa?*
Pupils	:	*Kata nama.*
Teacher	:	*Ya, kata nama tapi kata nama macam mana?* O.K., sweep *itu kata nama ke verb?*
Pupil 1	:	Verb.
Teacher	:	Verb?
Pupils	:	Hmm.
Teacher	:	*Kenapa letak* column nouns? See, sweep verb. Hoe *ini apa?* Hoe?
Pupil 1	:	*Cangkul.*
Teacher	:	This one noun or verb?
Pupils	:	Noun.
Teacher	:	Noun, so you must put under nouns. Yes or not?
Pupils	:	Yes…
Teacher	:	So, *senang saja. Awak tengok benda kat sini*, look at the things, first

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		look at the people, *tengok orang dulu.* Let's say the boy, the boy, kan. Boy *ini buat apa?*
Pupils	:	*Cangkul…*
Teacher	:	So, you write there boy and this one? (teacher points to the two columns on the whiteboard) And then, this lady, O.K. this lady, what is she doing? This man, this man, what is he doing? Man, what he is doing. What does he do? *Lepas itu*, cow noun, *apa dia buat*? *Itu la dia punya* verb*nya*. *Faham? Faham*, Pupil 11? Now, *lepas itu*, man *ini*, O.K. man *pun* farmer *kan, apa dia buat? Itu la dia aktiviti dia, apa* verb, *dapat? Tapi, jangan ambil rumah pula*, house, *boleh* house *buat aktiviti?*
Pupils	:	No.
Teacher	:	*Tak boleh.* So, *dia satu saja, dia* stand alone. *Tak ada untuk* verb *di sini.* Verb *ada biasanya manusia atau* animals*, O.K.? O.K.? Buat dulu. Tulis dulu, siapkan, cepat.* (Teacher attends to individual pupils.)
Researcher	:	(Researcher approaches two pupils.) O.K.? Pupil 19? (Through my observations, the pupils use Malay language when discussing their work.)
Teacher	:	Finished?
Pupils	:	No.
Teacher	:	(Teacher with three pupils) Grains *ialah bijirin, bijirin, yang bagi makan itu, macam gandum.* O.K. stop writing, stop writing. Now, we check your answers, O.K. I want the group leader read aloud the answers, O.K.? Group leaders, please read, (teacher points to a pupil), stop writing, put down your pencil, *jangan buat lagi*, just listen. Pupil 1, read yours. Read yours, read aloud.
Pupil 1	:	Now?
Teacher	:	Yes.
Pupil 1	:	Wheelbarrow, house, lorry, gate, man, lady, boy, hoe, wood, rake, duck, pond, swan, grains, chicken, farmer, cow, leave, river…
Teacher	:	What else? O.K. sit down. O.K., Pupil 8, read your verbs.
Pupil 8	:	Verbs?
Teacher	:	Verbs.
Pupil 8	:	Eating, pushing, move, swim, eating, close, closing, swim,
Teacher	:	Swim. How many? How many words did she get? How many words?
Pupil 8	:	Eight.
Teacher	:	Eight. O.K. sit down. Ah… Pupil 16, read verbs. Read aloud.
Pupil 16	:	Swim, swim, push…
Teacher	:	Louder, slowly.
Pupil 16	:	Swim, swim, push, moving.
Teacher	:	Four? Only four? (Pupil 16 nods her head.) Only four. O.K. Pupil 19, read your verbs. Listen… Pupil 19! *Cepat*, teacher asked you to read. (Teacher takes the paper from Pupil 19.) O.K. leaves, pond, grains, farmer, wheelbarrow, home, rake. Is it correct? Huh? O.K. look at the answers from Pupil 19. (Teacher moves to the front to write on the whiteboard.) Oh, Pupil 19! O.K. this one, leaves, pond,

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		grains, farmer, wheelbarrow, hoe and rake. Pupil 19 *kata ini semua ialah* verbs. *Betul ke? Tak, mengapa tak?* O.K. Pupil 1, read yours. Eat, swim. O.K. correct. O.K. look at the answers here. Verbs *ini apa?* (Teacher points to the whiteboard.) *Aktiviti atau perbuatan. Aktiviti, apa mereka buat?* Huh, leaves, *macam mana nak buat?* Leaves, leaves *itu benda ke aktiviti?*
Pupils	:	*Benda.*
Teacher	:	*Benda, benda kan.* So, *kata nama ke perbuatan?*
Pupils	:	*Kata nama.*
Teacher	:	*Kata nama.* So, this one comes under nouns, O.K. O.K. pond. Pond *itu apa benda?*
Pupils	:	*Kolam.*
Teacher	:	*Kolam,* so *benda tak?*
Pupils	:	*Benda.*
Teacher	:	So, this one also noun. O.K. grains. *Apa dia* grains? You know grains or not? Grains like ah… *ya la, makanan,* the food you give to chicken, birds, *benda itu* grains. *Bijirin, bijirin la. Gandum,* yes or not. Ha, corns, ah… O.K. next, farmer. Also noun. This one, farmer?
Pupils	:	Noun.
Teacher	:	Noun, wheelbarrow?
Pupils	:	Noun.
Teacher	:	Noun. Hoe?
Pupils	:	Noun.
Teacher	:	Now, hoe *itu apa benda?* Hoe *itu apa benda? Awak tengok tak gambar sini? Boleh nampak tak? Ha,* hoe *itu ialah cangkul. Cangkul,* noun. Rake? O.K. also noun. Benda, O.K.*? senang saja, O.K. tengok sini,* look at the chart here, *tengok ya, tengok.* O.K. tree, house, lorry, bench, goat, hoe, boy, rake, gate, lady, man, wheelbarrow, duck, pond, swan, leaves, cow, farmer, chicken and grains. All these are…?
Pupils	:	Nouns.
Teacher	:	Nouns. *Semua ini adalah kata nama.* Including what? People, animals, things. O.K. *semua ini adalah* nouns. *Faham tak sekarang?* Nouns *ialah benda yang boleh awak nampak, boleh pegang,* O.K.? *Nama sesuatu benda la., tempat,* O.K. *sekarang kita tengok, apa aktiviti-aktiviti yang dia lakukan dekat sini?* What are the actions, O.K., done by the people here atau animals here, O.K. tengok sini, goat. What is the goat doing?
Pupils	:	Eating.
Teacher	:	Never mind, look at the boy first. What is the boy doing? *Ada tak dia buat kerja?*
Pupils	:	*Ada.*
Teacher	:	Verbs *itu ialah sesuatu yang kita buat, kita buat, lakukan, aktiviti. Dalam Bahasa Melayu awak belajar apa? Perbuatan.*
Pupils	:	*Perbuatan.*
Teacher	:	*Perbuatan, apa yang kamu buat. Faham? O.K.* so this man, sorry, goat *ini dia buat apa,* goat *ini?*
Pupils	:	Eating.

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Teacher	:	Eating the grass. O.K. this boy?
Pupil 1	:	Digging.
Teacher	:	O.K. digging, hoeing, *mencangkul ataupun* digging, O.K. This lady, cleaning, using the rake, what is she doing? O.K. gathering the what? Dried leaves. *Dia kumpulkan semua*, using the rake, O.K. this man, *lelaki ini buat apa?*
Pupil 1	:	Push.
Teacher	:	Push, O.K. Push *itu* verb *la, dia buat.* O.K. next. This duck, this one, what is the duck doing?
Pupils	:	Swim.
Teacher	:	Swim, swim. O.K. swim *itu apa?* Verb, O.K. next. This swan?
Pupils	:	Swim.
Teacher	:	Swim. Also swim, O.K. Chicken?
Pupils	:	Eat.
Teacher	:	Eating, O.K. this lady *ataupun girl? Kita* kata feeding, giving, so many, *semuanya perbuatan.* O.K. farmer, what is the farmer doing? The farmer is milking the cow. O.K., *dah dapat sekarang? Siapa yang tak faham lagi?* Verbs *dengan* nouns *ini? Faham tak?* O.K. *Tengok lagu tadi*. O.K. There is a starfish, There is a starfish, Can you see? Can you see? Sitting on the big rock, Sitting on the big rock, Yes, I see, Yes, I see. *Kita ulang ya*. O.K. O.K. starfish, starfish is a noun, O.K. Starfish is a noun. See, *nampak tak? Nampak tak, Nampak itu apa? Lihat atau nampak itu apa?* Verb, O.K. O.K. O.K *nyanyi sekali.* Sing out loud, one, two, three.
Pupils	:	There is a starfish, There is a starfish, Can you see? Can you see? Sitting on the big rock, Sitting on the big rock, Yes, I see, Yes, I see.
Teacher	:	O.K. now, *boleh faham, ya? Boleh faham sekarang, apa dia* nouns and verbs. Now, we go to the second part. (Teacher cleans the whiteboard.) O.K. now I want you to say the words, *apa dia* verbs *dengan* nouns. *Nak buat ayat, ya, nak buat ayat.* Look at the words here. O.K. give me the, just give me the names of people, people, *orang*, people. (Teacher writes on the whiteboard.) This one nouns, this one verbs (teacher writes the words "nouns" and "verbs" in two columns on the whiteboard.) O.K. number one? O.K. boy, …
Pupils	:	Lady.
Teacher	:	O.K., lady…

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Pupils	:	Man.
Teacher	:	Man…
Pupils	:	Farmer.
Teacher	:	Yes, farmer. Yes?
Pupils	:	Girl.
Teacher	:	Girl? Girl.
Pupils	:	Woman.
Teacher	:	O.K. woman. Yes. Next, animals. O.K. cow…
Pupils	:	Goat.
Teacher	:	Goat…
Pupils	:	Swan.
Teacher	:	Swan… *lagi?* O.K. Any birds there? No. O.K. now, *cari verbs dia sekarang.* Boy, *apa* boy *ini buat?* What is the boy doing? O.K. you say digging, for example, boy dig ataupun digging. O.K. lady? What is the lady doing? O.K. (teacher points at the picture) feeding. O.K. man? Man, man?
Pupils	:	Push.
Teacher	:	Push *atau* pushing. Next, farmer. Farmer *buat apa?*
Pupil 1	:	Milking.
Teacher	:	Yes, milking the cow. Girl? O.K. woman? (teacher turns to the chart) *Mana* woman? O.K. *awak dah buat tadi.* O.K. duck? Duck?
Pupils	:	Swim.
Teacher	:	O.K. swim ataupun swimming. O.K. chicken?
Pupils	:	Eat.
Teacher	:	O.K. eating. O.K. goat?
Pupils	:	Eat.
Teacher	:	O.K. grazing la. Grazing the grass. (teacher erases the word "grazing" and writes "eating") Eating, O.K. next, cow? Apa cow buat? Standing, O.K. next? Swan?
Pupils	:	Swim.
Teacher	:	Swim, O.K. O.K. *sekarang kita nak buat ayat macam mana? O.K.* just *tambah satu dua perkataan sahaja,* O.K. very simple, *untuk murid yang tak faham,* simple, O.K. Just add "the" and "is". O.K. *sini tambah apa?* Is. So, the boy is digging.
Pupils	:	The boy is digging.
Teacher	:	O.K.? Fullstop. So, kalau ada "ing" you must put is here. O.K.? Very simple. O.K.? ataupun lady, what is the lady doing? O.K. Just add "the" lady "is" feeding. *Untuk murid yang* A, you must add some more. O.K. for example, another one noun, another one noun, now, this side. (teacher draws the third column on the whiteboard) Digging what?
Pupil 1	:	Hole.
Teacher	:	Hole. *Ha, itu dia.* O.K. the lady is feeding the chicken. O.K. the man. The man is pushing a wheelbarrow. O.K. next, the farmer is milking the cow. *Dah, faham?* Very simple, yes or not? O.K. now, I want you to do your own sentence, own sentence. *Dah faham ke? Boleh faham?* O.K. I give you a worksheet, O.K. look at the picture first, don't do anything, just study the picture, O.K. *Tengok gambar*

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		betul-betul. (Teacher distributes a worksheet to each pupil.) *Jangan conteng ya,* don't write anything first. (The worksheet contains a picture of a park with many people. The words given in the worksheet are people, park, benches, kites, sit, swings, ground, football, watch, seats.) O.K. you see the picture, *sekarang tengok gambar itu betul-betul.* Look at the picture, O.K. *Dah tengok?* Where is it?
Pupils	:	Park. Park.
Teacher	:	Park, O.K. O.K. What are the things you can see, what are the people doing, activity, O.K. so on. O.K. *dah tengok betul-betul?* O.K. now you read the words, read the words given there. *Tengok perkatan yang dia bagi itu.* People, park, benches, kites, sit, swings, ground, football, watch, seats. O.K. just now I gave you a paper, isn't it? O.K. take out your paper, you just write the verb, *buat garisan macam ini*, and then you write the nouns and verbs from the picture. This picture. *Buat di belakang, cepat-cepat*. I give you two minutes.

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Lesson 5

(The lesson has started about 5 minutes.)		
Teacher	:	… lighting up the oil lamp. O.K. oil lamp, *biasanya minyak apa ini?*
Pupils	:	*Minyak tanah.*
Teacher	:	*Ye ke?*
Pupils	:	*Minyak tanah.*
Teacher	:	No, *biasanya raya awak buat pelita kan*? Use?
Pupils	:	*Pelita.*
Teacher	:	For Deepavali, you don't use *minyak tanah,* you use what?
Pupils	:	*Pelita, disel.*
Teacher	:	Diesel? Ha, ha, ha…
Pupil 9	:	*Disel, apa la… Ha, ha, ha… terbakar nanti…*
Teacher	:	Ha, …
Pupils	:	*Minyak tanah, minyak kereta…*
Teacher	:	No, *biasanya* they use coconut oil, *minyak masak tahu, minyak masak.* They have a special oil for the lamp, understand or not?
Pupils	:	Yes.
Teacher	:	*Mereka ada minyak khas untuk sembahyang, faham tak*? O.K. next, what festival are they celebrating?
Pupils	:	Deepavali.
Teacher	:	Yes, Deepavali. If you go to the Indian's house, you can see the lights, O.K. *Pernah tak pergi Deepavali? Tak pernah pergi, duduk kat Malaysia tak pernah pergi, apa la.* In Malaysia, we have so many…?
Pupils	:	People.
Teacher	:	Festivals, so many festivals. *Macam* teacher, teacher *pergi rumah orang raya, faham tak? Ha, masa* Deepavali, *kita pergi la ke rumah orang itu,* we know the culture. O.K. you can know, you can learn more about their culture, understand or not? *Belajar lagi lebih tentang* culture celebrate, how they dress, what are the cookies *ke, atau* cooking *apa-apa la, masakan dia orang, faham? Duduk kat situ mana nak dapat?* O.K. now we read the text, listen carefully. Listen carefully, O.K. (Teacher reads the passage from the worksheet.) Kolam is a Hindu decorative artwork drawn on altars and in front of houses. It is also drawn in front of shops and offices. Although kolam is drawn throughout the year, the Tamil month of Maargali and the month of Thai are the important months for kolam as well as on the day of Ponggal. In Malaysia, kolam is normally drawn during Deepavali. Young girls learn this artwork from their mothers, grandmothers and aunts. White and coloured rice flour is used to draw kolam. Kolam can be a plain one or can be artistically drawn with attractive symbols. This colourful art of kolam is believed to be practiced in South India since 2,500 B.C. According to the Mahabharata, the milk maids drew kolams to forget their sadness when their beloved Krishna was away. Although kolam is a Hindu tradition, it was also known to be practiced by Buddhists and Parsis. It is said that Gautama Buddha

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		was himself an expert in this art. Kolam is much more than just an art, it symbolizes happiness and prosperity. It is also served to feed insects and birds to show man's concern for all living creatures. The kolam is also believed to prevent evil and other bad elements from entering the houses. O.K., you understand this? O.K. we already have discussed the words, so you must know, understand the text, *dah faham kan? Dah bincang tadi perkataan-perkataan itu,* so *bila* teacher *baca, dah faham, faham?* O.K.? I want a few of you to read this one, teacher *nak awak baca,* O.K.? I will choose a few of you to read this. Who wants to read this? The first column, the first paragraph. O.K. Pupil 1, can you try? The first one, baca yang pertama.
Pupil 1	:	Kolam is a Hindu decorative artwork drawn on altars and in front of houses. It is also drawn in front of shops and offices. Although kolam is drawn throughout the year, the Tamil month of Maargali and the month of Thai are the important months for kolam as well as on the day of Ponggal. In Malaysia, kolam is normally drawn during Deepavali. Young girls learn this artwork from their mothers, grandmothers and aunts. White and coloured rice flour is used to draw kolam. Kolam can be a plain one or can be artistically drawn with attractive symbols.
Teacher	:	O.K. sit down. Next, Pupil 16, continue.
Pupil 16	:	According to the Mahabharata, the milk maids drew kolams to forget their sadness when their beloved Krishna was away. Although kolam is a Hindu tradition, it was also known to be practiced by Buddhists and Parsis. It is said that Gautama Buddha was himself an expert in this art.
Teacher	:	O.K. next. Anyone? O.K. Pupil 11.
Pupil 11	:	Kolam is much more than just an art, it *symbolizes* (teacher corrects the pronounciation) happiness and prosperity. It is also served to feed insects and birds to show man's concern for all living creatures. The kolam is also *believed* (teacher corrects the pronounciation) to *prevent* (teacher corrects the pronounciation) evil and other bad elements from entering the houses.
Teacher	**:**	O.K. so here, you have heard three of your friends read this one, ah… so I want you to read aloud after teacher, O.K. Read aloud after teacher, O.K. Kolam is a Hindu decorative artwork… Before you read, what is decorative artwork? *Apa dia* decorative artwork? **[Excerpt 3]** **Decorative artwork *maksudnya hiasan atau perhiasan yang berbentuk seni.* Decorative artwork *ini maksudnya corak yang menjadi hiasan bagi orang Hindu. Jadi kita baca tentang kolam. Kolam ialah sejenis* decorative artwork. *Maksudnya yang mudah ialah seni hiasan. Faham?***
Pupils	:	Faham…
Teacher	:	O.K. Read aloud after teacher, O.K. Kolam is a Hindu decorative artwork…
Pupils	:	Kolam is a Hindu decorative artwork…
Teacher	:	drawn on…

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Pupils	:	drawn on…
Teacher	:	altars
Pupils	:	altars
Teacher	:	and in front of houses.
Pupils	:	and in front of houses.
Teacher	:	It is also drawn…
Pupils	:	It is also drawn…
Teacher	:	in front of shops and offices.
Pupils	:	in front of shops and offices.
Teacher	:	Although kolam is drawn
Pupils	:	Although kolam is drawn
Teacher	:	throughout the year,
Pupils	:	throughout the year,
Teacher	:	the Tamil month
Pupils	:	the Tamil month
Teacher	:	of Maargali
Pupils	:	of Maargali
Teacher	:	and the month of Thai
Pupils	:	and the month of Thai
Teacher	:	are the important months
Pupils	:	are the important months
Teacher	:	for kolam as well as
Pupils	:	for kolam as well as
Teacher	:	on the day of Ponggal.
Pupils	:	on the day of Ponggal.
Teacher	:	In Malaysia,
Pupils	:	In Malaysia,
Teacher	:	kolam is normally drawn
Pupils	:	kolam is normally drawn
Teacher	:	during Deepavali.
Pupils	:	during Deepavali.
Teacher	:	Young girls
Pupils	:	Young girls
Teacher	:	learn this artwork
Pupils	:	learn this artwork
Teacher	:	from their mothers,
Pupils	:	from their mothers,
Teacher	:	grandmothers
Pupils	:	grandmothers
Teacher	:	and aunts.
Pupils	:	and aunts.
Teacher	:	White and coloured rice flour
Pupils	:	White and coloured rice flour
Teacher	:	is used to draw kolam.
Pupils	:	is used to draw kolam.
Teacher	:	Kolam can be
Pupils	:	Kolam can be
Teacher	:	a plain one

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Pupils	:	a plain one
Teacher	:	or
Pupils	:	or
Teacher	:	can be
Pupils	:	can be
Teacher	:	artistically
Pupils	:	artistically
Teacher	:	drawn
Pupils	:	drawn
Teacher	:	with
Pupils	:	with
Teacher	:	attractive symbols.
Pupils	:	attractive symbols.
Teacher	:	This colourful
Pupils	:	This colourful
Teacher	:	This colourful art
Pupils	:	This colourful art
Teacher	:	kolam
Pupils	:	kolam
Teacher	:	is believed
Pupils	:	is believed
Teacher	:	to be practiced
Pupils	:	to be practiced
Teacher	:	in South India
Pupils	:	in South India
Teacher	:	since
Pupils	:	since
Teacher	:	2,500 B.C.
Pupils	:	2,500 B.C.
Teacher	:	B.C. means what? Before… before Christian, O.K. *Awak dah belajar kan, sebelum masehi, kan?* O.K. According to the Mahabharata,
Pupils	:	According to the Mahabharata,
Teacher	:	the milk maids
Pupils	:	the milk maids
Teacher	:	drew kolam
Pupils	:	drew kolam
Teacher	:	to forget their sadness
Pupils	:	to forget their sadness
Teacher	:	when their beloved
Pupils	:	when their beloved
Teacher	:	Krishna
Pupils	:	Krishna
Teacher	:	was away.
Pupils	:	was away.
Teacher	:	Although kolam is a Hindu tradition,
Pupils	:	Although kolam is a Hindu tradition,
Teacher	:	it was also known

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Pupils	:	it was also known
Teacher	:	to be practiced
Pupils	:	to be practiced
Teacher	:	by Buddhists
Pupils	:	by Buddhists
Teacher	:	and Parsis.
Pupils	:	and Parsis.
Teacher	:	It is said
Pupils	:	It is said
Teacher	:	that
Pupils	:	that
Teacher	:	Gautama Buddha
Pupils	:	Gautama Buddha
Teacher	:	was himself
Pupils	:	was himself
Teacher	:	an expert
Pupils	:	an expert
Teacher	:	in this art.
Pupils	:	in this art.
Teacher	:	Kolam is much more than
Pupils	:	Kolam is much more than
Teacher	:	just an art,
Pupils	:	just an art,
Teacher	:	it symbolizes
Pupils	:	it symbolizes
Teacher	:	happiness
Pupils	:	happiness
Teacher	:	and prosperity.
Pupils	:	and prosperity.
Teacher	:	It is also served
Pupils	:	It is also served
Teacher	:	to feed insects and birds
Pupils	:	to feed insects and birds
Teacher	:	to show man’s concern
Pupils	:	to show man’s concern
Teacher	:	for all living
Pupils	:	for all living
Teacher	:	creatures.
Pupils	:	creatures.
Teacher	:	The kolam is also believed
Pupils	:	The kolam is also believed
Teacher	:	to prevent evil
Pupils	:	to prevent evil
Teacher	:	and other bad elements
Pupils	:	and other bad elements
Teacher	:	from entering the houses.
Pupils	:	from entering the houses.
Teacher	:	O.K. *masa teacher baca, baca, tengok kertas,* show with your, show

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		with your finger or you can use pencil or ruler, understand or not? O.K. so I hope you understand this one. *Dah faham kan?*
Pupils	:	*Faham.*
Teacher	:	O.K. so, so you find the words (teacher points to the words written on the whiteboard) and then underline. Faster! Take out pencil, look at the whiteboard there, the words I wrote there, and then underline. Just underline. Find the words there and just underline. Faster, *cepat! Cepat!* (Pupils do the work as instructed by the teacher.) I give you five minutes, faster. (After five minutes, the teacher discusses the questions asked based on the article.) O.K. Pupil 11, Yes. *Kuat-kuat.*
Pupil 11	:	What is kolam?
Teacher	:	What is kolam? O.K. What's the answer? Yes? C? Read. Read, read aloud. *Baca.*
Pupil 11	:	Decorative artwork.
Teacher	:	Decorative artwork. A traditional Hindu decorative artwork. So, the answer is D. Alright. Correct. Who wants to try number two? O.K. Pupil 17.
Pupil 17	:	How many colours…
Teacher	:	How many colours…
Pupil 17	:	How many colours rice flour are use..
Teacher	:	are used
Pupil 17	:	are used to draw kolam? Many…
Teacher	:	Many, is it correct?
Pupil 17	:	Yes.
Teacher	:	They didn't mention about how many colours, three or four or five, they said many colours. O.K. the answer is B. O.K. number three. How many forms of kolam are there? How many forms, forms *panggil apa?*
Pupil 1	:	*Bentuk…*
Teacher	:	*Bentuk ataupun jenis, berapa?*
Pupil 1	:	Not mentioned.
Teacher	:	What's the answer? Shhh! Pupil 2, you try number three. Baca soalan dia.
Pupil 2	:	How many fons…
Teacher	:	forms
Pupil 2	:	fons
Teacher	:	Hey, forms!
Pupil 2	:	Forms
Teacher	:	Forms
Pupil 2	:	Forms of kolam are…
Teacher	:	are there?
Pupil 2	:	are there?
Teacher	:	Yes? Answer? B? Ah, two. (Pupil nods.) Two types, ah two forms. *Ada ke?*
Pupils	:	*Tak.*
Teacher	:	Is it correct?
Pupils	:	No.

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Teacher	:	What is the answer?
Pupils	:	D, D, D.
Teacher	:	What is the answer? How many forms of the kolam are there? What is the answer?
Pupils	:	A.
Teacher	:	A? Look at A. Three, correct or not?
Pupils	:	No.
Teacher	:	No, what is the answer? Pupil 21?
Pupil 21	:	D.
Teacher	:	Yes?
Pupil 21	:	D.
Teacher	:	D. Why you say D?
Pupil 21	:	Not mentioned.
Teacher	:	Not mentioned, not mentioned means what? *Tidak diberitahu.* They didn't say anything about how many forms of the kolam, so not mentioned. O.K. number four. Who wants to try number four? Why do you think that kolam is not just an art? *Cuba*, ah, ah, Pupil 6, Pupil 6… never mind, try, wrong never mind. You just answer, *cuba dahulu. Cepat-cepat.*
Pupil 6	:	Why do you think kolam is not just an art?
Teacher	:	Why do you think kolam is not just an art? What is the answer?
Pupil 6	:	Kolam is not just an art….
Teacher	:	Look at the last paragraph, they talk about, kolam is much more than just an art, it symbolizes happiness and prosperity. It is also served …
Pupil 6	:	it symbolizes happiness and pros…
Teacher	:	Prosperity.
Pupil 6	:	Prosperity. It is also served to feed insects and birds to show man's concern for all living creators…
Teacher	:	Creatures.
Pupil 6	:	Creatures.
Teacher	:	Yes, that is the answer, sit down. *Dapat tu?* O.K. the last one, Kolam was not just a practice by the Hindus. Explain. Who wants to try to answer? Pupil 1? Can you try?
Pupil 1	:	It is a Hindu tradition. It was also known to be practiced by the Buddys and Parsis.
Teacher	:	Buddhists.
Pupil 1	:	Buddhists and Parsis.
Teacher	:	Yes, that is the answer. Dapat? O.K. So, number four, it is the symbol of happiness and prosperity. It also shows man care for other living creatures. O.K. number five, kolam was not just practiced by the Hindus. Explain. *Bila dia cakap* explain, you *kena bagi tahu la sikit*, maybe a few or one or two sentences, understand or not, O.K. *satu atau dua ayat.* It was also known to be practiced by the Buddhists and Parsis. So, what, where is the answer? *Jumpa jawapan dia?* Second paragraph itu, *ayat yang kedua* last, O.K.? O.K. *dapat? Ha, itu caranya*. O.K. so…. This one, I want you to paste this on your book and then you answer these questions. O.K.

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		you cut, cut this one, and then cut another one, *dua,* two pieces. Understand or not? Cut two pieces, this one one, this one one.
Pupils	:	Which book?
Teacher	:	Ah, comprehension. Answering questions is comprehension. O.K. do it at home, not here, O.K. O.K. now here another exercise. This, O.K. this one, this is about…? What?
Pupils	:	Kolam.
Teacher	:	Kolam, O.K. There are some other, ah…. other traditions, cultures realated to other races and religious, religions in our, our country. What are the races in Malaysia? Pupil 23, you know any other races? Apa race? Race, race? *Apa* race? Race?
Pupils	:	*Nasi.*
Teacher	:	*Itu* rice *la, alamak.* Race *apa,* race*? Kita bincang pada hari Isnin, kan?* We discussed this Monday. Race, religions, ha, what are the races in Malaysia? Malays… Chinese, Indians. *Itu la* race, race *ialah bangsa…* Other than that, other than that?
Pupils	:	Kadazan.
Teacher	:	Kadazan, Iban. O.K. so O.K. I have another exercise for you. *Simpan kertas itu!* (Teacher instructs a pupil in front) O.K. keep in your books and close it. (Pupils keep the first worksheet.) O.K. So, I want … O.K. ten of you come in front, ten of you. Ten of you come here, O.K. come, three, four, five, six, seven, eight (teacher counts as the pupils go to the front, one by one). O.K. one, two, three, four, five, six, seven, eight, nine, O.K. another one.
Pupils	:	Ten!
Teacher	:	O.K. good. O.K. I want you to take one. (Teacher has strips of paper arranged on her table.) O.K. take down, this one, this side, *belah sini,* (as a pupil takes a strip of paper) *Cepat,* go and sit there. Stand in front. Faster, just take and go, just take and go, faster, faster, come (the pupils take a strip of paper each). Hey, don't go away, sit down. O.K., don't go, stand here! (The pupils gather at the side of te class) stand here. O.K. Pupil 1, go that side. O.K. go! O.K. stop, stop, stop, stop. Pupil 11, go that side, please. (The 10 pupils line up on the right of the teacher.) O.K. so I want another ten of you come. O.K. ten. One, two, three, four, five, six, seven, eight, nine… O.K. take this one (teacher shows strips of paper), I give you ah… only one minute, O.K. I give you one minute, you take this one, you read and then you find your friend. O.K. match this. *Boleh padan dengan* this… (teacher shows strips of paper) *faham? Yang ini tak boleh cakap* (teacher shows the pupils standing with a strip of paper each) don't talk, let them do themselves, O.K.? Let them do themselves… Hey, shh!! O.K. can we start?
Pupils	:	Yes…
Teacher	:	O.K. come! *Awak berdiri di situ, yang bergerak* those sitting. (The remaining seated upils take a strip of paper each from the teacher's table) O.K. another one, O.K. now find your partner. (pupils go around to look for their partner.) For example, ngajat dance, who can match this one, ngajat dance. *Orang?*
Pupils	:	Iban.

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Teacher	:	Orang Iban, where's Iban? Where's Iban? O.K. your friend is Iban. *Cepat, buat… O.K. tunjuk saja,* you cannot talk. *You tak boleh cakap, Pupil 11, tunjuk saja, O.K. cari, cepat.* O.K. one, you just show only (teacher holds up both her hands) O.K. *cari cepat,* one, two… (Pupils also call out their friends to look for their matching phrases. The first group of pupils remain standing, while the second group of pupils look for their partner, the pupils who have completed, show to the teacher) O.K. you go and stand there (teacher points to the front of the class). One, two, *cepat.* Go and stand there, did you manage to find your partner?
Pupils	:	Yes. (Pupils make a lot of noise during this activity, mostly speaking in Malay.)
Teacher	:	O.K., finish?
Pupils	:	No!
Teacher	:	Pupil 17... O.K. *dah?* Now you check. O.K. now we check the answer. O.K. now we check the answers. Number one, O.K. bajau, bajau, bajau (teachers holds a strip of paper from the first pair of pupils and then the other strip of paper from the second pupil) rears horses, *betulkah?* Bajau people, they rear, ah they ah, bajau rears horses, *betul tak? Betul?*
Pupils	:	Yes.
Teacher	:	Correct or not?
Pupils	:	Yes.
Teacher	:	(Teacher gives back the strips of papers to the respective pupils and continues with the second pair.) O.K. this one, lantern festival, who celebrate lantern festival? Chinese, O.K. What they prepare for the lantern festival? *Apa mereka… hey awak nak cakap lagi,* (teacher points to a pupil) turn this side. Pupil 2 *sana sikit*, O.K. Pupil 11 sit straight. O.K. lantern festival celebrated by the Chinese, *kan*. Chinese people celebrate lantern festival, yes or not? So what they did there actually? *Lanterns atau pun tanglung, tanglung ya? Betul tak?* And then *dia orang buat apa?* Moon? Moon…
Pupil 1	:	Cake.
Teacher	:	Mooncake. See (teacher gets the second strip of paper from the second pupil) lantern festival, mooncake, O.K. next… (teacher gets the strip of paper from the third pair of pupils) You? Indian woman, Indian woman, hey! Indian woman, what is related to Indian woman? (teacher takes the second strip of paper from the other pupil) Saree, *betul tak?*
Pupils	:	Yes.
Teacher	:	Indian woman wears saree. *Betul?*
Pupils	:	Yes.
Teacher	:	See yours (teacher moves the the fourth pair of pupils). *Silat, apa silat ini?*
Pupils	:	Silat…
Teacher	:	*Silat gayong atau silat…* Silat is a Malay martial art, *betul?*
Pupils	:	Yes.
Teacher	:	O.K. (teacher moves to the 6th pair of pupils) Next, wau. What is wau? O.K. wau is a type of kite, *tapi dia besar kan. Dia macam*

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		layang-layang tapi dia besar, kan. Yang bentuk macam-macam, shapes, patterns and so on. O.K. So, Kelantanese usually play wau, yes or not? (Teacher moves to the 7th pair of pupils) O.K. yours? Kolam, what is kolam? Kolam is a … artwork. O.K. (teacher moves to the 8th pair of pupils) O.K. ngajat dance, ngajat dance … Iban. Betul tak?
Pupils	:	Yes.
Teacher	:	O.K. (Teacher moves to the 9th pair of pupils) Indian man, Indian man, O.K. an Indian man wears kurta. O.K. Indian man, kurta. *Awak jangan main-main, benda ini masuk UPSR tahun depan. Soalan bahagian* vocabulary *ke, faham?* (Teacher moves to the 10th pair of pupils) O.K. Chinese, Chinese, dragon dance, *betul tak?*
Pupils	:	Yes.
Teacher	:	Yes. Correct. Dragon dance. O.K. (Teacher moves to another pair of pupils.) O.K. What is this? Lion dance, also Chinese, correct or not? O.K. so, you already know the festivals and then the races celebrate the… ah according to *apa*, festivals. O.K. give a big clap for you all (pupils clap), go and sit. (Teacher collects the strips of paper and pupils go back to their respective places.) O.K. now I want you to take out your vocabulary book and then list down all the words. List all the words on the whiteboard in your vocabulary book. Go back and then find the meanings of the words in Malay, O.K.? *Dapat tak? Sekarang,* take out your vocabulary book and then you write all these (teacher points to the words written on the whiteboard). O.K.? *Balik rumah cari maksud dalam bahasa?*
Pupils	:	Melayu.
Teacher	:	Yes, find the meanings in Malay, O.K.? *Cepat-cepat, dah nak balik ni.* Faster! Number one, two, three, this one no need, four… (teacher labels the words on the board)
Researcher	:	Kamu ada tak kamus dwi bahasa?
Pupil 6	:	Ada.
Researcher	**:**	**[Excerpt 14]** **Kamu selalu guna kamus dwi-bahasa ini ke?**
Pupil 6	**:**	**Selalu.**
Researcher	**:**	**Ya, kalau kamu guna kamus dwi bahasa, kamu lebih faham ke?**
Pupil 6		**Ya, lebih faham,**
Researcher	**:**	**Kamu ada guna kamus Bahasa Inggeris-Bahasa Inggeris?**
Pupil 6	**:**	**Ada.**
Researcher	**:**	**Selalu guna tak?**
Pupil 6	**:**	**Kadang-kadang.**
Researcher	**:**	**Kadang-kadang. Bila cikgu suruh atau kamu sendiri nak cari makna perkataan ke?**
Pupil 6	**:**	**Sendiri.**
Researcher	**:**	**Sendiri. Cikgu tak suruh guna kamus Bahasa Inggeris-Bahasa Inggeris?**
Pupil 6	**:**	**Tak.**
Researcher	**:**	**O.K. Terima kasih. (Pupil 6 smiles.)** *Tengok* vocabulary book *ya…* (Researcher approaches a pupil who

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		opens his vocabulary book with a list of words/phrases and the meanings in Malay but with some incomplete meanings.) *Memang selalu cikgu suruh cari makna perkataan ke? Ada yang tak cari ni, ada yang tak buat.*
Pupil 1	:	Hmmm…
Researcher	:	*Tak tahu? Kalau tak tahu macam mana?*
Pupil 1	:	*Tanya kawan.*
Researcher	:	*Tanya kawan…* (Researcher moves to another pupil.) *Tengok, oh, semua dah buat. Perkataan in mana dapat?*
Pupil 12	:	Teacher *bagi.*
Researcher	:	*Yang ini?* (Researcher points to the meanings in Malay.)
Pupil 12	:	*Cari maknanya.*
Researcher	:	*Cari dalam mana?*
Pupil 12	:	*Kamus.*
Researcher	:	*Semua orang ada kamus?*
Pupil 12	:	Mmmm.
Researcher	**:**	Pupil 14 *kenapa diam saja?* (Researcher approaches the pupil next to Pupil 1.) *Kamu tak pernah bercakap pun, ha* Pupil 14? *Kenapa? Malu?* (Pupil 14 shakes his head.) *Tak ada. Ada buat* list *tak? Tengok…* (Pupil 14 shows his completed work in the exercise book.) *Oh,* O.K. **[Excerpt 4]** **(Researcher asks Pupil 1.) *Selalu kalau dah belajar perkataan Bahasa Inggeris, lepas itu buat maksudnya dalam Bahasa Melayu,* you *lebih faham atau pun lebih ingat ke? Boleh lebih ingat ke, …?***
Pupil 1	**:**	***Sikit…***
Researcher	**:**	***Sikit-sikit, kalau lain kali* you *kalau jumpa perkataan* decorative *itu, yang hari ini buat ini kan, lain kali boleh ingat tak maknanya?* (Pupil 1 nods.) *Boleh, ya? (Pupil 1 nods again.) Kalau tak rujuk kamus boleh tak dapat maknanya dalam Bahasa Melayu?* (Pupil 1 shakes his head.) *Tak boleh? Tu tadi cikgu dah ajar itu, banyak.***
Pupil 1	**:**	***Ada, ada la.***
Researcher	**:**	***Ada yang boleh, ada yang tak boleh, ya?* (Pupil 1nods.)**

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Lesson 6

Teacher	:	I want you to arrange, *susun ya.* Arrange this to make a word, to make a…
Pupils	:	Word.
Teacher	:	So you can do and then can get one word. Alright, who wants to try first? Who wants to try? Come here and arrange this, get one word.
Pupils	:	*Setengah huruf ke?*
Teacher	:	All, one, two, three, four, five, six, seven, eight. (teacher counts the number of letters on strips of paper) Who wants to try? O.K. Pupil 17, *datang.* (Pupil 17 goes to the front of the class) O.K. let Pupil 17 try first. (Pupil 17 tries to arrange the letters to form a word.) *Susun la semua huruf.* You must get one word, use all. All the letters. O.K. can you? (Pupil 17 shakes her head.) No, O.K. never mind, go and sit. Anyone else? Anyone? Faster… at the back? Pupil 8, come. (Pupil 8 goes to the front and arranges the letters.) What is that?
Pupil 8	:	*Tak tahu la…*
Teacher	:	Don't know? Huh, can you? (Pupil 8 shakes her head.) O.K. anyone else? *Sikit lagi,* O.K. Pupil 24, come. (Pupil 24 tries to arrange the letters.) O.K. cannot? (Pupil 24 shakes her head.) Cannot? O.K. never mind, O.K. any boys? Now we go to the boys, O.K. anyone? Pupil 14 or Pupil 1, or anyone? Come. Pupil 11? Pupil 1, come. *Cuba.* Come, Pupil 1. (Pupil 1 comes to the front and arranges the letters.) You can do this one, you be the hero of the class. O.K.? You can do, you be the hero of the class. *Dekat-dekat lah tu…* O.K. I give you the first letter. (Teacher shifts the letter 'F' to the front and Pupil 1 arranges the letters.) What is that?
Pupil 1	:	Festival.
Teacher	:	Very good. Give him a clap. (The other pupils clap their hands.) The hero of your class, Pupil 1 is the hero of the class. O.K. very good. (Teacher holds up the letters one by one) F-E-S-T-I-V-A-L, what is that?
Pupils	:	Festival.
Teacher	:	Festival. Is that very difficult, Pupil 20? O.K. never mind, so you had a very good try, O.K. So, this is festival. *Apa dia* festival? *Belajar seminggu ini* festival *saja.* O.K. you know festival or not? Spell festival…
Pupils	:	F-E-S-T-I-V-A-L, festival.
Teacher	:	O.K. so our topic today is about festival. *Apa dia* festival?
Pupils	:	*Pesta.*
Teacher	:	*Pesta, lagi?*
Pupils	:	*Majlis.*
Teacher	:	*Majlis,* what else? *Pesta, majlis, lagi?*
Pupil 1	:	*Perayaan.*
Teacher	:	*Perayaan,* very good! *Perayaan,* so *perayaan, perayaan-perayaan,* so many festivals in Malaysia, yes or not? There are so many festivals in Malaysia. Give me one? Give me one festival in Malaysia? Ha…
Pupil 9	:	Lantern festival.
Teacher	:	Yes? Lantern festival. You? Sit properly, put down your bag. *Duduk*

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		elok-elok. O.K. *apa dia?* Give me one festival. Pupil 11? Pupil 12? Pupil 14? There are so many festivals in Malaysia, O.K. One is Lantern Festival. Festival *ialah perayaan, tahu perayaan ke?* Ha, give me one? Pupil 2? Pupil 20? Pupil 2? Give me one. Pupil 19?
Pupil 19	:	Deepavali.
Teacher	:	Deepavali, yes! You (Pupil 13)?
Pupil 13	:	Chinese New Year.
Teacher	:	Chinese New Year. Chinese New Year. (Teacher writes on the board.) Then, Lantern Festival.
Pupils	:	Hari Raya.
Teacher	:	Yes?
Pupils	:	Hari Raya.
Teacher	:	Hari Raya. O.K. Raya, next?
Pupils	:	Deepavali.
Teacher	:	Deepavali. Next?
Pupils	:	Christmas.
Teacher	:	Christmas. What else?
Pupils	:	Wesak.
Teacher	:	Wesak Day. O.K. Wesak Day. So, *perayaan lah ini, betul tak?* O.K. now. O.K. now, I want you to listen to the text. Listen carefully. Listen carefully, now, O.K. (Teacher reads a text aloud) O.K. Festivals. Malaysians enjoy a colourful variety of festivals. Some of these festivals are religious and some are cultural. The beautiful thing about the Malaysians is the way they go around celebrating such festivals. Malaysians have very good attitudes. They visit one another on such festivals. The two auspicious festivals of the Muslims are the Hari Raya Aidil Fitri and the Hari Raya Haji or Aidil Adha. On these two occasions, they have open house for their friends and relatives. There is a lot of eating and drinking about the guests. One of the famous choice of the food is the rendang with lemang or ketupat. All Chinese irrespective whether they are Christians, Budhists or Taoists or Muslims celebrate the Chinese New Year. This is a cultural festival. Chinese New Year begins on the eve of the new Year to the fifteenth of the month. Besides this, there are the festival of lights or Deepavali, Hari Gawai and Christmas. On all these festivals, Malaysians of all races join hands to visit the house, to make their festivals memorable ones. O.K. have you listened? O.K. O.K. So, I want to ask. Enough once? You want to listen again? You want me to read again? *Lagi sekali nak baca? Cukup? Sekali dah faham?* Enough?
Pupils	:	No.
Teacher	:	No? O.K. I read again, you listen carefully, O.K. O.K. Festivals. Malaysians enjoy a colourful variety of festivals. Some of these festivals are religious and some are cultural. The beautiful thing about the Malaysians is the way they go around celebrating such festivals. Malaysians have very good attitudes. They visit one another on such festivals. The two auspicious festivals of the Muslims are the Hari Raya Aidil Fitri and the Hari Raya Haji or Aidil Adha. On these two occasions, they have open house for their friends

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		and relatives. There is a lot of eating and drinking among the guests. One of the famous choice of the food is the rendang with lemang or ketupat. All Chinese irrespective whether they are Christians, Budhists or Taoists or Muslims celebrate the Chinese New Year. This is a cultural festival. Chinese New Year begins on the eve of the new Year to the fifteenth of the month. Besides this, there are the festival of lights or Deepavali, Hari Gawai and Christmas. On all these festivals, Malaysians of all races join hands to visit the house, to make their festivals memorable ones. O.K. clear? O.K. now I want to ask a few questions. Can you answer the questions orally? Ehmm, O.K. Number one, Muslims celebrate? Dot, dot, dot, dot. Muslims celebrate?
Pupils	:	Hari Raya…
Teacher	:	O.K. I give you options. A, Hari Raya Aidil Fitri. B, Christmas. C, Hari Gawai. D, Chinese New Year.
Pupils	:	Hari Raya Aidil Fitri.
Teacher	:	So, you know the answer. Very simple. The answer is Hari Raya Aidil Fitri. O.K. Number two, Malaysians visit the homes of their friends…
Pupils	:	Open house, open house.
Teacher	:	During their… Malaysians visit the homes of their friends during the A, during the monsoon seasons, during the festive seasons, C, during the holidays, D, during their visits to their hometowns.
Pupils	:	D, C…
Teacher	:	C? I read again, listen carefully. A, during the monsoon seasons, B, during the festive seasons, C, during the holidays, D, during their visits to their hometowns. What is the answer?
Pupils	:	During the visits…
Teacher	:	Monsoon seasons itu apa? *Musim monsun, macam itu.* Correct or not? O.K. listen, listen again, O.K. Malaysians visit the homes of their friends, *bila masa mereka pergi ziarah kawan? Masa bila?*
Pupil 1	:	B… during the festivals.
Teacher	:	During the festivals, so? What is the answer?
Pupils	:	B!
Teacher	:	B, during the festive…
Pupils	:	Festivals.
Teacher	:	Festive seasons… Festive seasons, festivals or festive seasons. O.K.? Number three, Who celebrate Christmas? Who celebrate Christmas? O.K. the Hindus, B, the Muslims, C, the Christians, D, the Buddhists.
Pupils	:	C, Christians.
Teacher	:	C? What is the answer? The Christians. O.K. Number four, During the open house, you know open house or not?
Pupils	:	Yes.
Teacher	:	The guests are, the guests are A, given plenty of money, duit raya. B, given plenty of food and drinks, C, given plenty of advice, O.K. advice?
Pupil 1	:	*Nasihat.*
Teacher	:	*Nasihat*. O.K. D, given a chance to sing. What is the answer?

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Pupils	:	B.
Teacher	:	B? What is the answer B?
Pupils	:	*Ah, apa itu….*
Teacher	:	So you go to your friends house during open house, what did they give you? Money?
Pupil 1	:	No. Food and drinks.
Teacher	:	*Awak ini ingat duit raya saja.*
Pupils	:	Food and drinks,
Teacher	:	Food and drinks. Food and drinks, O.K. Number five, What is the one of the favourite food among all Malasyians on Muslims festive seasons? A, nasi kunyit, B, chicken rice, C, fish head curry, D, rendang with ketupat. What is the answer?
Pupils	:	D.
Teacher	:	D? What is that? Rendang with …?
Pupils	:	Ketupat.
Teacher	:	Ah, don't go to the Hari Raya and ask, *makcik, makcik nak nasi kunyit*, so no, ah during the Hari Raya, you can get what? Rendang, nasi… nasi himpit also can, yes or not, nasi himpit, ketupat, lemang, *lagi*? There are so many things. O.K. if you go to Chinese house, what do you get?
Pupils	:	Ah…
Teacher	:	Chinese house?
Pupils	:	Ang pau.
Teacher	:	Ang pau, very good. Ang pau, lagi? They give what? Orange and then what they give you?
Pupils	:	Mooncake.
Teacher	:	Mooncake?
Pupils	:	Ha, ha, ha….
Teacher	:	Yes? Dragon cake?
Pupils	:	Ha, ha, ha…
Teacher	:	*Ada* dragon cake? O.K. what else? You go to the Chinese house during the Chinese New Year, they give you what? Of course, they give you ang pau, yes or not? Ang pau *itu maksudnya apa?*
Pupil 1	:	*Duit raya.*
Teacher	:	Ha?
Pupils	:	*Duit raya.*
Teacher	:	*Duit raya, pulak.* Ang pau itu Chinese punya word tau? *Maksudnya paket bewarna merah, faham? Ang pau, O.K. dalamnya apa?*
Pupils	:	*Duit.*
Teacher	:	Ha, they give you one ringgit, two ringgit or five ringgit…
Pupils	:	Ten ringgit. One hundred.
Teacher	:	One hundred, O.K.? And then they give you? Kacang kan? Groundnuts, O.K. groundnuts and then they give you cakes, biscuits, and so on. O.K.? Cookies, especially oranges, you know oranges? So many types of oranges, big, small, O.K. And then you go to Indian house during the Deepavali, what you get?
Pupils	:	Biscuits. Mooncake.
Teacher	:	Mooncake?

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Pupils	:	Ha, ha, ha…
Teacher	:	Hey, you go to Indian house during Deepavali, what they give you?
Pupils	:	Maruku.
Teacher	:	Maruku, O.K.
Pupils	:	Roti canai.
Teacher	:	Roti canai, what else?
Pupils	:	Tosei.
Teacher	:	Tosei, what?
Pupils	:	Nasi beriani.
Teacher	:	Yes? Nasi Beriani, O.K. Beriani rice, next?
Pupils	:	Muruku, muruku.
Teacher	:	Yes, special itu, special one.
Pupils	:	Muruku.
Teacher	:	You go to Indian, they give you muruku, Deepavali, yes, you must have that.
Pupils	:	Curry.
Teacher	:	Curry, O.K., so you know. You *sudah biasa makan di Malaysia kan?* You know about the festival and about the people in Malaysia. O.K. so I give you, ah, this one and then I give you letters, sets, sets of letters, six, six groups. O.K. I give you sets of letters, one each group, can three, four or three in one group and you take this one, I give you three minutes, three minutes to arrange the letters. Arrange, *macam tadi la*, arrange *jadi* one word. O.K. take one and then to rearrange the letters to get one word, satu *perkataan sahaja, faham?* You must get one word with all these, O.K.? Try, try yourself. O.K. (Teacher goes around the class to distributes the sets of letters and arranges the pupils in groups.) Pupil 11, you go there, you go this side, Pupil 2 you go there.
Researcher	:	(Researcher goes to a group of four girls, the girls have difficulty in arranging the letters) This is a difficult word, *ini perkataan susah ini, susah nak dapat ini.* Clue, start dengan a. (Researcher moves to a second group of girls.) *Depan dah betul ni, ini dah betul (C-U-L) Sampai sini betul dah, (C-U-L-T-) Sampai sini betul dah (C-U-L-T-U-)* Then the pupils arrange the word: C-U-L-T-U-R-A-L. Wow, terrornya. What word is that? *Apa perkataan itu?*
Pupil 9	:	Ah…
Researcher	:	*Apa perkataan itu? Dah betul itu.*
Pupil 9	:	*Tak tahu.*
Researcher	:	*Tak tahu? Tapi dah tahu eja itu? Tahu eja pulak, perkataan ini namanya, dengar lah Pupil 19,* cultural.
Pupil 19	:	Cultural.
Researcher	:	*Ha, nanti cakap dengan cikgu la,* cultural. *Apa maksud* cultural?
Pupil 19	:	Ah….
Researcher	:	*O.K. tadi kan? Cikgu baca teks itu kan? Perkataan itu dia ambil dari sana la. Tadi masa dia baca itu, boleh faham tak*? (Pupils smile and shake their heads) *Tak faham? Ya? Lepas itu cikgu tanya soalan boleh jawab? Ha? Ini pandai ini, buat sendiri ini, saya cuma cakap ini betul, ini betul, ha. Kan? Cari maksud dia, apa dia* cultural

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		(Researcher moves to another three girls.) *Tengok, hei, dah hilang ini.* (Researcher takes a letter.) *Ini apa? D ke P ke? Hmm?*
Teacher	:	Finish?
Pupils	:	No!
Researcher	:	(Researcher tells Pupil 19's group) You finish, you tell teacher you finish.
Pupil 19	:	Teacher, finish!
Researcher	:	(Researcher moves to two pupils.) Two of you, finish or not? (Researcher looks at the word arranged on the table.) What word is this? Hey, no! (The pupils try to rearrange the word). *Tadi dengar cikgu baca teks itu kan?*
Pupil 8	:	*Dengar.*
Researcher	:	*Ha, dalam itu ada lah…*
Pupil 8	:	*Lupa, dah…*
Researcher	:	Ha, what word is this? (Researcher moves to Pupil 1 and Pupil 14.) O.K. Pupil 1, finish huh. Pupil 14, what word is this? How do you read this word?
Pupil 14	:	Celebrate.
Researcher	:	Celebrate. What is the meaning celebrate? *Apa maksudnya*? Huh? Aizat, what is the meaning celebrate?
Pupil 1	:	*Menyambut.*
Researcher	:	*Menyambut.* O.K. you know, huh. Pupil 1, *nak tanya, tadi* teacher *baca petikan itu boleh faham ke? (pupil 14 and Pupil 1 nod.) Banyak perkataan faham ke, semua faham ke macam mana?*
Pupil 14	:	Sikit.
Researcher	:	*Boleh faham semua ke?* (Pupil 14 shakes his head.) *Bukan semua la, kalau kata* percent, percent *10* percent *ada ke? 80* percent *ke? Berapa peratus yang boleh faham? (Pupil 14 shakes his head) Semua faham? Tadi cakap tak, sekejap ya. Faham tak?* (Pupil 14 shrugs.) *Ada yang tak faham la.* (Pupil 14 nods.) *Ya, kenapa boleh tak faham masa cikgu baca?* (Researcher turns to Pupil 1.) Pupil 1, you can understand or not when your teacher read the text just now? (Pupil 1 nods.) *Semua?*
Pupil 1	:	No…
Researcher	:	No, *kenapa tak faham? Ada yang tak faham itu kenapa? Huh, cakap lah, tak pernah dengar perkataan tertentu?* (Pupil 1 shakes his head.) *Ke macam mana? Tak tengok, tak tengok kertas itu tak faham?* (Pupil 1 shakes his head.) *Huh, tak tahu? Cakap lah Pupil 1!*
Pupil 1	:	*Tak pernah dengar.*
Researcher	:	*Tak pernah dengar…. Tapi, kenapa tak tanya? (Pupil 1 smiles.)*
Teacher	:	(Back to the teacher, the pupils are busy calling the teacher to check their words and the teacher goes around to check their work.) Cultural, O.K. good, cultural.
Pupil 1	:	Teacher, celebrate.
Teacher	:	Celebrate. (Teacher goes to Pupil 8 and her partner) Wrong, O.K. your first letter is R. (The pupils try to arrange the word again, Pupil 1 helps them.) Religious.
Researcher	:	Religious… Comes from the word religion but it's religious, another

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		meaning. (Researcher moves to the girls in front) Ha, very good, how did you manage to get this word? (Auspicious.) *Siapa ajar?*
Pupil 17	:	*Teacher ajar.*
Researcher	:	Oh… teacher ajar but it's a very difficult word, and then what is the meaning?
Pupil 10	:	*Bertuah.* (Pupils are holding dictionaries.)
Researcher	:	Ah, auspicious day, yes.
Teacher	:	Now look for the meaning in your dictionary. *Cari maksud dalam Bahasa Melayu dan Bahasa Inggeris. Cepat!*
Researcher	:	(Researcher moves to Pupil 2's group) Not yet get your word? O.K. Pupil 19 *tolong.*
Pupil 19	:	Teacher, *ini p ke d?*
Teacher	:	P. (The list of words written on the board: eve, cultural, celebrate, variety, occasions, auspicious.) (Teacher helps Pupil 2's group) Attitudes, what is this?
Researcher	:	How to read this one? Attitudes, attitudes. (Other pupils are busy looking up for meaning of their words using bilingual dictionaries. Researcher approaches Pupil 8 and her partner again.) Religious, from the word religion, religion *ialah apa?*
Pupil 8	:	*Agama.*
Researcher	:	Religious? *Keagamaan, ha, macam itu lah. Kadang-kadang dia tukar sedikit Bahasa Inggeris, dia jadi lain lah, kata nama jadi kata kerja. Jadi lebih kurang macam itu lah,* so this is not *agama sahaja tetapi keagamaan. Acara keagamaan atau upacara keagamaan, ha, macam itu lah.* Teacher *suruh cari dua makna, Bahasa Inggeris satu dan Bahasa Melayu satu.* (Pupils nod.)
Teacher	:	(Back to teacher) O.K. listen carefully, O.K. so *cuba tengok maksudnya* (teacher flips through the dictionary), *ya,* teacher *kata* you find the meanings in both English and Malay, yes or not? *Dalam Bahasa Melayu dan juga Bahasa Inggeris. O.K. Bahasa Melayu dan Bahasa Inggeris, dengar sini, jangan peduli sana!* (There are pupils singing which can be heard on the sound system) *So, bila you cari maksud Bahasa Melayu,* you can use this dictionary, *Bahasa Melayu Bahasa Inggeris atau Bahasa Inggeris Bahasa Melayu, kamus ini untuk cari maksud, ya tak? Kalau nak cari Bahasa Inggeris,* English to English, English to English, that means they give you one word, *satu perkataan,* and then they give you the explanation, explanation *apa maksudnya? Penerangan kepada perkataan, jadi awak kena cari buku apa? Kamus yang* English to English, *faham? Kalau terjemah baru cari kamus Melayu English atau* English Malay. *Tapi, untuk* English English, *awak kena guna buku apa? Yang terbaik ialah kamus* Oxford, Oxford Advanced Learners, very good one, *dalam* library *banyak kan,* you can go to the library and then take this one, and then *cari maksudnya. Boleh?* O.K. look at the first one, what is auspicious? *Huh, awak cari dalam kamus itu ada perkataan* auspicious*, apa dia? Bertuah… betul?* Something good, O.K.? Lucky *macam itu lah.* O.K. O.K. you? (Teacher moves to the group of boys.)
Pupils	:	Occasions.

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Teacher	:	Occasions, *apa dia* occasions?
Pupils	:	*Peristiwa.*
Teacher	**:**	*Peristiwa ataupun* occasions, we want to have something. *Pada hari yang tertentu kan, mereka buat sesuatu, itu* occasions, O.K.? Yours? (teacher asks another group of pupils.) **[Excerpt 6]** **Eve, *apa itu* eve? Eve? *Sebut ikut cikgu*, eve…**
Pupils	**:**	*Eve!*
Teacher	**:**	**O.K. Pupil 5, look for the meaning 'eve' in your dictionary. (Pupil 5 looks in the bilingual dictionary.)**
Pupil 5	**:**	***Sehari sebelum sesuatu perayaan.***
Teacher	**:**	**Yes. Eve *ialah satu malam sebelum perayaan. Malam atau petang sebelum perayaan.* Evening ataupun night before the festival. *Dah faham belum?*** So, eve ialah satu apa? *Malam sebelum perayaan.* The day before, evening or night before the festival. O.K.? O.K. next, yours, what is yours?
Pupil 10	:	Cultural.
Teacher	:	Cultural, what is cultural?
Pupil 21	:	*Kebudayaan.*
Teacher	:	Culture, *kebudayaan.* Yours? Attitudes, attitudes, *tak cari lagi?* Hey, attitudes, (pupils look for the meaning in the bilingual dictionary) *cepat!* Yours Pupil 1?
Pupil 1	:	Celebrate.
Teacher	:	What is celebrate?
Pupil 1	:	*Meraikan.*
Teacher	:	*Meraikan,* to celebrate something. O.K. you?
Pupil 15	:	Variety.
Teacher	:	Yes?
Pupil 15	:	Variety.
Teacher	:	Variety, variety, variety, *apa dia*? Many types. Many? Types, so many. *Berjenis-jenis, ya.* You? Yes, what is your word?
Pupil 18	:	Religious.
Teacher	:	Religious. Religious means what?
Pupil 8	:	*Keagamaan.*
Teacher	:	Keagamaan, related to the religion. O.K. *Dah faham sekarang? Cuba tengok perkataan di sini.* Now I want you to try, match this with this (teacher points to the list of words and definitions provided on the board). *Cuba cari maksudnya.* Who can give number one? *Apa dia cepat!* Number one, eve.
Pupils	:	The day before the special day.
Teacher	:	O.K. eve here means, you can say evening before or evening before the special day. O.K.? Next, cultural. What is cultural? Pupil 19, close your book, listen here. O.K. cultural, *apa dia* cultural? *Kebudayaan kan,* yes?
Pupil 1	:	Customs of certain groups.
Teacher	:	Customs of certain groups. *Adat, apa? Adat yang berkaitan dengan bangsa, agama dan sebagainya. Faham?* O.K. next? Celebrate.

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Pupil 1	:	Having a party to honour it.
Teacher	:	O.K. Having a party to honour it. O.K. Right. O.K. variety?
Pupils	:	Behaviour or manner.
Teacher	:	Variety?
Pupil 8	:	Of different types.
Teacher	:	Ha, of different types. O.K. Occasions? Occasions.
Pupils	:	Behaviour or manner.
Teacher	:	Occasions… O.K. *tak apa, biar dulu.* Auspicious?
Pupils	:	Rare.
Teacher	:	Rare? *Betul?* Attitudes? What is attitudes?
Pupils	:	Events.
Teacher	:	Attitudes. Attitudes *apa? Tak dapat cari?* Attitudes *ialah awak punya cara*, so what is the answer?
Pupils	:	Different.
Teacher	:	*Dapat tak?* Attitudes…
Pupil 1	:	Behaviours or manners.
Teacher	:	Yes, behaviours, behaviours or, behaviours or manners. *Tingkah laku kita, perangai kita semua masuk dalam* attitudes, O.K.? Next, religious?
Pupils	:	Connected to religion.
Teacher	:	Yes, connected to religion. O.K. so what else? Auspicious? Occasions *apa?*
Pupil 1	:	Events.
Teacher	:	Events, so auspicious?
Pupil 1	:	Rare.
Teacher	:	Something good. Lucky, rare, something good la. *Dah faham semua?*
Pupils	:	Yes.
Teacher	:	*Ha, kalau tak tahu, tinggal dulu, dah siap lain-lain, baru buat. Dapat?* O.K. O.K. teacher give you worksheet now, find the answers, try to answer these. Try to answer these first. (Teacher distributes worksheet.) Try to do yourself, *jangan tanya kawan.*
Researcher	:	(Researcher approaches Pupil 8) *Kelas pukul berapa habis?*
Pupil 8	:	*Satu dua puluh.*
Researcher	:	*Satu empat puluh?*
Pupil 8	:	*Satu dua puluh.*
Researcher	:	*Oh, dah satu dua puluh pun, dah loceng lah ni, balik dah?*
Pupils	:	Teacher *buat*, teacher?
Teacher	:	Yes, do now, discuss the answer, *buat cepat.* O.K. there are three words for each picture, right or not? You have three words for each picture, so you find the words and then fill in the blanks. O.K.? *Ada kamus kan, guna, cepat… Buat sendiri.* (After a few minutes) Finish?
Pupils	:	No…

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Lesson 7

Teacher	:	O.K. look at these words, O.K. look at this one, I give you two words. Look at this one (teacher writes on the board) To and Two. O.K. what is the difference the two words here?
Pupil 1	:	Different meaning.
Teacher	:	Different meaning, very good. O.K. this one is to, to, where you go to, right? O.K. this one?
Pupils	:	Two, number two.
Teacher	:	Number two, alright… O.K. look at this one, (teacher writes on the board) today and two days. Today, two days, *ada beza tak?*
Pupils	:	*Ada.*
Teacher	:	So today means today? Two days means?
Pupils	:	*Dua hari.*
Teacher	:	Ha, so you must say the s, today, *hari ini*, two days, *dua hari, dapat tak?* So, our title today is, so look at the meanings, meanings, the pronunciatiaon is the same, *sebutan dia sama* but the meaning is different. O.K., so look at some words here, now let us, ah, look at your, look at your textbook, turn to page 116. O.K. Pupil 11, 116… O.K. are you ready? Turn to page 116, O.K. listen and say these words, listen and say these words. O.K. look at the first one, Listen, listen.
Pupils	:	Listen, listen.
Teacher	:	Wrap
Pupils	:	Wrap
Teacher	:	Wrong
Pupils	:	Wrong
Teacher	:	Hour
Pupils	:	Hour
Teacher	:	Island
Pupils	:	Island
Teacher	:	Hat
Pupils	:	Hat
Teacher	:	Often
Pupils	:	Often
Teacher	:	Whistle
Pupils	:	Whistle
Teacher	:	Rise
Pupils	:	Rise
Teacher	:	Honour
Pupils	:	Honour
Teacher	:	Two
Pupils	:	Two
Teacher	:	O.K. so these are few words, that means you must know the words, how to say the word and then the meanings, understand or not? The meanings, before we go to this one, I want you to repeat the words, say again. Listen
Pupils	:	Listen

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Teacher	:	Wrap
Pupils	:	Wrap
Teacher	:	That means w no sound, wrap. Wrong
Pupils	:	Wrong
Teacher	:	Wrong
Pupils	:	Wrong
Teacher	:	O.K. Hour
Pupils	:	Hour
Teacher	:	Island
Pupils	:	Island
Teacher	:	So what no sound here?
Pupils	:	S
Teacher	:	O.K. s no sound, O.K. island, hat
Pupils	:	Hat
Teacher	:	O.K. often
Pupils	:	Often
Teacher	:	O.K. which word no sound?
Pupils	:	T
Teacher	:	O.K. whistle
Pupils	:	Whistle
Teacher	:	O.K, what no sound?
Pupils	:	T
Teacher	:	O.K. Write
Pupils	:	Write
Teacher	:	Write, write, which one no sound?
Pupils	:	W
Teacher	:	W, O.K. Honest
Pupils	:	Honest
Teacher	:	Honest, honest, honest… O.K. honour
Pupils	:	Honour
Teacher	:	Honour, *kita tak baca* HO, honour, O.K. *macam itu, kan.* Two
Pupils	:	Two
Teacher	:	Two. Two. Two. So which one no sound? Alright, so I want you to practice the tongue twisters there. I want you to read, read as fast as you can, read as fast as you can, O.K. *selaju mana yang awak boleh baca, secepat yang boleh, cuba*, you must practice, *cuba*… practice. Listen a whistle, *pertama sekali tak payah laju-laju*, just try to say it properly, O.K. Pupil 1, dengar… Listen a whistle, it whistles often at this time, when the wrestlers want to wrestle. Now look at number two, the wretched wriggled slowly after writing wrongly on the wrapper before resting near the rack. Next, Ismail the islander lives on an island called the Isle of Sychelles, O.K. right? O.K. next, hour after hour, the honest man took the throne, waited to be honoured by the Honourable King. *Boleh? Cuba* practice *dulu.* I give you two minutes, you practice yourself. Choose one and then I ask you to come here and then you read here. *Boleh? Sebut*, come and practice, read. *Boleh? Baca dua tiga minit, kita* practice *dulu*, and then when I call you, anyone of you, come here and then you read the tongue

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		twisters. *Dia* tongue twisters *ini maksudnya lembut lidah. Kita dah banyak belajar kan? Contoh?* Yes? That one, Betty bought some butter, ha, *yang itu. O.K.* Pupil 23, *boleh?* O.K. *Cuba yang ini.* Choose one, *baca semua*, choose one, practice. (Teacher goes around the class and helps the pupils to read the tongue twisters.) O.K. O.K. so I want to call a few of you to come in front here and then try, *boleh?* Are you ready? Who wants to try first? Who wants to try first? *Siapa nak cuba dulu?* Who wants to be first? *Cepat*, Pupil 22? *Siapa lagi?* O.K. I just call names, teacher call O.K. Pupil 8, come. Come Pupil 8, *kamu kena cuba, jangan takut*, O.K. Come, you must try.
Pupil 8	:	Listen a whistle, it whistles often at this time, when the whistles want to whistle.
Teacher	:	Once again.
Pupil 8	:	Listen a whistle, it whistles often at this time, when the whistles want to whistle.
Teacher	:	*Kuat sikit.*
Pupil 8	:	Listen a whistle, it whistles often at this time, as a start when the whistles… want to whistle.
Teacher	:	Wrestlers want to wrestle…
Pupil 8	:	Wrestlers want to wrestle.
Teacher	:	O.K. next, Pupil 22, Pupil 22 *pulak*. Come, *cepat.* O.K. good, you can choose any one.
Pupil 22	:	Listen a whistle, it whistles often at this time, when the …
Teacher	:	When the wrestlers want to wrestle.
Pupil 22	:	When the wrestlers want to wrestle.
Teacher	:	O.K. sit down, next? Ah, Pupil 20, come. O.K. *situ sahaja la*, O.K.
Pupil 20	:	Listen a whistle, it whistles often at this time, as a start when the … the
Teacher	:	Ah, listen a whistle, once again, *lagi sekali buat*
Pupil 20	:	Listen a whistle, it whistles often at this time, when the …
Teacher	:	Wrestlers want to wrestle.
Pupil 20	:	Wrestlers want to wrestle.
Teacher	:	Pupil 1, try yours.
Pupil 1	:	Listen a whistle, it whistles often at this time, when the wrestlers want to wrestle.
Teacher	:	Once again.
Pupil 1	:	Listen a whistle, it whistles often at this time, when the wrestlers want to wrestle.
Teacher	:	O.K. Pupil 16.
Pupil 16	:	Listen a whistle, it whistles often at this time, when the wrestlers want to wrestle.
Teacher	:	O.K. you. (Teacher points to Pupil 11.)
Pupil 11	:	Ismail the islander lives on an island called the Isle of Sychelles.
Teacher	:	Once again.
Pupil 11	:	Ismail the islander lives on an island called the Isle of Sychelles.
Teacher	:	Sychelles.
Pupil 11	:	Sychelles.

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Teacher	:	Next, any one of you? Pupil 18?
Pupils	:	Ismail the islander lives on an island called the Isle of Sychelles.
Teacher	:	You? (Teacher points to Pupil 13.)
Pupils	:	Ismail the iSlander…
Teacher	:	Hey, where got iSlander? Ha, the s no sound, islander…
Pupils	:	Ismail the islander lives on an island called the Isle of Sychelles.
Teacher	:	O.K. sit down. Is it correct, iSlander?
Pupils	:	No.
Teacher	:	No, so the s no sound. O.K. islander. O.K. next, anyone? Pupil 17, try yours.
Pupil 17	:	Ismail the islander…
Teacher	:	Lives on…
Pupil 17	:	lives on an island called the Isle of Sychelles.
Teacher	:	Yes, sit down, island O.K. *ingat ya.* O.K. next? Pupil 14?
Pupils	:	Ismail the islander lives on an island called the Isle of Sychelles.
Teacher	:	Once again.
Pupils	:	Ismail the islander lives on an island called the Isle of Sychelles.
Teacher	:	Yes, O.K. Pupil 9, *cuba yang bawah ini.* Hour after hour, the honest man stand by the throne, waited to be honoured by the Honourable King. *Cuba sekali lagi*. O.K. now we read one by one, we go through one by one. O.K. number one, read together, I want you to read together. Number one, listen, a whistle… say!
Pupils	:	Listen, a whistle,
Teacher	:	it whistles often
Pupils	:	it whistles often
Teacher	:	when it is time
Pupils	:	when it is time
Teacher	:	when the wrestlers
Pupils	:	when the wrestlers
Teacher	:	want to wrestle.
Pupils	:	want to wrestle.
Teacher	:	when the wrestlers want to wrestle.
Pupils	:	when the wrestlers want to wrestle.
Teacher	:	when the wrestlers want to wrestle.
Pupils	:	when the wrestlers want to wrestle.
Teacher	:	Number two, the wretched wriggles
Pupils	:	the wretched wriggles
Teacher	:	slowly after
Pupils	:	slowly after
Teacher	:	writing wrongly
Pupils	:	writing wrongly
Teacher	:	on the wrapper
Pupils	:	on the wrapper
Teacher	:	before resting
Pupils	:	before resting
Teacher	:	near the rack.
Pupils	:	near the rack.
Teacher	:	O.K. once again. The wretched wriggles

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Pupils	:	the wretched wriggles
Teacher	:	slowly after
Pupils	:	slowly after
Teacher	:	writing wrongly
Pupils	:	writing wrongly
Teacher	:	on the wrapper
Pupils	:	on the wrapper
Teacher	:	before resting
Pupils	:	before resting
Teacher	:	near the rack.
Pupils	:	near the rack.
Teacher	:	Ismail the islander
Pupils	:	Ismail the islander
Teacher	:	lives on the island
Pupils	:	lives on the island
Teacher	:	called the Isle of the Sychelles.
Pupils	:	called the Isle of the Sychelles.
Teacher	:	Hour after hour
Pupils	:	Hour after hour
Teacher	:	the honest man
Pupils	:	the honest man
Teacher	:	to the throne waited
Pupils	:	to the throne waited
Teacher	:	to be honoured
Pupils	:	to be honoured
Teacher	:	by the honourable king.
Pupils	:	by the honourable king.
Teacher	:	O.K. honoured, honourable. O.K. that's all.So, you go back, practice. Practice, *kena berlatih lah. Faham? Awak nak terus baca, tak dapat, kena* practice, *faham tak? Boleh? Cuba satu?* (Teacher points to the boy seated in front.)
Pupil 21	:	Ismail the islander lives on an island called the Isle of Sychelles.
Teacher	:	O.K. *dah,* so I want you to go back to this one (teacher points to the board). O.K. look at the, ah… few words I give you here. *Cuba kamu tengok, ya. Sebutannya hampir-hampir sama, maksudnya berbeza.* So, I give you this one, *cuba kamu cari maksudnya.* You just find the meaning from your dictionary and then try to say, O.K.? Ah, O.K. take this one, *cuba* practice *dulu,* just find the meaning, (Teacher distributes a worksheet to each pupil) Cuba dulu, practice dulu, lepas itu cari maksudnya. O.K. try to do yourself. O.K. can do or not? Worksheet People usually <u>write</u> with their <u>right</u> hands. She planted some _____ cuttings along the _____ of daisies. (raw, row) Our _____ _____ a pretty doll for my sister. _____ show will last more than an _____. (hour, our) She lost her _____ so she could not go to the _____.

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		We will _____ some durians _____ the roadside. (by, buy) I cannot _____ to see children running around _____-footed. (bare, bear) The _____ child vomited into the _____. (pail, pale) No one is _____ to talk _____ in the library. (aloud, allowed) We are _____ to _____ good news. (hear, here) The _____ is leaking, we have to call the workmen to do some _____. (ceiling, sealing) The _____ was so thick that we could not see the bus coming and we _____ it. (missed, mist) Do _____ forget to tie a _____ at the end of the thread. (knot, not) (Pupils make a lot of noise). Hey, teacher asks you to do work, right? *Jangan cakap, buat sendiri kerja.* (After 5 minutes) O.K. finish?
Pupils	:	No.
Teacher	:	*Cepat-cepat,* don't take too long. *Kena buat sendiri baru ingat, jangan harapkan* teacher, *harapkan* kawan, teacher *bagi semua, sampai bila kamu tak faham. Jangan buat jawapan,* teacher suruh kamu find the meanings of the words here, don't find the answer, don't write the answer, no. I asked you to find the meanings. *Apa beza* words *tadi, cuba buat, cepat*. Look at number one, for example, write, right. Sama tak maksudnya? The words, the pronunciation is the same, the meaning is different, O.K. Write and this one right. Write, you write something on your paper with a pen or pencil, this right, right, *betul. Faham tak?* But the *way we say the words the same, right? Ah, O.K. Look at the rest of the words. Tengok sini, jangan jawab soalan,* don't answer the questions, just find the meanings of the words.
Researcher	**:**	**[Excerpt 15]** **(Researcher approaches Pupil 8.)** ***Kalau cikgu bagi perkataan dalam dalam Bahasa Inggeris, kamu bagi dalam Bahasa Melayu, boleh tak? Contoh, perkataan* test tube*, dia bagi* test tube *dalam Bahasa Inggeris,* please explain in English*. Boleh tak?***
Pupil 8	**:**	***Tak.***
Researcher	**:**	***Tak boleh. Kalau dalam Bahasa Melayu?***
Pupil 8	**:**	***Tak boleh juga.***
Researcher		***Kenapa tak boleh?***
Pupil 8		***Tak pernah dengar.***
Researcher	**:**	**Test tube? (points to the test tube on the table at the back).** ***Tabung uji, tak pernah guna? Sains kita ada belajar kan?***
Pupil 8	**:**	***Ada.***
Researcher	**:**	***Ada, kalau antara Bahasa Melayu dan Bahasa Inggeris makna yang kamu kena beri pada perkataan Bahasa Inggeris itu, yang mana lebih susah?***
Pupil 8	**:**	***Hmm, Bahasa Melayu ke Bahasa Inggeris.***
Researcher	**:**	***Kalau Bahasa Inggeris ke Bahasa Inggeris?***
Pupil 8	**:**	***Susah.***
Researcher	**:**	***Bahasa Inggeris ke Bahasa Melayu?***

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Pupil 8	**:**	***Bahasa Inggeris ke Bahasa Melayu senang.***
Researcher	**:**	***Bahasa Melayu ke Bahasa Inggeris pun susah, ya?*** **(Pupil nods.)** ***O.K. jadi, hmm, kalau cikgu Bahasa Inggeris terangkan makna perkataan Bahasa Inggeris gunakan Bahasa Melayu, masa akan datang, mungkin sebulan lagi ke ataupun tahun depan masa kamu Tahun Enam, boleh tak kamu ingat dan guna perkataan ini?***
Pupil 8	**:**	***Boleh.***
Researcher	:	*O.K. Terima kasih….*
Pupil 8	:	*Sama-sama.*

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Lesson 8

Teacher	:	O.K. So this is a picture chart, you can ask so many questions from the picture, yes or not? You can ask questions. *Tanya soalan, apa soalan awak boleh tanya?* What type of questions can you ask? Questions…Look at this one. *Siapa nak cuba?* (Teacher cleans the white board.) What is the day today?
Pupils	:	Wednesday.
Teacher	:	O.K. What's the date?
Pupils	:	18 August.
Teacher	:	O.K. So, questions, what type of questions can you ask? *Apa dia* questions *yang awak boleh tanya? Pertama sekali kan*, the first one, where is it? (Teacher writes on the board where.) Ha, number one, where. Number two? *Apa dia?*
Pupil 1	:	What…
Teacher	:	What is what?
Pupils	:	*Apa…*
Teacher	:	What are they doing? O.K.? What are their activities? O.K.? Number three?
Pupil 1	:	How? Who?
Teacher	:	Who… ah, who are they? O.K.? Next number four?
Pupil 1	:	How…
Teacher	:	How? How means? *Apa* how? How many people are there, how many animals and so on. So, there are so many questions that we can ask, what is this? What are the people doing? What colour is the car? (teacher points to the picture chart.) O.K. What is the boy doing? What is the girl doing? Understand? There are so many questions, O.K. (Teacher flips the picture chart) Can you ask any questions from this picture? This one, ha? O.K. ask me one question from here. (Teacher points to the new picture.) Any one of you? Try? *Cuba tanya soalan dari sini.* Anyone? Can you put up your hand? Please, please… *Cepat, cepat!*
Pupil 16	:	What are they doing?
Teacher	:	What are they doing? Very common… *luas sangat soalan awak, cuba tanya soalan yang dekat, spesifik…* O.K. Pupil 1, can you try one? *Cuba, cepat!*
Pupils	:	What is the colour of the bench?
Teacher	:	What is the colour of the bench? *Mana* bench? (Teacher points to the bench in the picture.) What is the colour of the bench? Can you answer the question? Can you answer the question?
Pupils	:	Yes…
Teacher	:	How? It …
Pupils	:	It is brown.
Teacher	:	It is brown. O.K. It is brown. Anything else? Any other questions? Yes?
Pupil 9	:	How many people are there?
Teacher	:	Very good. How many people are there? O.K. How many people are there? Can you answer the question? Ah, ah, Pupil 11? Can you

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		answer the question? *Cepat!* Stand up! (Teacher instructs Pupil 11.) How many people are there? How many people are there? Answer, there are…
Pupil 11	:	There are five…
Teacher	:	There are five, are you sure? One, two, three, four, five, O.K. sit down. O.K. any other questions? O.K. Pupil 14, try one… (Pupil 14 stands up) *Cepat! Cuba lah satu…* What is the …. Yes! What is the lady doing? What does the lady, what does the lady do? Sit down! O.K. (teacher points to the picture) O.K. What does the farmer do? What does the farmer do? *Faham? Dia buat apa?* The farmer is …. The farmer is milking the cow. O.K. The lady is … what? Sitting, *ke, apa ke.* O.K. next, how many ducks are there? How many ducks are there? One, two… *dapat?* So, now I give you a picture, *dah faham kan?* Now look at the picture… (teacher distributes worksheet) O.K. *dah*, look at the picture. O.K. so you have to write a few sentences about the picture by answering the questions below. So, look at the questions down there. Before that, I want you to study the picture, *tengok gambar dulu.* Look at the picture first. O.K. What picture is this? O.K. where are they? How many people? What are the people doing? So many questions you can ask there, right? O.K. *tengok, apa yang bawah tu. Tengok, bawah, bawah sekali.* Number one, what is this picture about? What is this picture about? *Maksudnya apa?* Picture *ini mengenai apa?* So, *gambar apa?* What is about? About a picnic, yes or not? About a picnic, people are having picnic by the seaside. O.K. number two, look at the second question. Are there any people at the seaside? Are there any people at the seaside?
Pupils	:	Yes.
Teacher	:	Yes, O.K. So, you should answer yes or no, O.K.? Number three, what are the people doing under the trees? What are the people doing under the trees?
Pupils	:	Sit and eat…
Teacher	:	O.K. you can answer, so many answers, O.K. O.K. next, what are the people doing in the sea?
Pupils	:	Swimming…
Teacher	:	O.K. next, what are the children doing? What can you find along the beach? What can you find along the beach? *Maksudnya apa yang kamu boleh dapati, dapat sepanjang, sepanjang… sepanjang apa? Ha, pantai*, beach. O.K.? So, I want you to answer these questions now. *Cepat, cepat sikit. Cari jawapan untuk soalan-soalan itu.* Find the answers for the six questions now. *Jawab dalam ayat penuh. Tulis kat belakang*. You can write on any other paper, O.K.? *Tulis kat kertas lain pun boleh. O.K. cikgu nak jawapan itu*, complete answers, O.K.? *Cepat sikit….* O.K. do now, faster…. (After 5 minutes) O.K. What is the picture about? Yes? It is a picture about?
Pupil 1	:	It is a picture about picnic.
Teacher	:	This picture about picnic… Yes, the picture is about picnic. (Teacher writes on the white board) The picture is about… O.K. the

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		pictutre is about… *apa?*
Pupils	:	A picnic..
Teacher	:	About a picnic, O.K. *Apa lagi awak cakap?* Activities by the seaside, O.K. Next, number two. Are there any people at the seaside?
Pupils	:	Yes…
Teacher	:	So, yes. Two, yes, there are many people at the seaside. (Teacher writes on the white board.) O.K. number three, what is the answer? What are the people doing under the trees?
Pupil 1	:	They are eating.
Teacher	:	They are eating, they are eating (teacher writes on the white board). O.K. number four?
Pupils	:	They are swimming.,,.
Teacher	:	What are the people doing in the sea? In the sea, *maksudnya di… laut. Apa mereka buat di laut itu?* They are…. The people….
Pupils	:	Is swimming…
Teacher	:	O.K. They are swimming (teacher writes on the white board). *Ini jawapan dia.* O.K. short, *ya.* The answer, O.K. O.K. now, number five, what are the children doing? What are the children doing? *Jangan tulis…* Don't write anything, just concentrate on the questions, O.K.? *Bincang jawapan sahaja, jangan tulis-tulis*, O.K. What are the children doing? *Apa budak-budak itu buat? Apa?*
Pupil 1	:	Make a sandcastle….
Teacher	:	O.K. They are, the children (teacher writes on the white board)…
Pupils	:	Is…
Teacher	:	Is?
Pupils	:	Are….
Teacher	:	The children are (teacher writes on the white board) building what?
Pupils	:	A sandcastle….
Teacher	:	a… O.K. a sandcastle… O.K. next, number six, another two boys *buat apa?* Another two boys? They are also children, right? *Dia pun* children*, kan? Apa mereka buat?*
Pupil 1	:	Collecting a seashell…
Teacher	:	Two boys… (teacher writes on the white board), two boys are what?
Pupils	:	Collecting…
Teacher	:	Collecting what?
Pupil 1	:	Collecting seashells.
Teacher	:	Yes, collecting the seashells (teacher writes on the white board). O.K., next… Ah, *lagi, apa lagi?* What can you find along the beach? What can you find along the beach? *Sepanjang pantai itu, kita nampak apa?*
Pupils	:	Trees…
Teacher	:	Fish?
Pupils	:	Trees…
Teacher	:	Trees?
Pupils	:	Sand…
Teacher	:	Sand? *Lagi? Apa awak jumpa sepanjang jalan?*
Pupils	:	Seaside…

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Teacher	:	Yes?
Pupils	:	People, water….
Teacher	:	Sea…
Pupil 1	:	Seashells…
Teacher	:	Water? Seashells…. Lagi? (teacher writes on the white board).
Pupil 1	:	Sandcastle, people…
Teacher	:	*Lagi?* You go to Pulau Pangkor,, you can see so many rubbish, *siapa buat? Kita la buat, kan?* There will be a big dustbin, you throw outside the dustbin. *Tong sampah pun mereka tak buang dalam itu, minum-minum, buang di luar. Betul tak Pupil 11? Pupil 11 pun buat macam itu? Tak tahu? O.K. Tak apa la, kamu jangan buat*, O.K. You are all good students. O.K. what can you find on the beach? The thing is seashells. O.K. *dapat tak? Jadi*, from answering the questions, from answering the questions, you *dapat berapa ayat ini?* One, two, three, four, five, six (teacher counts the sentences on the white board) You get six sentences, *itu caranya… Kita nak buat ayat*, teacher *suruh buat ayat*, you just try to ask, ask questions. What? Where? How many? What are they doing? *Faham tak? Boleh faham sekarang? Lepas itu, kat situ la kita boleh buat ayat dan juga besarkan lagi ayat ini jadi karangan, dapat? Buat karangan, ayat kita biasa buat, hari ini kita buat karangan pulak. Boleh? O.K. Tengok baik-baik, ya*. (Teacher erases the white board.) O.K. make three columns (teacher draws three columns on the white board.) O.K. three columns, look at the first question. *Ayat pertama, apa dia? Kita nak buat apa?* Noun (teacher writes on the first column of the white board) verbs (teacher writes on the second column of the white board) O.K. this one nouns again (teacher writes on the third column on the white board). O.K. number one, *kita buat ayat…. Tukarkan ayat sikit*, just change a little bit…. *Ubahkan sikit saja, macam mana? Macam mana?* Ah, nouns, nouns *ini apa?* Picnic *kan? Ataupun* people, people, what? O.K. *ubah sikit, ya.* Ah, many people, are there many people? O.K. *kita jawab soalan nombor satu*…. This is a picture, yes or not?
Pupils	:	Yes…
Teacher	:	This is a …. What? (Teacher writes on the white board.)
Pupils	:	Picnic …
Teacher	:	O.K. This is *a picnic, number two? O.K. apa mereka buat? Bawah pokok itu, apa mereka buat?* O.K. two? Two…
Pupils	:	Two girls…
Teacher	:	O.K. Two girls (teacher writes on the white board), two girls, *apa mereka buat?* Eating…
Pupils	:	Eating…
Teacher	:	O.K. next? Two?
Pupils	:	Two boys…
Teacher	:	Two boys. Boys, *buat apa?*
Pupils	:	Collecting seashells….
Teacher	:	Collecting… collecting seashells…. (teacher writes on the white board). *Dapat tak? Dapat* nouns *tadi, kan?* O.K. number three… number three, what is number three? *Apa-apa je…*

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Pupils	:	Man…
Teacher	:	*Apa-apa je…*
Pupils	:	Man …
Teacher	:	Yes?
Pupils	:	Man…
Teacher	:	Man?
Pupils	:	Boy and girl….
Teacher	:	O.K. What are the children in the sea? O.K. People (teacher writes on the white board), children, children
Pupils	:	Playing….
Teacher	:	*Dalam apa?* Children… swimming, swimming, *boleh? Kat mana* swimming? In the sea… O.K. Number four, *apa lagi aktiviti yang mereka buat?* O.K. Boys, boys kan. Boys…. (teacher writes on the white board) playing ….
Pupils	:	Football…
Teacher	:	Football?
Pupils	:	Ball….
Teacher	:	Ha, O.K. ball… football *pulak…* O.K. next, *apa lagi? Cepat, cepat*…. Number five?
Pupils	:	Boy and girl…
Teacher	:	Yes?
Pupils	:	Boys and girls…
Teacher	:	Boys and girls…
Pupils	:	Children…
Teacher	:	*Apa?*
Pupils	:	Building, building….
Teacher	:	Building?
Pupils	:	Sand castle…
Teacher	:	O.K. children….
Pupils	:	Building…
Teacher	:	O.K. building …
Pupils	:	Sand castle…
Teacher	:	O.K. sand castle…. O.K. next, *apa lagi? Cepat, cepat…. Lagi?*
Pupils	:	Fish…
Teacher	:	Fish? There are?
Pupils	:	There are fish!
Teacher	:	The fish?
Pupils	:	Jump… jumping…
Teacher	:	The fish, jumping *ke?* (teacher writes on the white board) swimming. *Lagi?* This, this, ah… See under the umbrella, any one under the umbrella?
Pupils	:	Yes….
Teacher	:	*Apa dia buat* under umbrella *itu?*
Pupil 1	:	Sit… rest…
Teacher	:	Yes, rest… a man is?
Pupils	:	Rest..
Teacher	:	A man is resting… under the…. what (Teacher writes on the white board.)

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Pupils	:	Umbrella…. Umbrella…
Teacher	:	Umbrella… O.K. Next, what else? What is the lady doing? (Teacher points to the picture.)
Pupils	:	Exercise…
Teacher	:	Ah, the lady is…
Pupils	:	Exercise…
Teacher	:	Exercising …O.K. doing exercise, doing exercise (teacher writes on the white board) O.K. next… *lagi apa*? What, what can you find along the beach?
Pupils	:	Trees… shells…
Teacher	:	What? There are many… (teacher writes on the white board) sea shells and people. O.K. So, *kita dapat lapan dah.* So, *kalau kamu buat ayat dengan ini, kamu boleh dapat banyak ayat.* You can do more than 10 sentences… Pupil 11! *Dengar sini… Pertama sekali, cari…* group *kan dia*, nouns *dan* verbs… *Tengok orang itu, dia buat apa?*
Pupils	:	Eating,..
Teacher	:	*Lepas itu*, children, *apa mereka buat… lepas tu,* boys…
Pupils	:	Playing ball…
Teacher	:	*Nampak tak sekarang? Siapa tak faham? Sekarang kita nak buat karangan… Buat apa?* Go the third step, the third step…. O.K. (teacher erases the white board) O.K. *bila buat karangan, awak tulis, tiga di sini*, divide into three parts, three parts… *Bahagi kepada tiga, ya….* (teacher draws 3 columns on the white board) *Kita buat* simple *saja, jangan tulis banyak-banyak.* Don't do long sentences… I don't want you to do long sentences… O.K. short… simple, simple sentences… Must have one noun, one verb, *dan….* Topic sentence, *satu subjek, satu prediket, dan satu isi. O.K. O.K.? Yang pertama sekali ialah apa?* Intro…
Pupils	:	Introduce…
Teacher	:	Introduction…. (teacher writes on the white board) First *sekali ialah* introduction, so *bila* you *dapat gambar, O.K. macam mana kita nak mula* introduction? *Macam mana nak buat? Cuba* introduction *dia, permulaan dia, macam mana nak buat?*
Pupil 1	:	Last week…. There are many people at the sea….
Teacher	:	O.K…. group 2? O.K. There are many people at the seaside, *ataupun…. Apa lagi?*
Pupils	:	This is a…
Teacher	:	O.K. why don't you choose a person, bagi somebody role, *boleh tak? Kita* choose somebody *dulu… boleh tak? Siapa-siapa…. Ya?*
Pupils	:	Ahmad…
Teacher	:	Ahmad? Johan? O.K. *Kita bagi nama apa? Bagi nama, nama….*
Pupils	:	Awi…
Teacher	:	Awi? Some more….
Pupils	:	Aziz…
Teacher	:	Aziz…. (teacher points to individual pupils.) *Cepat la…* Ah Meng? Ah Meng? (teacher moves to the board and writes) *Ya?*
Pupils	:	Shahrul…

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Teacher	:	Sharul. O.K. Shahrul… (teacher writes on the white board). *Betul ke ejaan dia?*
Pupils	:	*Betul…*
Teacher	:	O.K. Shahrul, O.K. First, *kita pilih seorang kan, kalau awak tak nak Shahrul, awak pilih orang lain, contoh Mila pun boleh.* (Pupils laugh.) *Boleh tak kisah…. Atau awak letak nama* boy friend *awak, siapa* boy friend *awak,* Pupil 10? O.K. *jangan risau ya, awak suka Awi, awak letak nama Awi…* You like Mawi, you put Mawi, up to you, O.K.? *Faham?* Like Azim, you put Azim here… O.K.? *Dah,* O.K. now we choose Shahrul, O.K. *jadi kamu buat la…* (teacher writes on the white board.) This is Shahrul. *Kita kenalkan dulu,* Shahrul, O.K.? *Siapa-siapa saja, dapat?* So, O.K. Last? Last?
Pupils	:	Week…
Teacher	:	Last? Last?
Pupil 1	:	Week, last Sunday….
Teacher	:	Last Sunday… (teacher writes on the white board.) *Siapa dia?*
Pupils	:	Shahrul…
Teacher	:	Shahrul and his…. his or her?
Pupil 1	:	Shahrul and his family…
Teacher	:	Very good… Shahrul and his family….
Pupils	:	Go to sea side…
Teacher	:	Went…
Pupils	:	Went to sea side….
Teacher	:	Went to the sea side…. *Dapat tak sekarang? Senang tak? Kalau awak nak bubuh* girl, she is Sasha….
Pupils	:	She is Faziyatul…
Teacher	:	Ha, She is Faziyatul. Last Sunday, Faziyatul and …
Pupil 1	:	His family… her family…
Teacher	:	Her family went to the sea side. *Kalau kamu pandai, nak tukar, boleh buat macam ni. O.K. Boleh buat?* Pupil 24? *Boleh buat? Cuba ya…* O.K. Last Sunday, Shahrul and his family went to the sea side. So, *mereka pergi mana?* They went to….
Pupils	:	Picnic…
Teacher	:	They went to….
Pupils	:	Sea side…
Teacher	:	*Ya la tu…* (teacher writes on the white board) They went to Pulau…
Pupils	:	Pulau Langkawi…
Teacher	:	Pulau….
Pupils	:	Pulau Pinang….
Teacher	:	Ah, Pulau Kapas…. *Tahu Pulau Kapas kat mana*?
Pupil 11	:	*Tahu, Pulau Pinang….* (other pupils laugh)
Teacher	:	*Boleh pindah pula tempat ya? Pulau Kapas kat mana, Pupil 13? Tak tahu… Ha, Pulau Kapas kat Terengganu… O.K. Dah,* so… They went to Pulau Kapas. (Teacher points to the sentence on the white board.) *Sekarang kita masuk perenggan nombor dua pula…* go to the second paragraph… *kamu terangkan apa aktiviti yang mereka buat… dapat?* What are the activities… *faham tak? Apa mereka*

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		buat? What are the people doing? You just tell about the activities… *Faham?* Just elaborate, *tambah sahaja… lengkapkan ayat ini* (teacher points to the phrases on the board) *letak saja di sini… Faham tak? Faham? Buat ayat* simple *saja, tapi betul, O.K.? O.K. Tambah-tambah saja, O.K.? Apa dia?* How many girls?
Pupils	:	Two…
Teacher	:	The girls *atau pun* two girls… (teacher writes on the white board) The girls… (teacher points to the written phrases on the white board.) The girls, *apa?*
Pupils	:	Eating… Eating rice…
Teacher	:	The girls are eating…
Pupils	:	Eating a rice…
Teacher	:	A?
Pupils	:	Eating rice…
Teacher	:	Eating rice *atau*…
Pupil 9	:	Needles… Eh, noodles… (pupils laugh)
Teacher	:	Needles? They are eating, O.K. *sudah.* Under the…
Pupils	:	Under the tree….
Teacher	:	Under the tree… O.K. transfer *dalam perenggan ini…*
Pupils	:	The girls are eating under the tree…
Teacher	:	*Semua* past tense *kan*, so past tense… (teacher changes the tense in the sentence on the board) past tense *apa?* O.K. (teacher writes on the board) He saw many…
Pupils	:	People…
Teacher	:	People at the …
Pupils	:	Sea side…
Teacher	:	Yes, at the sea side… O.K. Those two girls… *apa dia?*
Pupils	:	Eat… eat under the tree…
Teacher	:	O.K. under the tree… *nak tambah lagi tak?* Big tree? *Apa dia?*
Pupils	:	Pokok… pokok besar…
Teacher	:	*Ya, pokok besar, lagi? Biasanya… kalau pokok,* big and… big and… big and…. Big and shady…
Pupils	:	Shady…
Teacher	:	O.K. next… Boys… *lagi apa?* Two…
Pupils	:	Two boys…
Teacher	:	(teacher writes on the white board) Two boys… collecting sea shells
Pupils	:	Collecting sea shells…
Teacher	:	O.K. *lagi apa? O.K. apa lagi?* (teacher writes on the white board) Shahrul and his…
Pupils	:	Shahrul and his family..
Teacher	:	And his…
Pupils	:	Family…
Teacher	:	Sister… collected the ….
Pupils	:	Sea shells.
Teacher	:	Sea shells. *Lagi?* His parents… *atau pun* his father… *boleh tak tambah?* Write three to five activities, *jangan banyak sangat…* choose… *habis… Kita pergi* closure *sekarang…. Ya,* closure, closure *ialah penutup… buat ini tau* (teacher points to the

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		uncompleted paragraph) O.K. closure *ialah apa? Penutupnya apa kita buat?* Feeling, *tahu* feeling? *Cakap tentang* feeling *apa?*
Pupils	:	Happy…
Teacher	:	Ha, Shahrul… (teacher writes on the white board) Shahrul…
Pupils	:	And his family… very happy…
Teacher	:	Ha, Shahrul had a nice evening. O.K. He… He enjoyed … He enjoyed the picnic very…
Pupils	:	Vey much…
Teacher	:	Very much… *Itu saja, boleh tak?* Don't write too long, simple-simple *saja*… O.K. *tengok gambar ini* (teacher shows the worksheet) *buat karangan sendiri… banyak masa lagi… O.K. buat sekarang, hantar hari ini, buat dalam buku…* Writing?
Pupils	:	*Tak ada…*
Teacher	:	*Tak ada… Ah, buat dalam kertas dulu…* Ah, Pupil 8 and somebody, go and take the books, faster…. O.K. do now, *buat sekarang, cuba buat.*
Researcher	:	(Researcher talks to a pupil seated in front.) *Apa yang paling susah masa* Pupil 18 *belajar Bahasa Inggeris? Mana yang paling susah?*
Pupil 18	:	*Hmm, buat ayat nak tulis karangan.*
Researcher		*Ha, kenapa buat ayat untuk menulis karangan susah?*
Pupil 18		*Sebab kita kena berfikir la untuk kita kena bina ayat Bahasa Inggeris.*
Researcher		*Ha, kalau untuk UPSR, kamu diberi gambar, lepas itu perkataan, lepas itu kamu bina ayat untuk buat karangan, boleh faham tak semua perkataan yang diberi?*
Pupil 18		*Tak.*
Researcher	:	*Tak boleh ...*
Pupil 18	:	*Saya boleh faham sikit-sikit la.*
Researcher	:	*Faham sikit-sikit, itu yang masalah, ya? O.K. sekarang, kalau cikgu ajar Bahasa Inggeris, ya, ah, boleh tak kamu faham semua perkataan yang cikgu sebut dalam Bahasa Inggeris.*
Pupil 18	:	*Tak boleh, boleh la sikit-sikit.* (Pupil 18 laughs.)
Researcher	:	*O.K. Terima kasih.*
Researcher	**:**	**[Excerpt 12]** **(Researcher approaches Pupil 18 and asks him a few questions.)** ***Semasa kamu belajar Bahasa Inggeris, apa yang kamu rasa paling susah?***
Pupil 18	**:**	***Buat karangan.***
Researcher	**:**	***Buat karangan. Kenapa buat karangan itu susah?***
Pupil 18	**:**	***Sebab tak faham.***
Researcher	**:**	***Tak faham apa itu? Tak faham soalan, ataupun tak faham apa?***
Pupil 18	**:**	***Tak faham maksudnya. Tak faham maksud perkataan.***
Researcher	**:**	***Jadi contohnya macam perkataan yang kita nak guna untuk karangan itu, tak faham. Contohnya, kita punya perbendaharaan kata, yang kita nak guna perkataan-perkataan tertentu dalam menulis karangan itu, maksudnya yang itu yang susah, ya? Betul?***
Pupil 18	**:**	***Ya.***

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Researcher	:	(Researcher asks Pupil 19 some questions.) Pupil 19, *apa yang kamu dapati paling susah semasa belajar Bahasa Inggeris? O.K. apa yang paling susah? Contohnya nak bagi makna perkataan, nak bina ayat, nak jawab soalan kefahaman, atau pun nak tulis karangan? Mana yang paling susah?*
Pupil 19	:	*Tulis karangan.*
Researcher	**:**	*Tulis karangan, macam kawan-kawan lain juga, kenapa tulis karangan itu paling susah?*
Pupil 19	**:**	*Ha, sebab tak faham.*
Researcher	**:**	*Tak faham apa itu?*
Pupil 19	**:**	*Tak faham, macam perkataan itu saya langsung tak faham. Ada banyak perkataan, saya tak faham. Susah nak tahu maknanya.*
Researcher	**:**	*Ah, maksudnya untuk Tahun Enam nanti, kamu kena buat ayat berdasarkan gambar dan perkataan-perkataan yang diberi. Perkataan-perkataan yang itu kamu tak faham? Ya?* (Pupil nods.)

Note: The symbol or types of text used in the transcriptions are as follows:

Parentheses ( )	:	Explanation by researcher.
A sequence of dots …	:	Indicates a pause.
Italics	:	To cite a letter, word, phrase, sentence in Bahasa Malaysia (pupils' L1).
Bold	:	Sentences or exchanges taken from the transcribed lesson observations as excerpts in the writing of the report of the study.

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