

**GOOD ESL READERS' BELIEF AND
EXPECTATIONS ABOUT TEACHING AND
LEARNING OF READING: A CASE STUDY OF
TWO TYPES OF SECONDARY SCHOOLS IN
MALAYSIA**

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TWO TYPES OF SECONDARY SCHOOLS IN
MALAYSIA**

by

SAHARAH BINTI ABDULLAH

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LIST OF ABBREVIATIONS

CC	Capacity Constraint
CREDE	National Center for Research on Education Diversity & Excellence
ELT	English Language Teaching
EPRD	Educational Planning and study division
ESL	English as a Second Language
HOTS	Higher Order Thinking Skills
ICT	Information and Communications Technology
MOE	Malaysian Ministry of Education
RBI	Reading Belief Inventory
READS	Reading Assessment and Decoding System
RPI	Reading Performance Indicators
SIOP	Sheltered Instruction Observational Protocol
SISC	School Improvement Specialist Coach
SPSS	Statistical System for Social Sciences

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**KEPERCAYAAN DAN HARAPAN PEMBACA BERPRESTASI TINGGI
TENTANG PENGAJARAN DAN PEMBELAJARAN MEMBACA: KAJIAN
KES DUA JENIS SEKOLAH MENENGAH DI MALAYSIA**

ABSTRAK

Tujuan utama kajian ini ialah tentang kepercayaan dan harapan pembaca Bahasa Inggeris sebagai bahasa kedua (ESL) yang berprestasi tinggi terhadap pengajaran dan pembelajaran kemahiran membaca di kelas. Setiap pelajar berprestasi tinggi akan mengaku dirinya sebagai seorang pembaca yang boleh membaca dan memahami petikan dengan baik kecuali kemahiran mereka diuji. Oleh yang demikian, kemahiran membaca pembaca berprestasi tinggi diukur dan kepercayaan dan harapan mereka disiasat. Selepas mengenal pasti pembaca berprestasi tinggi, kepercayaan dan harapan mereka perlu diberi perhatian bagi meningkatkan prestasi pembacaan mereka. Oleh itu, guru-guru perlu memainkan peranan dalam meningkatkan kemahiran membaca dengan pengajaran dan pembelajaran kemahiran membaca yang baik. Sampel kajian ini adalah dalam kalangan pelajar sekolah Kluster dan berprestasi tinggi. Ujian READS digunakan untuk menentukan pembaca berprestasi tinggi dan pelajar-pelajar yang mendapat Band 5 dan Band 6 dipilih sebagai sampel kajian kerana mereka dianggap sebagai pembaca terbaik yang mendapat tahap tertinggi dalam ujian tersebut. Faktor tekanan masa digunakan untuk mengukur tahap pembacaan pembaca berprestasi tinggi ini. Dapatan kajian melalui '*Friedman Test*' menunjukkan kaitan antara factor tekanan masa dan tahap pembacaan pelajar berprestasi tinggi, $\chi^2(2) = 623.203, p < 0.05$. Kajian ini melibatkan analisis kuantitatif dan kualitatif. Kepercayaan pembaca berprestasi tinggi diperolehi dengan menggunakan soal selidik. Ujian T-bebas digunakan untuk mengenalpasti perbandingan kepercayaan antara

pembaca lelaki dan perempuan. Dapatan kajian menunjukkan tiada perbezaan signifikan dalam kepercayaan antara pembaca berprestasi tinggi lelaki dan perempuan. Tambahan pula, dapatan kajian dari regresi ordinal menunjukkan terdapat perhubungan antara kepercayaan pembaca berprestasi tinggi dan tahap penguasaan pembaca. Harapan pembaca berprestasi tinggi tentang sifat guru, penyampaian pengajaran, aktiviti yang dijalankan, bahan yang digunakan dan penilaian yang digunakan dalam pengajaran dan pembelajaran kemahiran membaca telah dikaji dengan menggunakan soal selidik dan wawancara. Analisis deskriptif mendedahkan harapan dan analisis wawancara dijalankan dengan menggunakan Atlas Ti. Versi 8. Terdapat banyak perkara yang diharapkan oleh pembaca berprestasi tinggi dari segi sifat guru, penyampaian pengajaran, aktiviti yang dijalankan, bahan yang digunakan dan penilaian yang digunakan dalam pengajaran dan pembelajaran kemahiran membaca. Satu senarai semak pengajaran dan pembelajaran kemahiran membaca dibentuk sebagai rujukan guru ketika mengajar kemahiran membaca. Oleh itu, harapan pembaca berprestasi tinggi perlu diberi perhatian supaya dapat meningkatkan tahap pencapaian mereka ke tahap yang lebih tinggi. Oleh itu, harapan pembaca berprestasi tinggi perlu diberi perhatian untuk agar dapat meningkatkan tahap pencapaian mereka ke tahap yang lebih tinggi.

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ABSTRACT

The study on good readers' was developed to investigate their beliefs and expectations about teaching and learning of ESL reading proficiency. Each reader would want to claim themselves as good readers and able to read and comprehend a text well unless their actual proficiency is assessed. Therefore, the good readers reading proficiency was measured and their belief as well as expectations were investigated. After, identifying the good readers, their beliefs and expectations are important to be considered in developing a good reading lesson to improve good readers' reading proficiency. Thus, teachers should play their role in improving the good ESL readers' reading skills through a good reading lesson. The participants of the current study were from cluster schools and high-performance schools. Good readers were selected using READ test and they were loaded with time on task. The good readers' reading proficiency deteriorate when there is loading time on task. The result from the Friedman test describes that there was a statistically significant difference in readers' reading proficiency depending on loading time on task, $\chi^2(2) = 623.203, p < 0.05$. Then, the good readers' beliefs were obtained through a questionnaire. Independent sample T-test was conducted to identify the difference in belief of male and female good readers and the findings revealed the male and female good readers' belief about reading do not differ significantly. In addition, the result obtained from ordinal regression was that there appears to be a relationship between good readers' belief and reading proficiency level. The good readers' expectations on

teachers' characteristics, lesson delivery, activities conducted in the classroom, materials used, and assessment developed were investigated through a questionnaire and interview. Descriptive analysis revealed the good readers' expectations and Atlas Ti. Version 8 was used to analyse the interview result. Good readers in this study expect a lot in the perspective of teacher characteristics, teachers' lesson delivery, activities conducted, materials used, and assessment conducted during ESL lesson. Checklist of teaching and learning of reading lesson developed based on the result obtained which can be used as a reference during reading class. The good readers' expectations should be given attention so that they can improve their reading proficiency by time. If good readers' expectations were not met in the classroom there is a tendency for them to not perform well.

CHAPTER 1

INTRODUCTION

1.1 Introduction

The first chapter discusses the research summary, challenges that lead to the analysis, research goals, analysis concerns, study rationale, study significance, study limitations, and definitions of terms used in the study.

1.2 Background of the Study

English is regarded as an international language used both globally and locally (McKay, 2009). English, which functions as the second language (ESL) in Malaysia, has been widely utilised as a means of interaction in various fields, particularly in education (Noor,) and it is a compulsory subject in Malaysian schools. The ability to read in English is an important skill to be acquired for academic, business and other purposes.

Reading skill is the basic ability in language learning. In the academic context, proficiency in reading well is a crucial quality for learners to own earned a definite level of educational achievement. Yilmaz (2000), for example, confirmed that reading had a positive result on the academic achievement of learners. That is the reason, the Ministry of Education, Malaysia encourages the concerned stakeholders to enhance students' English language skills particularly reading comprehension (Musa, 2003). Comprehension is the essence of reading and the active process of constructing meaning from text (Durkin, 1993). Reading comprehension is a complex interaction among automatic and strategic cognitive processes that enables the reader to create a mental representation of the text (van den Broek & Espin, 2012). Reading

comprehension in Malaysian schools aims to improve pupils' ability to comprehend what they read. Each school implements a syllabus that is tailored to the unique requirement of its pupils (Chua & Sulaiman, 2021). Nowadays, the majority of schools implement the CEFR-aligned curriculum as the basis for their English as a second language curriculum (ESL).

In the Malaysian setting, previous studies often highlight students' poor reading proficiency (Krishnan et al., 2009; Faizah et al., 2002; Ponniah, 1993), but very few focuses on the good readers.

Good readers do not just read a text, they "preview, question, predict, infer, connect, summarize, and evaluate" (Narter, 2013). A good reader examines an unfamiliar word, notices the parts, makes connections and forms a guess about the pronunciation (Fountas & Pinnell, 2001). According to Nuttal (1996), good readers tend to understand a text better, which lead them to enjoy their reading, and they tend to spend less time in reading texts which eventually motivates the good readers to read more. Therefore, these good readers are skilful in reading and are probably able to score higher in any reading proficiency assessment.

Each reader would want to claim themselves as good readers, and able to read and comprehend a text well (Mohd Fadhili, 2014). They are all ordinary readers who would want to connect with good readers. According to Sandman-Hurley (2010), learners overestimate their abilities without testing their real skills. It is important to enhance good readers' reading proficiency because if the good readers' reading skills are not improved, their proficiency may deteriorate over time. When the text level is complex, readers will not have the capacity to tackle these challenges, so good readers can hit a threshold point that they could not maintain the momentum of good readers

(Mohd Fadhili, 2014). The overall performance of the good readers could begin to show some form of regression, and at what point their performance started to regress is not recognized (Mohd Fadhili, 2014). It can be claimed that language learners reach their desired results when they employ an appropriate strategy when approaching a special task. Learners' achievement is boosted up when the teachers are encouraged to train the language learners to employ appropriate strategies when dealing with a specific task (Zare & Othman, 2013). The other concern is that there were many studies conducted on improving the reading of poor readers (Subbiah & Singh, 2004; Semtim & Maniam, 2015, Ghanaguru et al., 2004), but there is lack of studies conducted on good readers. Therefore, the researcher feels it is deemed necessary to improve good readers' reading proficiency even though they are excellent enough to comprehend what they read.

These good readers can be identified using READS test to know their proficiency in reading. Reading Evaluation and Decoding System (READS) functions to evaluate the learners' reading skills, analyse the results and use them to gain an in-depth and holistic understanding of an individual's reading skills (Abdul Rashid et al., 2010). Theoretically, READS allows a teacher to administer the standardised test, compile the scores and subject them to analysis. The analysis obtained can then be cross-referenced with the Reading Matrix to determine the band in which the reader belongs (Abdul Rashid et al., 2010). Subsequently, teachers, learners and other relevant stakeholders in the learning enterprise can refer to the Descriptors of Reading Abilities guideline to decode the learners' ESL reading abilities.

The deeply held beliefs that the majority of learners seem to own regarding second language learning have received a great deal of attention in recent years (Abdi & Asadi, 2015). Language learners enter language class with certain fixed vocabulary

and language learning beliefs (Abdi & Asadi, 2015). Researchers indicated that second-language learners come to language class with certain preconceived beliefs regarding language and language learning, and these assumptions often reflect the expectations of the learners and the behaviours they would follow in their language learning (Horwitz, 1987; Wenden, 1987). It is listed even the language proficiency learners are similar but due to their different beliefs, the learners could approach specific language learning task differently (Mori, 1999). Academics in second language learning have been studying learners' beliefs regarding language learning for over twenty years with the assumptions regarding how beliefs will have an effect on learners' behaviours and success. This is often to assist educators in designing language classes and curricular that accommodates learners' belief (Abdi & Asadi, 2015). It is clear that ESL readers' beliefs had a significant influence on their reading behaviour (Kim, 2010).

Teachers play a critical role in guaranteeing that the good readers are fluent readers and ready to comprehend a text meaningfully. There is a growing need for teachers to be responsible and extremely accountable for a lesson conducted in a class. It means the teachers are liable for what they teach and what a pupil knows in school. Therefore, teachers should focus and plan lessons to be as successful as possible. Consequently, successful pedagogical and instructional strategies for teaching results in an honest lesson and improved student learning (Tutyrahiza, 2008). With regards to the present study, teachers have to be compelled to create the reading lesson significant and pleasurable while transferring the knowledge to students, so they'll perceive the reading lesson better and acquire the skills and techniques to attain reading comprehension (Tutyrahiza, 2008). However, to accomplish the intended

purposes, teachers ought to have a repertoire of carrying out a good ESL reading lesson that includes preparation, instruction, and assessment.

Determining the learners' expectations can facilitate the teachers to discern what the learners perceive from them and make adjustments to their instructional strategy (Tutyrahiza, 2008). Besides, learners' perceptions ought to be taken and reviewed conscientiously in teaching and learning English because it could be a two-way process involving teachers and learners (Hiew, 2012). Ketsman (2012) commented that teachers play a critical role in designing lessons as students believe as expectations are an opportunity for academic achievement and performance. Many pieces of research focused on the expectations of tertiary level students (Bordia et al., 2006; Chu & Huang, 2007; Haque, 2014), but very few researches study on secondary school students' expectation. Students' expectations play a central part and have a profound influence on governing students' internal motivation and external actions (Haque, 2014). Ketsman (2012) commented that “. . . expectations are a potential of student academic achievement and success” (p. 2) and that “a teacher plays a tremendous role in making learning meaningful to students.

In a study conducted by Shishavan and Homa (2009), it was reported that learners give more priority to the characteristics of a teacher's personality and how the teacher conducts his students. It would be valuable if teachers could identify the students' needs, particularly their expectations in reading lessons in terms of lesson delivery, activities conducted, materials used, assessment used and the teacher's characteristics itself. The five elements are important in teaching and learning process in Malaysia which is in line with Standard Kualiti Pendidikan Malaysia gelombang 2 (SKPMg2): Standard 4 largely emphasises a teacher's role as a facilitator and the pupils as active learners (MOE Inspectorates, 2019). A teacher should be a planner

where he/she should plan a lesson with specific and measurable objectives, design appropriate learning activities and materials, and carry out assessment to gauge the students' understanding (MOE Inspectorates, 2019). In October 2011, the Education Ministry conducted a comprehensive review of Malaysia's education system. As a result, a transition occurred in Malaysia through 21st-century skills. The latest Blueprint 2013-2025 ensure students are well prepared with 21st-century skills. It also provides a comprehensive roadmap to quickly and sustainably change our education system by 2025. (Kementerian Pendidikan, 2012).

It emphasizes more on student-centred classes, and the approach focuses on content teaching and learning, access to accurate and relevant information, open transparency, and supportive learning environments and services. The main concern of a teacher who teaches ESL reading is how to make their reading classes interesting and relevant for their students (Farrell, 2008). The principles for designing effective and interesting reading lessons suggested by Farrell (2008) which was adapted from Richards (1990) are the reading materials, activities to maintain interest, motivation and peace as well as reading with pre, during and post phases. Duke and Pearson (2002) claim that to develop learners' capabilities to be good readers, teachers play a crucial role in training them to evaluate the text's quality and value and react to the text in a range of ways. Teachers' questioning technic is another important factor to be considered in teaching reading

This will help teachers to deliver a successful ESL reading lesson based on student needs. The needs of learners as well as their learning styles and interests, are always crucial in language teaching, and teachers can take these elements into account when conducting a good reading lesson. That teacher's lesson will demonstrate a strong understanding of language, second-language learning and teaching. Teachers should

keep in mind that facilitating student performance could be an additional vital goal, and ‘performing’ isn't the key goal of teaching (Senior 2006).

Students from two types of schools were selected for the purpose of this study, which are Cluster School and High Performance School. Cluster school is a new model established for enhancing educational excellence in Malaysia. In January 2007, The Malaysian National Education Blueprint (NEB) 2006-2010 which lays the foundation for education development over five years, was launched. The establishment of cluster schools is contained in Chapter 9 of the Education Development Master Plan which was launched on 16 January 2006. According to Ministry of Education Cluster schools are based on the second approach of the master plan, which is to develop the full potential of schools within the cluster of excellence whose mechanism is set out in the 6th strategic thrust, accelerating the excellence of educational institutions. Cluster school is a brand given to schools identified as being excellent in its cluster from the aspects of school management and student achievement. One initiative under the NEB was the establishment of the ‘cluster schools’ program. This was basically aimed at enhancing the quality of education and producing excellent students in Malaysian schools. Under this program, academically well-performing schools will be selected and placed under certain ‘clusters of excellence’. Academic excellence is one of the criteria to be a cluster school.

High Performance Schools defined as schools that possess their personalized unique ethos, characteristics, and identity as well as outstanding in all educational aspects and able to face the worldly challenges (MOE Malaysia, 2010), the selected HPS will have to fulfil all the preconditions as determined by MOE and HPS Task Committee. In the effort to realize world-class educational system and make Malaysia a knowledge excellence centre, the existence of HPS is one of the best alternatives to

be achieved. SBT candidate for recognition consists of primary and secondary schools which are in Band 1 based on a composite score that takes into account the Grade Point Average (GPS) and Decision Self Rating School (SMEs) based on Malaysian Education Quality Standard (SQEM). (MOE Malaysia, 2010). The students' intake to the High Performance School are through screening (MOE, 2010).

However, there are issues or problems faced by good readers in ESL reading lessons. The issues and problems identified by the researcher are discussed in the following section.

1.3 Problem Statement

The researcher identified the issues related to good readers' beliefs, good readers' expectations and their reading proficiency, and it will be discussed in the following section.

ESL syllabus in Malaysia is well arranged by some experts in the Education field, and the topics to be taught for each year of the secondary school are specified (Peng and Hui, 2012). However, not all students are proficient in English and, there are many reasons why such a situation could happen. For example, the students are less interested in learning English compared to other subjects, and students do not have the chance to practice their English in daily life, students are not confident to use the language, and many more reasons. But these are all speculations as there are no detail and significant research or studies that research on this matter (Peng and Hui, 2012). Looking at this matter, it is most appropriate and advisable for the syllabus writers as well as the teachers to look into language learners' beliefs of the ESL learners in Malaysia to figure out the factors that cause the gaps in the ESL performance that differ only then the teaching in classroom can be done. It is deemed necessary to profile

good readers' belief because their beliefs influence their reading proficiency. Similarly, Block (1992) asserted that ESL learners' reading strategies, such as focusing on word-level processing are affected by the learners' beliefs about reading in L2. If students have positive beliefs and attitudes about a particular language, learning the language will be more enjoyable and less stressful (Block, 1992). On the contrary, the whole learning process can be negatively impacted if they have misconceptions about a language and it influences the way the language is learnt (Jusoh, 2017). Students in a study conducted by Peng and Hui (2012), believe that English is too hard to learn and cope and it was mentioned that this is a belief that teachers need to get obviate from students' mind as a result of it would provide a negative influence on these students' language learning. The level of language proficiency that influence students' beliefs. It is aforementioned that learners approach a particular language learning task differently based on their beliefs and here is also individual differences observed among the learners even they are with similar language proficiency (Mori, 1999). Therefore, it is essential to profile good readers' beliefs so that they will not lose their interest during a reading lesson.

Currently, there are still some gaps within the assessment of English Language Reading test scores in higher secondary students of Malaysia. Based on The Star Newspaper (2017), Malaysia scored 431 in the reading Programme for International Student Assessment (Pisa) 2015, still below the worldwide average score of 493. In the year 2015 score, Malaysia has graded forty-ninth out of some seventy countries for reading, and the neighbouring country Singapore is right on top of the leader board, evaluation 535 (The Star, 2017). This could be as a result of presently in Malaysia the test scores of the higher secondary students do not mirror the type of data required by teachers and other stakeholders with regards to reading issues and

challenges. The results are expressed symbolically, typically as grades, and therefore, the biggest drawback with grades is that they do not supply any information on ways to improve. They do not indicate the combination of skills that the learners have achieved. Students need clear guidance on where they are, what they need to try to do next, and the way to boost. With the composite score, the teachers are unable to spot the reading proficiency of a student. Students' true talents aren't perpetually mirrored within the take a look at scores that they obtained (Hughes, 2003). Kubiszyn and Borich (2003) saw that grades usually lead to the loss of information as well as misinterpretation of the students' actual accomplishment; thus, grades are hollow to students and parents as they're unable to produce an in-depth description of learners' strengths and weaknesses. Therefore, it is important to determine the good readers' reading proficiency and

The problem of reading that arises in Malaysia currently may be tracked down to the secondary school level, which may be due to the inconsistencies and misalignment between the approaches by the teachers and design with the implementation stage in the classroom (Hazlina et al., 2012). Malaysian higher education students are often labelled as lacking in their ability to read proficiently and critically (Mohd Zin et al., 2014). Many reading researchers and educators have claimed that Malaysian university students are not prepared to engage in demanding reading tasks, such as critical reading, required of them (Koo, 2011; Nambiar, 2007; Pandian, 2007; Thang & Azarina, 2008). The Education Ministry has proposed the Education Development Master Plan (PIPP) 2006-2010 to improve the teaching and learning experiences in secondary schools. This has resulted in educational researchers in Malaysia being encouraged to investigate possibilities to make teaching and learning more meaningful. Chu and Huang (2007) have emphasized that identifying

the expectations of students in an ELT classroom with the aim of identifying their expectations has essential consequences for teachers' choice and style of resources and the use of techniques resulting in better teaching strategies. Hopkins (2008) stated that improving effective pedagogy and securing a lot of individualised approaches to learning, learners' voice is vital. Learning is effective once the learners feel learning is worth it and enjoyable, and therefore the students are able to interact with the lesson (Schmidt, 2004). In Malaysia, there are still lack of significant studies that really study on good readers' expectations about reading lessons. This is also stressed by writers (Lobo & Gurney, 2014; Bordia et al., 2006); students' expectations have an intense effect they can have on students' beliefs, and students will be demotivated and lack of interest in their classroom if their expectations are not met in ESL classroom. This gap in research might consequently lead to lack of interest in the classroom among good readers if it is not investigated.

The above gaps are the reasons for the development of this study. After, identifying the good readers, their beliefs and expectations are important to be considered in developing a good reading lesson to improve good readers' reading proficiency as discussed above. Thus, teachers should play their role in improving the good ESL readers' reading skills through the good reading lesson. This is because language teachers play a vital role in exposing students to various reading strategies, thereby allowing students to decide on strategies that are appropriately aligned with their reading purposes and task requirements (Semry & Mahendran, 2015). It is hoped that the findings of this study will assist the teachers in increasing their proficiency in helping good readers to enhance their reading proficiency in English language.

1.4 Aim and Objectives of the Study

The aim of the study is to identify the good readers and determine the good readers' beliefs and expectations on good reading lesson. The objectives of the study are:

- i) To identify the good ESL readers from a population of upper secondary level students of higher performance school and cluster school using reading comprehension proficiency test READS.
- ii) To determine the reading comprehension proficiency of the good ESL readers.
- iii) To profile the good ESL readers' belief about reading.
- iv) To investigate the good readers' expectations of teaching and learning of ESL reading comprehension proficiency with regards to:
 - a) Teacher's characteristics
 - b) Teacher's lesson delivery
 - c) Activities conducted in classroom
 - d) Materials used
 - e) Assessments used
- v) To generate a checklist of teaching good reading lesson based on good readers' beliefs and expectations.

1.5 Research Questions

- i) How are the good ESL readers identified from a population of upper secondary level students using reading comprehension proficiency test?
 - a) Who are the good ESL readers?
- ii) How are the good ESL readers' reading comprehension proficiency determined?

- a) What are the good ESL readers reading comprehension proficiency?
- iii) What is the profile of the good ESL readers?
 - a) What are the good ESL readers' belief about reading?
- iv) What are the good ESL readers' expectations of teaching and learning of ESL reading proficiency?
 - a) What are the good ESL readers' expectation about the teachers' characteristics?
 - b) What are the good ESL readers' expectation about the teachers' lesson delivery of a reading class?
 - c) What are the good ESL readers' expectation about the reading activities conducted in class?
 - d) What are the good ESL readers' expectation about the materials used during reading lesson?
 - e) What are the good ESL readers' expectation about the assessments developed during reading lesson?
- v) How is a checklist of teaching good reading lesson develops based on good readers' beliefs and expectations.

1.6 Rationale of the Study

The researcher tracks successful readers' reading ability by loading time on task to investigate readers' performance. Therefore, the researcher determines the good readers using a reading comprehension proficiency test rather than depending on the teachers and students reference to a student's reading abilities. This is to ensure the researcher obtains correct and credible results with the competence level of the readers.

An argument made by a reader without evidence is not credible because certain participants might be too reluctant to accept their high or low level of competence. (Mohd Fadhili, 2014). Therefore, adequate reading comprehension proficiency assessment is vital to identify readers' proficiency. It was done to recognize the good readers while filled with time on task. This is because an increase in task time will not impede the successful readers' comprehension of the text, however, they will be encouraged to do better. Therefore, it is not surprising that the most salient characteristic of skilful reading is the speed or fluency with which printed words are translated into spoken language (Adams, 1990). In many theoretical frameworks, oral reading speed and accuracy had been used as an indicator of overall reading competence, including reading comprehension. These evident the necessity of loading time on task to investigate the readers' reading proficiency.

Beliefs are fundamental structures in every field of human behaviour and thinking. Researchers found that second-language learners come to language class with some preconceived beliefs regarding language and language learning, and these expectations may suggest what the learners anticipate and what steps they should follow in their language learning (Horwitz, 1987; Wenden, 1987). It is said that the values of learners allow them to treat a specific language learning activity differently and account for individual differences even among learners with similar language skills (Mori, 1999). The researcher profile the good readers in terms of good readers' belief about reading. The profiling of the good readers is done to cater a reading lesson based on the readers' belief.

Finally, the study is also meant to describe the attributes of good reading lesson expected by good readers. Good readers basically learn on their own using their own learning strategies. They feel it works well than from being taught. Griffith (2010)

stated good language learners take charge of their own learning by means of strategies that suit their own individual characteristics and goals. Thus, this study investigated the elements the good readers want to have in a reading lesson, and a good reading lesson checklist will be developed based on the good readers' expectations and beliefs.

1.7 Significance of the Study

Based on Didau (2012), student learning occurs when a student can link their prior knowledge, experiences, interests and motivations to what they find in the classroom. The characteristics of a good ESL reading lesson defined in this study centred on the experience of good readers will be a reference to conduct a good reading lesson. This research will also encourage a teacher to take necessary steps or introduce good teaching practices to develop their lessons in the classroom based on the characteristics of the good readers found in the study.

Besides, this study also will be good guidance for the trainee teachers who will face the good readers. They do not need to depend on mentors or senior teachers in schools to identify the students' level and needs. The good reading lesson components perceived by good readers would be beneficial to trainee teachers as they are still new to ESL teaching. They will have a clear picture of what makes a good reading lesson through the matrix developed in the study. Studies showed that the trainee teachers had difficulty in identifying the effective lesson as they are still new in the teaching field (Nor & Tumiran, n.d.)

Aside from all of the above, this research focuses on good readers, which is important because reading studies concentrate mostly on reading difficulties or poor readers rather than outstanding readers. However, reading studies in Malaysia have concentrated on below-average readers compared to good readers as stated earlier. On

this basis, the study will identify the characteristics of good readers and their expectations on a good reading lesson. Besides, the good readers' expectation of good ESL reading will benefit other learners. Therefore, the study on good readers is very significant.

1.8 Limitations and Delimitation of the Study

The writer is mindful of this study's shortcomings, though carefully prepared. This research's limitation is that good readers' reading comprehension proficiency is only determined using loading on time on task and not determined by test difficulty. This is because, in reality, the time constraint is applied to assess reading in class or on standard exams such as, TOEFL, IELTS, or even in SPM. Therefore, time pressure was considered as the important element to be implemented in reading, especially among good readers.

There are delimitations found in this study; however it would not undermine the significance of the study. First of all, most study samples are from northern Malaysia. This can contribute to less generalizability of this analysis relative to Malaysia's overall student population. In addition, the scope of the study is only focused on good readers. This is because there are many studies conducted to identify poor readers but studies on good readers are always limited.

Secondly, the study focuses only on the characteristics of good readers in terms of belief. However, the characteristics of good readers are not just limited to these. Even though there are many more characteristics that can be used to describe good readers, but it is impossible for any study to describe them all at one time. Therefore, the researcher limited the profile of the good readers only in terms of beliefs in reading. However, the main reason profiling only the good readers' belief is because beliefs are

fundamental structures in every field of human behaviour and thinking. Researchers found that second-language learners come to language class with some preconceived beliefs regarding language and language learning, and these beliefs shape their language learning activity. This is the main reason the profiling of the good readers is done to cater a reading lesson based on the readers' belief.

1.9 Definition of Terms and Operational Definitions

1.9.1 Reading

The ability to read and comprehend texts is an essential component of successful functioning in our world. In learning English as a second or foreign language, asserts that reading is the most important skill to master. English is taught as a second language in Malaysia and reading in English would undoubtedly help a learner to be proficient in the language as language can be learned through reading (Fatimah & Vishalache, 2006). Reading, based on Anderson et al. (1985) defined reading as Reading is the process of constructing meaning from written texts and it is a complex skill requiring the coordination of a number of interrelated sources of information. Wixson et al. (1987) stated that Reading is the process of constructing meaning through the dynamic interaction among the reader's existing knowledge; the information suggested by the text being read; and the context of the reading situation. Based on DSKP Form 4 (KPM, 2018), Reading means pupils' ability to understand the meaning and to extend thinking through independent reading. The Learning Standards have five main strands, which are: understanding main ideas, understanding details, using reading strategies, using reference resources, and reading to develop thinking.

Reading in this study is defined as the proficiency to read and comprehend the text, which involves understanding main ideas and details. The readers also should be able to interpret meaning from varied texts.

1.9.2 Lessons

The two participants commonly linked in classes are teachers and students. Lessons consist of a recognisable type of activities and structure. Lessons require specific structure. They begin in a specific way, continue through a sequence of teaching and learning exercises and draw a conclusion (Richards, 1996).

In this study, English Language lesson is taught in classrooms for 240 minutes per week and it was taught using KBSM syllabus. Lessons include teachers and students through a sequence of teaching and learning activities in the classroom during reading lesson.

1.9.3 Good Readers

Good readers read and are ready to perceive most of what they read as well as relate it to their previous information, measure the connection of the information and measure the information, formulate opinions and substantiate their thinking (Masuhara, 2009). Good Readers in secondary schools, especially in upper forms (form 4 and Form 5) must be in the performance level of B2 (DSKP English Language).

For the aim of this study, good readers are the readers who score Band five and Band six within the reading proficiency test (READS). The good readers of these two

types of schools achieved the CEFR performance level, which is B2 compared to the cut score of READS.

1.9.4 Expectations

According to White (1999), "expectations, which are developed before expertise with a specific method, context or role, also are formed by beliefs" (p. 443). In alternative words, the expectations of language learners play a vital part in influencing their performance in language learning. Therefore, it's obvious that language learners' expectations influence their performance in language learning, and such performance is additionally shaped by the language learners' belief systems. For the aim of this study, the expectation is taken into account as the most possible to happen by the good readers throughout a reading lesson.

1.9.5 Belief

Belief is defined as a mental representation of an attitude positively oriented towards the chance of something being true (Eric, 2006). Learner beliefs are generally what learners bring into the classroom learning environment which can be based on their cultural background or perhaps their learning expertise (Nhapulo, 2013).

Similarly, in this study, belief means the mental representation of the good readers on reading. Learners' beliefs embody what learners know about themselves as second language learners, what they think about the task of reading and what they believe are the best and appropriate ways to read a passage.

1.9.6 Proficiency

The term ‘proficiency’ plays a fundamental role in language teaching, learning, and assessment. It is generally recognized that the concept of proficiency in a second or foreign language comprises the aspects of being able to do something with the language (‘knowing how’) as well as knowing about it (‘knowing what’) (Harsch, 2016).

In this study, the term proficiency is referred to the good readers’ reading comprehension proficiency which is interchangeably used as reading proficiency. Good readers’ reading proficiency focuses on how well they understand the specific information and main details of a comprehension passage.

1.9.7 Assessment

In schools, assessment is a process that teachers use to identify the learners’ current levels of understandings and to target areas for further teaching and learning (Mohammad Ali, 2011). Assessment is basically a series of processes by which judgments are made about the learner’s language learning, abilities, knowledge, and accomplishments (Rethinasamy, 2013). In Malaysian classroom, Summative and Formative assessments are carried out (Shaari, 2020). Assessment for learning offers a different perspective to traditional assessment in schools. This is because the activities that are carried out by the teacher are designed to highlight the students’ strengths and weaknesses and also to provide them with feedback that will further their learning (Earl, 2003).

Assessment in this study referred to READS test carried out to assess the good readers' reading proficiency and is also referred to assessments carried out to assess the good readers' understanding during a reading lesson.

1.10 Summary

First, this chapter established an overview of the study and introduced the importance of conducting a good lesson in an English classroom. Second, it mentioned the explanations behind conducting the study specifically for good readers. Second, it proposed study purpose, study objectives, and study questions that directed the analysis. Third, the study's significance and limitations were addressed. Finally, the key terms were illustrated.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

The chapter is intended to examine relevant literature in related fields such as what other researchers say regarding reading and good readers. It also provides information about the assessment of reading used by a teacher to evaluate the good readers involved in determining the good readers.

This chapter breaks into few parts. The first segment addresses learning, good readers and readers' reading proficiency and capacity in reading. Then, it focuses on beliefs of good readers about reading which were explained using metacognitive theory.

The following section presents the approaches to a good reading lesson. The main theory involves teaching and learning of reading and methods of teaching reading lesson. This study focuses on teaching and learning of ESL reading lesson-based constructivist theory. Then in the last section, the theoretical and conceptual framework of this study were presented.

2.2 Reading

Reading is the main focus of this study. Therefore, this section will focus in detail on reading and how experts define reading. In the field of learning English as an ESL/EFL, reading is one of four important basic skills that is considered as a major source for students to obtain language input (Ediger, 2002). Malaysian Education Blueprint (2013-2025), the government has transformed the education system in

Malaysia that is now essential to lead the Malaysian to meet the current and future needs both locally and globally (Ishak & Mohamad, 2018). One of the most important skills to be assessed learning English as a second language is reading skill because the government desires to upgrade the students' English proficiency since reading has involved the process of decoding words in order to derive meaning (Floyd et al., 2007 cited in Woods et al., 2021; Mohamad et al., 2015; Ishak & Mohamad, 2018). So, reading skill does help the students to improve themselves in improving the level of proficiency in English language and enhance them to have the awareness on the importance of learning English as a second language.

According to Chang et al. (2018), the Reading ability does not only require pupils to correctly pronounce the vocabulary but to understand the semantic structures of the English language and the dictionary definitions. Chang et al. (2018) stated that reading comprehension is an active mental activity that requires interaction between the reader and the text. Definitions of reading are vital to an understanding before considering reading comprehension. Reading is seen as an 'Interactive' process. It involves a reader and a text that ends up in reading fluency. During this process, the reader interacts dynamically with the text because the reader tries to elicit the meaning and various forms of information that are being used through linguistic or systemic information as well as schematic knowledge (Alyousef, 2005).

According to Goodman (1967), "Reading may be a precise process. It involves precise, detailed, sequential perception and identification of letters, words, spelling patterns and huge language units" (p. 33). In the Goodman Model of Reading is viewed as a dynamic process that involves an interaction between language and thought. In this model, reading is seen as a process in which the reader is engaged in a very dynamic transaction with the text in order to construct that means encoded therein

same text where the transaction is influenced by variety of language cues as well as the readers' conceptual and background knowledge and experience (Goodman, 1967).

According to Nunan (1991: p.72), reading is usually developed as a solo practice where the user communicates separately with the text. Furthermore, Nunan (1989: p.72) notes that reading is also a solitary activity containing multiple reader-to-reader experiences and what they bring about the text. Learning is the most important task in any language class because it helps expand one's language knowledge besides being a source of information and pleasurable experience in any language class (Rivers, 1981: p.259).

Brown (2004: p.189) notes that reading is a negotiation process, implying wherever the readers come to understand the significance of the texts they interpret. Interaction in their perception and the interpretation of texts they read gives their understanding of the meaning of texts they learn. Grabe (1991), argues that "many researchers decide to perceive and justify the fluent reading process by analyzing the process into a set of component skills" (1991, p.379) in reading because reading is an advanced and complex method. There are six general component skills and knowledge areas which are automatic recognition skills, vocabulary and structural knowledge, formal discourse structure knowledge, content/world strategies, synthesis and analysis skills/strategies, metacognitive knowledge and skills monitoring.

Proficiency in reading involves several variables, for instance, automaticity of word recognition, familiarity with text structure and topic, awareness of various reading ways, and conscious use and management of those ways in processing a text. It is the teacher's responsibilities to encourage reading by choosing the suitable materials (Grabe,1991).