



***TEACHERS' IMPLEMENTATION OF THE STANDARD-BASED ENGLISH
LANGUAGE CURRICULUM IN YEAR 1 BASIC LITERACY INSTRUCTION
IN SELECTED SCHOOLS IN PAHANG, MALAYSIA***

SURIATI BINTI SULAIMAN

FPP 2016 15



**TEACHERS' IMPLEMENTATION OF THE STANDARD-BASED ENGLISH
LANGUAGE CURRICULUM IN YEAR 1 BASIC LITERACY INSTRUCTION
IN SELECTED SCHOOLS IN PAHANG, MALAYSIA**

By

SURIATI BINTI SULAIMAN

**Thesis Submitted to the School of Graduate Studies, Universiti Putra
Malaysia, in Fulfilment of the Requirements for the Degree of Doctor of
Philosophy**

August 2016

All material contained within the thesis, including without limitation text, logos, icons, photographs and all other artwork, is copyright material of Universiti Putra Malaysia unless otherwise stated. Use may be made of any material contained within the thesis for non-commercial purposes from the copyright holder. Commercial use of material may only be made with the express, prior, written permission of Universiti Putra Malaysia.

Copyright © Universiti Putra Malaysia



Abstract of thesis presented to the Senate of Universiti Putra Malaysia in fulfillment of the requirement for the degree of Doctor of Philosophy

TEACHERS' IMPLEMENTATION OF THE STANDARD-BASED ENGLISH LANGUAGE CURRICULUM IN YEAR 1 BASIC LITERACY INSTRUCTION IN SELECTED SCHOOLS IN PAHANG, MALAYSIA

By

SURIATI SULAIMAN

August 2016

Chairman : Associate Professor Tajularipin Sulaiman, PhD
Faculty : Educational Studies

The standard-based English language curriculum was fairly new in Malaysian primary schools. Thus, this study investigated implementation of the new language curriculum in Year 1 basic literacy instruction in selected schools in Pahang. The study described what the participants perceived about: (1) the new curriculum, particularly the standard-based English language curriculum, phonics approach and teacher professional knowledge; (2) needs; (3) concerns; and (4) challenges that they encountered, and how they actually implemented: (1) lesson planning and preparation of basic literacy instruction; (2) basic literacy instruction; and (3) a multiple-case study was carried out that involved five teachers from five national primary schools to explore these issues through seven research questions and data were analysed from classroom observations, semi-structured interviews, and corresponding documents.

The research findings suggested that the participants had positive perceptions of the SBELC, phonics approach, and their professional knowledge despite their needs for instructional materials, instructional technology, and professional development trainings. The findings also revealed that the expert and proficient participants expressed their concerns for pupil learning, the competent and advanced beginner participants were more likely to have concerns about teaching, while concerns for self were identified in the novice participant. As they implemented the curriculum, the participants encountered some challenges in relation to teaching strategies, activities, instructional materials, mixed-ability groups of pupils, and school textbook.

The instructions were planned and prepared in the short term and as such the participants were still at the LoU III of Mechanical Use level. Yet, the lesson plans complied with the curriculum standards and conformed to the district standard format. The participant's instructions aligned directly with the determined learning standards. The participants used numerous teaching strategies and corresponding instructional materials for which they received positive feedback from the pupils. As a result of their progress in basic literacy skills, the participants carried out three types of classroom assessments, namely activity-based, reading, and written assessments continuously and in informal way while the teaching and learning sessions were still going on. Multiple types of assessment instruments were designed according to the types of assessments and often, the instruments were adapted from various sources, but one participant sometimes self-designed the instruments.

Based on the findings, some changes were proposed to improve basic literacy instruction in lower primary schools. This study provided awareness of Year 1 teachers' perceptions of the new language curriculum, needs, concerns, and some challenges that they faced in respond to curriculum change and implementation which would help the Ministry of Education, as the sponsor of my study to understand teachers' perceptions of the new language curriculum and later gives each individual teacher necessary support to ensure success of its implementation. The findings also provided scientific evidence of the current and quality of curriculum implementation that educational leaders could use to drive decisions and actions before they launch the revised SBELC in 2017.

Abstrak tesis yang dikemukakan kepada Senat Universiti Putra Malaysia
sebagai memenuhi keperluan untuk ijazah Doktor Falsafah

**PELAKSANAAN GURU TERHADAP KURIKULUM STANDARD BAHASA
INGGERIS DALAM PENGAJARAN LITERASI ASAS TAHUN 1 DI
BEBERAPA SEKOLAH TERPILIH DI PAHANG, MALAYSIA**

Oleh

SURIATI SULAIMAN

Ogos 2016

Pengerusi : Profesor Madya Tajularipin Sulaiman, PhD
Fakulti : Pengajian Pendidikan

Kurikulum Standard Bahasa Inggeris adalah agak baru di sekolah-sekolah rendah di Malaysia. Oleh itu, tesis ini mengkaji pelaksanaan guru terhadap kurikulum baru ini dalam pengajaran literasi asas Tahun 1 di beberapa buah sekolah terpilih di Pahang. Kajian ini menerangkan persepsi peserta kajian tentang: (1) kurikulum baru, khususnya Kurikulum Standard Bahasa Inggeris, pendekatan fonik dan pengetahuan profesional guru; (2) keperluan; (3) kebimbangan; dan (4) cabaran yang dihadapi oleh mereka, dan bagaimana mereka melaksanakan: (1) perancangan dan persediaan pengajaran literasi asas; (2) pengajaran literasi asas; dan (3) penilaian perkembangan pembelajaran murid-murid dalam kemahiran literasi asas. Satu kajian kes pelbagai telah dijalankan dengan melibatkan lima orang guru dari lima buah sekolah kebangsaan untuk meneroka isu-isu di atas melalui tujuh persoalan kajian dan data telah dianalisis daripada pemerhatian di bilik darjah, temu bual separa berstruktur, dan dokumen yang berkaitan.

Dapatan kajian menunjukkan bahawa peserta kajian mempunyai persepsi yang positif terhadap SBELC, pendekatan fonik, dan pengetahuan profesional mereka walaupun mereka masih memerlukan bahan bantu mengajar, teknologi pengajaran, dan latihan pembangunan profesional. Kajian ini juga mendapati bahawa peserta kajian pakar dan mahir menyuarakan kebimbangan mereka tentang pembelajaran murid, peserta kajian permulaan lanjutan dan kompeten adalah lebih cenderung untuk mempunyai kebimbangan tentang pengajaran, manakala kebimbangan terhadap kompetensi diri dikenal pasti terdapat dalam kalangan peserta kajian baharu. Semasa melaksanakan pengajaran literasi asas, peserta kajian menghadapi beberapa cabaran yang berkaitan dengan strategi pengajaran, aktiviti, bahan bantu mengajar, kumpulan murid yang berbeza keupayaan bahasa Inggeris mereka, dan buku teks.

Peserta kajian merancang pengajaran dan membuat persediaan dalam jangka masa pendek, Oleh itu, peserta kajian masih berada di tahap *LoU III of Mechanical Use*. Namun begitu, rancangan pengajaran tersebut mematuhi standard kurikulum dan menepati format daerah. Pengajaran peserta kajian adalah selaras dengan standard pembelajaran yang telah ditetapkan. Peserta kajian menggunakan pelbagai strategi pengajaran dan bahan bantu mengajar yang sesuai, iaitu mereka menerima maklum balas yang positif daripada pelajar. Bagi menilai perkembangan pembelajaran murid-murid dalam kemahiran literasi asas, peserta kajian menjalankan tiga jenis penilaian, iaitu penilaian berasaskan aktiviti, membaca, dan bertulis secara berterusan dan tidak formal semasa sesi pengajaran dan pembelajaran sedang berlangsung. Pelbagai instrumen penilaian dibina berdasarkan jenis penilaian dan lazimnya, instrumen penilaian diadaptasi daripada pelbagai sumber, dan seorang peserta kajian kadangkala membina sendiri instrumen penilaian.

Berdasarkan dapatan kajian, beberapa perubahan telah dicadangkan untuk menambah baik pengajaran literasi asas di sekolah-sekolah rendah. Kajian ini memberi kesedaran tentang persepsi guru-guru Tahun 1 terhadap kurikulum baru, keperluan, kebimbangan, dan beberapa cabaran yang dihadapi oleh guru-guru rentetan daripada perubahan kurikulum yang dapat membantu Kementerian Pelajaran Malaysia, selaku penaja pengajian saya untuk mengukur persepsi guru terhadap kurikulum baru ini. Seterusnya memberi sokongan yang sewajarnya kepada setiap guru bagi memastikan pelaksanaan kurikulum ini berjaya. Hasil kajian ini juga menyediakan bukti saintifik semasa dan kualiti pelaksanaan kurikulum ini yang boleh digunakan oleh ketua-ketua sektor pendidikan untuk membuat keputusan dan mengambil tindakan sebelum mereka melancarkan kurikulum semak semula SBELC pada tahun 2017.

ACKNOWLEDGEMENTS

This study was made possible through the inspiration, encouragement, and support from many people whom I cannot name them all. Yet, some people were especially important in this study and therefore I would like to express my deepest and sincere gratitude to them for their involvement.

First, I am indebted to the Chairman, Associate Professor Dr. Tajularipin bin Sulaiman, who has never doubted my ability. I appreciated his scholarly direction, exceptional assistance, constant support, and unhesitating guidance throughout the course of the study. Dr. Tajul has always been there for me whenever I needed his assistance. To my co-supervisor, Dr. Fadzilah binti Abd Rahman who supported me from the beginning to the end of my study. I am grateful for her valuable advice and concern that guide me along my journey. Thank you to Dr. Moomala binti Othman, for her kindness and endless support over the years;

In gratitude, I would like to thank the seven outstanding teachers who have enormously supported me through their tireless participation in the study. Their generous sharing has provided meaning to this study and friendship for me. Special appreciation is accorded to each person whose names unfortunately cannot be disclosed for the purpose of anonymity.

To all the lecturers and staff of the Faculty of Educational Studies and the School of Graduate Studies, Universiti Putra Malaysia, I truly appreciate your knowledge, assistance, advice, and teaching throughout the duration of my study at UPM.

Special gratitude and appreciation is rendered to my family for their love and understanding especially my husband, Khairunnidzam bin Bahruddin who has never hesitated to motivate me when I face significant challenges. Your endless support has made it possible for me to finish this study in a timely manner. To my parents, Sulaiman bin Yacob and Azizah binti Jaafar, I am truly grateful for your encouragement and prayers for my success. To my children, Nur Farah Izzati, Nur Farah Hidayah, Ariff Adham, Ahmad Ariff Aiman, and Ahmad Ariff Akram, this is dedicated to you all with the hope that it will inspire you to further your studies.

I certify that a Thesis Examination Committee has met on 30 August 2016 to conduct the final examination of Suriati binti Sulaiman on her thesis entitled "Teachers' Implementation of the Standard-Based English Language Curriculum in Year 1 Basic Literacy Instruction in Selected Schools in Pahang, Malaysia" in accordance with the Universities and University Colleges Act 1971 and the Constitution of the Universiti Putra Malaysia [P.U.(A) 106] 15 March 1998. The Committee recommends that the student be awarded the Doctor of Philosophy.

Members of the Thesis Examination Committee were as follows:

Arshad bin Abd Samad, PhD
Associate Professor
Faculty of Educational Studies
Universiti Putra Malaysia
(Chairman)

Nooreen binti Noordin, PhD
Senior Lecturer
Faculty of Educational Studies
Universiti Putra Malaysia
(Internal Examiner)

Nor Hayati binti Alwi, PhD
Associate Professor
Faculty of Educational Studies
Universiti Putra Malaysia
(Internal Examiner)

James Dean Brown, PhD
Professor
University of Hawai at Manoa
United States
(External Examiner)



NOR AINI AB. SHUKOR, PhD
Professor and Deputy Dean
School of Graduate Studies
Universiti Putra Malaysia

Date: 22 November 2016

This thesis was submitted to the Senate of Universiti Putra Malaysia and has been accepted as fulfilment of the requirement for the degree of Doctor of Philosophy. The members of the Supervisory Committee were as follows:

Tajularipin bin Sulaiman, PhD

Associate Professor
Faculty of Educational Studies
Universiti Putra Malaysia
(Chairman)

Fadzilah binti Abd Rahman, PhD

Senior Lecturer
Faculty of Educational Studies
Universiti Putra Malaysia
(Member)

Moomala binti Othman, PhD

Senior Lecturer
Faculty of Educational Studies
Universiti Putra Malaysia
(Member)

BUJANG KIM HUAT, PhD

Professor and Dean
School of Graduate Studies
Universiti Putra Malaysia

Date:

Declaration by graduate student

I hereby confirm that:

this thesis is my original work;

quotations, illustrations and citations have been duly referenced;

this thesis has not been submitted previously or concurrently for any other degree at any other institutions;

intellectual property from the thesis and copyright of thesis are fully-owned by Universiti Putra Malaysia, as according to the Universiti Putra Malaysia (Research) Rules 2012;

written permission must be obtained from supervisor and the office of Deputy Vice-Chancellor (Research and Innovation) before thesis is published (in the form of written, printed or in electronic form) including books, journals, modules, proceedings, popular writings, seminar papers, manuscripts, posters, reports, lecture notes, learning modules or any other materials as stated in the Universiti Putra Malaysia (Research) Rules 2012;

there is no plagiarism or data falsification / fabrication in the thesis, and scholarly integrity is upheld as according to the Universiti Putra Malaysia (Graduate Studies) Rules 2003 (Revision 2012-2013) and the Universiti Putra Malaysia (Research) Rules 2012. The thesis has undergone plagiarism detection software.

Signature: _____

Date: _____

Name and Matric No: Suriati binti Sulaiman , GS32600

Declaration by Members of Supervisory Committee

This is to confirm that:

- the research conducted and the writing of this thesis was under our supervision;
- supervision responsibilities as stated in the Universiti Putra Malaysia (Graduate Studies) Rules 2003 (Revision 2012-2013) are adhered to.

Signature:
Name of
Chairman of
Supervisory
Committee:



Associate Professor Dr. Tajularipin bin Sulaiman

Signature:
Name of
Member of
Supervisory
Committee:



Dr. Fadzilah binti Abd Rahman

Signature:
Name of
Member of
Supervisory
Committee:



Dr. Moomala binti Othman

DR. MOOMALA OTMAN
Pensyarah Kanan
Jabatan Pendidikan Bahasa & Kemanusiaan
Fakulti Pengajian Pendidikan
Universiti Putra Malaysia
43400 UPM Serdang, Selangor Darul Ehsan, Malaysia

TABLE OF CONTENTS

		Page
ABSTRACT		i
ABSTRAK		iii
ACKNOWLEDGEMENTS		v
APPROVAL		vi
DECLARATION		viii
LIST OF TABLES		xiii
LIST OF FIGURES		xiv
LIST OF ABBREVIATIONS		xv
CHAPTER		
1	INTRODUCTION	1
	1.1 Background	1
	1.1.1 Standard-Based Curriculum for Primary Schools	3
	1.1.2 Standard-Based English Language Curriculum	5
	1.2 Problem Statement	12
	1.3 Objectives of Study	14
	1.4 Research Questions	14
	1.5 Significance of Study	15
	1.6 Limitations of Study	17
	1.7 Operational Definitions	19
	1.7.1 Standard-Based Curriculum for Primary Schools	20
	1.7.2 Standard-Based English Language Curriculum	20
	1.7.3 Basic Literacy Instruction	21
	1.7.4 Basic Literacy Skills	21
	1.7.5 $V^{\wedge} \& @ ! \cdot \acute{U} \wedge ! \&] \grave{a} \} \cdot$	21
	1.7.6 New Curriculum	21
	1.7.7 Needs	21
	1.7.8 Concerns	22
	1.7.9 Challenges	22
	1.7.10 Classroom Assessments	22
	1.7.11 Curriculum Implementation	22
	1.7.12 English Language Teaching	22
	1.7.13 Primary Schools	23
	1.8 Chapter Summary	23
2	LITERATURE REVIEW	24
	2.1 Standard-based Curriculum	24
	2.1.1 Standard-based Assessment	27
	2.2 Theory and Practice of Basic Literacy Instruction	29
	2.2.1 Approaches to Teaching Reading	31
	2.2.2 Approaches to Phonics Instruction	37
	2.2.3 Synthetic Phonics Approach	39
	2.3 Concerns-Based Adoption Model	43

2.4	Research on Curriculum Implementation	53
2.5	Conceptual Framework	56
2.6	Chapter Summary	58
3	METHODOLOGY	59
3.1	Research Design	59
3.1.1	Qualitative Research	59
3.1.2	Case Study	60
3.2	Sampling	62
3.2.1	Research Site	63
3.2.2	Research Participant	65
3.3	Data Collection	67
3.3.1	Observation	70
3.3.2	Interview	72
3.3.3	Document Analysis	73
3.4	Research Protocol	74
3.5	Pilot Study	75
3.6	Research Procedure	76
3.7	Data Analysis	76
3.8	Trustworthiness	79
3.9	Chapter Summary	82
4	RESULTS	83
4.1	Profiles of Research Participants	83
4.2	RQ1: New Curriculum	85
4.2.1	Perceptions of SBELC	86
4.2.1.1	Progressive Curriculum	86
4.2.1.2	Pragmatic Curriculum	88
4.2.1.3	Outcome-based Curriculum	92
4.2.2	Perceptions of Phonics Approach	94
4.2.2.1	Helpful	94
4.2.2.2	Fun Learning	95
4.2.2.3	Challenging	96
4.2.3	Perceptions of Professional Knowledge	98
4.3	RQ2: Needs	103
4.3.1	Instructional Materials	103
4.3.2	Instructional Technology	104
4.3.3	Professional Development Trainings	104
4.4	RQ3: Concerns	110
4.4.1	Concern for Self	110
4.4.2	Concern for Teaching	110
4.4.3	Concern for Pupil	112
4.5	RQ4: Challenges	113
4.5.1	Teaching Strategies	113
4.5.2	Activities	114
4.5.3	Instructional Materials	115
4.5.4	Mixed-Ability Groups	115
4.5.5	School Textbook	116
4.6	RQ5: Lesson Planning and Preparation	117
4.6.1	Short Term	117

4.6.2	Alignment with Curriculum Standard	118
4.6.3	Standard Format	120
4.7	RQ6: Basic Literacy Instruction	123
4.7.1	Learning Standard Alignment	124
4.7.2	Teaching Strategies	133
4.7.3	Instructional Materials	140
4.7.4	Ú] • q^ àæ	142
4.8	RQ7: Classroom Assessments	144
4.8.1	Implementation of Classroom Assessments	145
4.8.2	Types of Assessments	146
4.8.3	Assessment Instruments	150
5	SUMMARY, DISCUSSION, CONCLUSION AND RECOMMENDATIONS	153
5.1	Summary	153
5.1.1	RQ1: New Curriculum	153
5.1.2	RQ2: Needs	154
5.1.3	RQ3: Concerns	154
5.1.4	RQ4: Challenges	154
5.1.5	RQ5: Lesson Planning and Preparation	155
5.1.6	RQ6: Basic Literacy Instruction	155
5.1.7	RQ7: Classroom Assessments	155
5.2	Discussion	156
5.2.1	V^æ@!•q^!&] q }•Á -A^, Á~ æ {	156
5.2.2	V^æ@!•q^ Needs	157
5.2.3	V^æ@!•q^ Concerns	158
5.2.4	Challenges in Curriculum Implementation	159
5.2.5	Lesson Planning and Preparation	160
5.2.6	Basic Literacy Instruction	161
5.2.7	Classroom Assessments	163
5.3	Implications for Practice	163
5.4	Conclusion	165
5.5	Recommendations	167
5.5.1	Recommendations to Stakeholder	167
5.5.2	Recommendations to Teacher	167
5.5.3	Recommendations for Future Research	168
	REFERENCES	169
	APPENDICES	178
	BIODATA OF STUDENT	201
	LIST OF PUBLICATIONS	202

LIST OF TABLES

Table	Page
3.1 Number of Schools Based on Band	63
3.2 Number of Schools Based on Group and Band	64
3.3 Research Schedule	68
3.4 Data Collection Methods for Individual Case	70
4.1 Profiles of Research Participants	83
4.2 Teacher Formal Qualification	84
4.3 Lesson Plan 1	120
4.4 Lesson Plan 2	122
4.5 Learning Standards for Year 1 Basic Literacy	124
4.6 Teaching Strategies Employed by Teachers	133
4.7 Instructional Materials Employed by Teachers	141
4.8 Classroom Assessments Employed by Teachers	146
4.9 Assessment Instruments Employed by Teachers	151

LIST OF FIGURES

Figure	Page
1.1 Modularity of English Language Curriculum	7
2.1 Framework of Reading	29
2.2 Concerns-Based Adoption Model	44
2.3 Stages of Concern	45
2.4 Levels of Use	48
2.5 Conceptual Framework	57



LIST OF ABBREVIATIONS

SBCPS	Standard-Based Curriculum for Primary Schools
KSSR	Kurikulum Standard Sekolah Rendah
SBELC	Standard-Based English Language Curriculum
MOE	Ministry of Education
ESL	English as a Second Language
SLL	Second Language Learner
UPSR	Ujian Penilaian Sekolah Rendah (Primary School Education Test)
KBSR	Kurikulum Bersepadu Sekolah Rendah (Integrated Curriculum for Primary Schools)
CBAM	Concerns-Based Adoption Model
ELT	English Language Teaching
TESL	Teaching English as a Second Language
SEDL	Southwest Educational Development Laboratory
SoC	Stages of Concern
SoCQ	Stages of Concern Questionnaire
LoU	Levels of Use
SK	Sekolah Kebangsaan (National School)
SKPM	Standard Kualiti Pendidikan Malaysia (Malaysia Education Standard Quality)
SJK	Sekolah Jenis Kebangsaan (National-type School)
SLA	Second Language Acquisition
UNESCO	United Nations Educational, Scientific and Cultural Organization
IC	Innovation Configuration
IPG	Institut Pendidikan Guru (Institute of Teacher Education)
RP	Research Participant
TELL	Teaching English Language and Literacy
IELC	Integrated English Language Curriculum
PPD	Pejabat Pendidikan Daerah

	(District Education Office)
JPN	Jabatan Pendidikan Negeri (State Education Department)
KPM	Kementerian Pendidikan Malaysia (Ministry of Education, Malaysia)
PdP	Pengajaran dan Pembelajaran (Teaching and Learning)
LCD	Liquid-Crystal Display
LINUS	Literacy and Numeracy Screening
ICT	Information and Communication Technology
SKM	Sekolah Kurang Murid (Less Pupil School)
BRLI	Basic Reading Literacy Instruction
TPD	Teacher Professional Development
INSETT	In-Service Teacher Training
ELMs	English Language Mentors
PTs	Participating Teachers (of English)
NKRAs	National Key Result Areas

CHAPTER 1

INTRODUCTION

This chapter presents the background of the study which encompasses lengthy information on problem statement, purpose of study, research questions, significance of study, limitation, and operational definition that is relevant to the study. Brief information on the current trend of primary education in Malaysia with the implementation of the Standard-Based Curriculum for Primary Schools or locally known as KSSR and the new English language curriculum for national primary schools which gives emphasis on the Standard-based English Language Curriculum (SBELC) is also included.

1.1 Background

Malaysia undertook a comprehensive reform of the primary education system which encompasses structural and curriculum change by introducing KSSR (*Kurikulum Standard Sekolah Rendah*) or the Standard-Based Curriculum for Primary Schools (SBCPS) in 2011 starting Year 1 (seven-year old) cohort. Implementing a new curriculum demands teachers to move from the former programme to the new programme. Hence, implementing the new curriculum is difficult and takes times because educational leaders need to convince teachers to accept and implement the curriculum as intended.

Furthermore, curriculum implementation is a change process and part of the change requires teachers to acquire new knowledge about the curriculum; however, mastering the new knowledge is not the only requirement for the teachers to change (Ornstein & Hunkins, 2014). Teachers also need to change their attitudes and instructional practices in response to the curriculum change. Often teachers resist change because they are used to the former curriculum and are thus, in a comfort zone. If teachers are required to adopt the new curriculum, they need to change their knowledge, attitudes and instructional practices, and such expectation itself makes them feel uncomfortable. Therefore, to be able to change, teachers as key players in the curriculum implementation process need at first to understand the change and how it works.

McNeil (2009) identified several types of curriculum change according to its complexity: substitution, alteration, perturbation, value-orientation change, and restructuring. Substitution occurs when a new element substitutes the other which is already present, such as teachers are required to substitute a textbook for an old one. Undoubtedly, this kind of change is the easiest to do by teachers and in fact, it is the most common type of change occurs in schools. Alteration exists when new content, items, materials, or procedures

are added up into existing materials and programmes. The change usually is minor, and thus, schools usually can adopt it instantly.

Perturbation is change that may at first interrupt the existing programme but later it can be attuned accordingly by teachers to the on-going programme within a short time span. For instance, teachers are entailed to renew their class schedules. The change may affect the time allocated for teaching other subjects. The change can be adjusted shortly. Value-orientation changes takes place when teachers are sought to adopt the new fundamental philosophies or curriculum orientations. The change can occur if only the teachers are willing to accept the new values otherwise the change will be short-lived.

Restructuring occurs when the change modifies the whole school system, such as schools introduce a new curriculum to their teachers and pupils. The change demands the teachers to adopt new concepts of teaching role, new curriculum content, and new textbooks. In Malaysia context, the change in the new English language curriculum can be classified as restructuring since it involves structural and curriculum change in which it modifies the existing curriculum documents and organization as well as introduces four language areas as the new curriculum content and this change takes place nation-wide.

To ensure that the curriculum change is successfully implemented, teachers should be dedicated to any change occurs in the curriculum and committed to implementing the new curriculum in their school (Ornstein & Hunkins, 2014). Respectively, they should demonstrate positive reactions to the new curriculum. However, in the process, teachers may refuse to accept the change for various reasons. According to Ornstein and Hunkins (2014), frequently teachers view change as something that requires them to do more work which adds up to their already overloaded schedule. To them, curriculum change means they have to do extra work in the existing routine and this seeks them to sacrifice their time, energy, and even money to meet the new curriculum demand. Teachers may also deter change because nobody values their effort for they do not earn extra money or get any reward even though they do extra work or sacrifice their time, energy or money to cope with the curriculum change.

In fact, many teachers view new curriculum programmes signify new teaching skills to be learned, or new competencies to be developed which demand them to attend extra courses and workshops. It may be possible that teachers resist curriculum change because they do not have the knowledge and skills required by the new curriculum but at the same time, they do not want to be told that they are incompetent to teach the new curriculum. Furthermore, there is the likelihood that the new curriculum is implemented after a short notice or without providing sufficient training to

teachers due to budgetary or time constraints. Consequently, teachers are not adequately equipped with professional knowledge before they are ready to deliver the new curriculum to their pupils.

In an effort to promote mastery of 100% basic literacy after three years of schooling at foundation level, the Ministry of Education has adopted the standard-based English language curriculum. The learning standards of Year 1 and Two address basic literacy using the phonics approach. With reference to the curriculum implementation, a question arises as to whether schools have implemented the new language curriculum particularly in Year 1 basic literacy instruction as required. Realizing this is central to understand the implementation of the new language curriculum, how they cope with the change and the barriers that the teachers place between themselves and change efforts, the researcher proposed a comprehensive study on the implementation of the standard-based English language curriculum in Year 1 basic literacy instruction in selected national schools in Pahang. The study specifically aims to investigate the perceptions and their daily instructional practices in implementing the SBELC in Year 1 basic literacy instruction.

1.1.1 Standard-Based Curriculum for Primary Schools

In the process of transforming the primary school curriculum, the Ministry of Education, Malaysia (MOE) has conducted benchmarking with school curriculum of several developed countries, such as Singapore, New Zealand, United Kingdom, and Australia to ensure that the new primary school curriculum does not only cater local needs but also meets international benchmarks so that the primary education in Malaysia will be on par with the global education. The Malaysia MOE also obtained inputs from various stakeholders, such as non-governmental organizations, industry, academicians, and parents. Based on the inputs, the concept of standard-based curriculum for primary schools was then developed.

The concept of standard-based curriculum for primary schools was approved in the National Curriculum Committee meeting on October 2, 2009. The new curriculum was launched as the Standard-Based Curriculum for Primary Schools or locally known as KSSR (*Kurikulum Standard Sekolah Rendah*). The KSSR was developed based on the principles of the former primary school curriculum, *Kurikulum Bersepadu Sekolah Rendah* (KBSR) or the Integrated Curriculum for Primary Schools, the National Education Philosophy and National Education Policy. To ensure that the new curriculum is well established, a pilot study was administered at selected primary schools throughout the country.

KSSR takes into account the global challenges of the 21st century, the New Economic Model and present-day learning theory. The new national

curriculum also adopts UNESCO four pillars of education, namely learning to know, learning to do, learning to live together and learning to be. Through the standard-based curriculum, KSSR aspires to produce balanced individuals in terms of intellectual, spiritual, emotional, social, and physical aspects which further create responsible citizens, global players, and knowledgeable workers.

Yet, KSSR still upholds all principles of the KBSR curriculum which are included: (1) integrated approach; (2) individual development as a whole; (3) fair education for all pupils; and (4) education for life. Such principles are sustained as they are still appropriate and relevant to produce balanced and holistic individuals. The main focus of KSSR is the curriculum contents are delivered in integrated approaches. The elements of knowledge, skills and values are combined as to create unity in terms of physical, emotional, spiritual, intellectual, and social aspects. The integrated concept may occur through skills cohesion either in one subject or between subjects. For instance, in the teaching of English language, the four main skills, namely listening, speaking, reading, and writing are emphasized. However, in one teaching and learning session, cohesion of only two skills is highlighted, for example, listening and speaking or reading and writing. Cohesion between subjects can occur, for example, song is used in teaching English.

Besides, KSSR is formulated in order to ensure that all subjects including the English language play important roles in fulfilling the physical, emotional, spiritual, intellectual, and social needs of the pupils. According to Gardner (2004), every pupil is a unique individual with at least eight core intelligences: verbal-linguistic, logical-mathematical, visual-spatial, bodily-kinaesthetic, musical-rhythmic, interpersonal, intrapersonal, and naturalist. Yet, individual potentials cannot be developed in isolation (Armstrong, 2009). Hence, in English language classroom, pupils may develop their potentials holistically providing that they are given opportunities to master the English language through varied teaching strategies and learning activities.

In addition, KSSR gives fair opportunity to all pupils to acquire the knowledge and skills that are comprehensive and well balanced. In this context, the English language is taught to all pupils in primary schools as a compulsory subject. KSSR also provides the knowledge and skills needed by pupils as a basis to meet the challenges of everyday life and lifelong education. As far as English language teaching and learning is concerned, pupils are trained to master the four basic language skills, namely listening, speaking, reading, and writing skills so that they are able to comprehend any kind of information either in spoken or written language in their daily life.

On top of that, KSSR aims to produce a balanced, creative, critical, and innovative individual through six strands: (1) communication; (2) science and technology; (3) physical and aesthetic development; (4) personal skills; (5)

humanity and spirituality; and (6) attitudes and values. The concept of strand focuses on the formation of balanced human capital in terms of physical, emotional, spiritual, intellectual, and social. The strands represent areas of knowledge, skills, and values that form the basis for the development of a creative, critical, and innovative individual; hence, need to be mastered by all pupils. Each strand is mutually interconnected and integrated.

However, the strand of communication is very significant to this study because it deals with the English language curriculum indeed. The strand gives emphasis on establishing a process to combine the language skills in the forms of verbal and non-verbal during interaction. Furthermore, it focuses on specific language skills, such as listening and speaking, reading and writing, as well as the value-added skill that is reasoning skill. Pupils need to master these skills in order to help them in the process of acquisition of knowledge, skills, and values in other strands. Mastering in language skills will prepare the pupils to make accurate and systematic language choice in social interaction in future.

With the establishment of KSSR, the standard-based English language curriculum (SBELC) was designed and was first enacted to Year 1 cohort in 2011. At the time of this study, the new English language curriculum was being implemented in Year 1 to 4 of Malaysian primary schools. SBELC is designed to ensure that all pupils attain a minimum level of proficiency in the English language. The significant change in national curriculum has great implication on the English language curriculum and classroom instruction, including the content, delivery, and assessment of knowledge, attitudes, and instructional practices.

1.1.2 Standard-Based English Language Curriculum

English is taught as a second language (ESL) in all Malaysian primary schools. Pupils usually acquire the first language that is something other than English, such as Malay, Chinese, and Tamil. They are referred to as second language learners (SLL) and are often designated as ESL in order to receive accommodation and support with their second language acquisition goals. The mastery of English is seen essential for pupils in order to gain access to information and knowledge written in English. In ESL classroom, pupils are usually taught to become fluent in written and spoken English. The expression second language also connotes that English is the second most important language in Malaysia, after the national language, Bahasa Malaysia and the first foreign language learnt by many pupils after their mother tongue as well (Chitravelu, Sithamparam, & Choon, 2005). Furthermore, English is offered as a core as well as compulsory subject to primary school pupils.

The new English language curriculum for primary schools is expected to produce pupils who will be more proficient in the language. Generally, the goal of the new English language curriculum is to help the pupils acquire the language so that they can use it in their daily lives, to further their studies, and for work purposes (Curriculum Development Division, 2011). What is more, in this era of globalization, mastering the English language is an advantage to pupils since they can have easy access to information that is available on the electronic media such as the Internet for English is the dominant language used in such media.

Hence, the standard-based English language curriculum addresses four basic language skills; listening, speaking, reading, and writing to enable pupils to communicate effectively in a variety of contexts that is appropriate to their level of development (Curriculum Development Division, 2011). According to the Curriculum Development Division (2011), pupils should be able to communicate with peers and adults confidently and appropriately in formal and informal situations, read and comprehend a range of English texts for information and enjoyment, write a range of texts using appropriate language, style, and form through a variety of media, appreciate and demonstrate understanding of English language literary or creative works for enjoyment, and use correct and appropriate rules of grammar in speech and writing, once they have completed their Year 6. This information implies that to determine who is and is not proficient in the language, depending on to which extent pupils could achieve the underlying objectives of the curriculum.

As far as English language teaching is concerned, teachers are recommended to use Standard British English. It should also be used as a reference tool for spelling, grammar, and pronunciation for standardization. In Year 1, the English language curriculum emphasizes on the development of strong foundation in basic language skills so that pupils may further build their proficiency in the language in Stage Two. At this foundation level, pupils of national primary schools spend about 300 minutes per week to cover four modules: (1) listening and speaking; (2) reading; (3) writing; and (4) language arts. The design of these modules is meant to help the pupils develop specific language skills under each module as early as in their first year of primary education.

The introduction of the SBELC in primary schools has involved some significant changes in curriculum document and organization. At foundation level, the KSSR English language curriculum for national primary schools was documented comprehensively in the Standard Document of Primary School Curriculum: Core Module of Basic English Language for National Primary Schools or *Dokumen Standard Kurikulum Sekolah Rendah: Modul Teras Asas Bahasa Inggeris SK*. The document which serves as the blueprint lays out the English language curriculum for Year 1 to 3. As for former English language curriculum, the syllabus, objectives and learning outcomes were documented in the Curriculum Specifications.

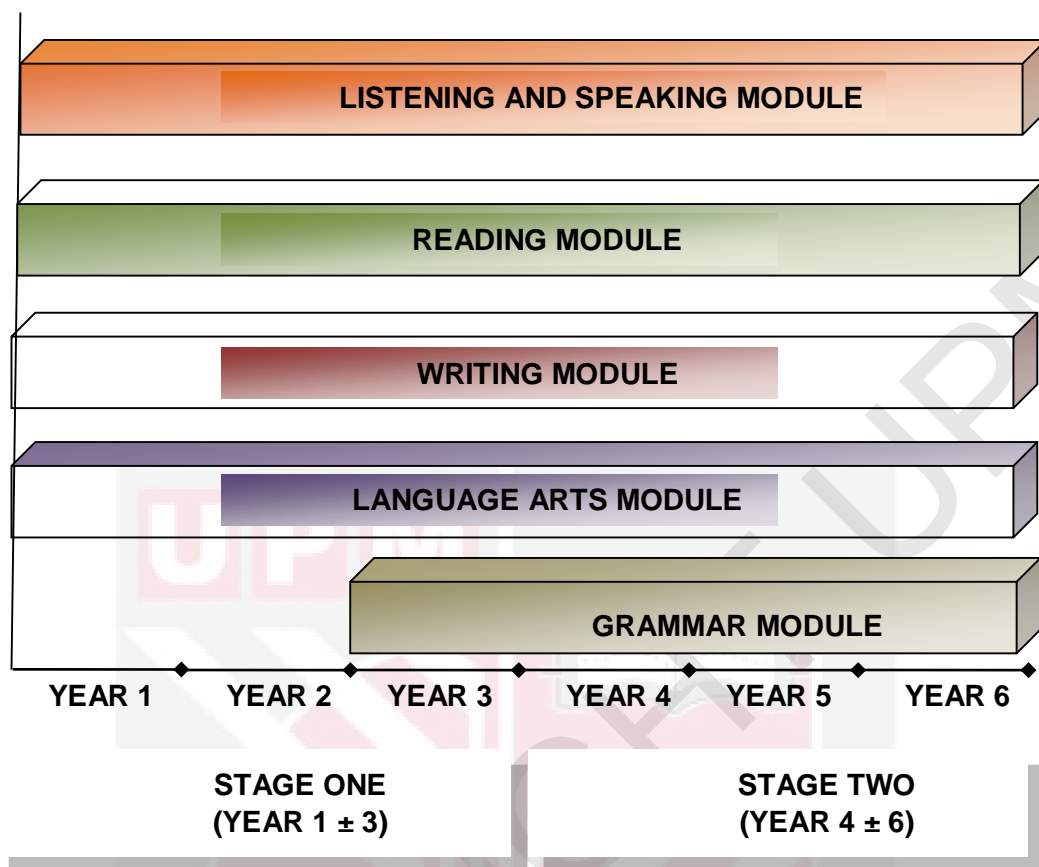


Figure 1.1: Modularity of English Language Curriculum
 (Source: Curriculum Development Division, 2011)

Another significant change in the standard-based English language curriculum is the curriculum organization. SBELC was designed in a modular structure with modularity of focus and this is reflected in the organization of the content and learning standards. Figure 1.1 shows the modularity of the new English language curriculum. By organizing the language curriculum into four modules, Year 1 pupils are able to focus on the development of specific language skills under each module through purposeful and meaningful activities. This modular approach includes integration of skills. P[, ^ç^|É•\ā|Áā c^|æā } Áā Á^ç] [ã^áÁ•cæ^ ðe| Áç Á^ } @ & Á] ^] ā • Á development of specific language skills as described in the content and learning standards in the module.

In order to make learning more meaningful and purposeful, English language input is presented under themes and topics which are appropriate for Year 1 pupils. Three broad themes identified in the lower primary English language curriculum are: (1) world of self, family, and friends; (2) world of stories; and (3) world of knowledge. The themes and topics are covered in all four modules: listening and speaking, reading, writing, and language arts.

The interrelated modules contain content and learning standards that describe the knowledge, skills and understanding that pupils need to demonstrate as they progress through the different stages of schooling. The standards specify the knowledge and skills that pupils need to demonstrate as they talk, listen, read, and write in English. When pupils are engaged in English language learning experiences as described in this curriculum, they will develop the ability to speak, listen, read, and write in English meaningfully, purposefully, and confidently.

Change in curriculum organization also involved inclusion of basic literacy, phonics, penmanship, and language arts as the new curriculum content. The emphases on those language areas are prescribed in learning standards for reading (basic literacy and phonics), writing (penmanship) and language arts (language arts). The learning standards of Year 1 for reading begin with the development of phonemic awareness and phonics knowledge. Phonemic awareness is the ability to hear, identify, and manipulate the individual sounds in spoken words. This ability to recognize letter sounds is an essential and useful early reading skill. Pupils are taught to be aware of the relationship between phonemes (the sounds of spoken language) and graphemes (the letters and spelling that represent those sounds in written language) in phonics. The ability to recognize letter sounds is further developed by blending individual sounds to build words. After pupils have begun to read words, this ability is further honed by reading rhyming phrases. In order to spell, pupils are taught segmenting, in which pupils segment or break the word into individual sounds.

As pupils begin to read words, phrases and then move on to simple sentences, their skill in reading will be supported by appropriate reading materials which will further develop their reading ability. This further enables them to increase the pace of their reading and equally, enables them to comprehend a text more effectively and efficiently. However, in a second language context, it is appropriate for teachers to begin phonics instruction by first letting pupils listen to rich language input in English. The guiding principle in using phonics to teach reading is for the pupils to enjoy the activities selected. Hence, the use of songs, rhymes, poems, stories, and pictures to make phonics instruction more enjoyable is encouraged.

Teachers are encouraged to gauge the reading literacy level of their pupils in Year 1. If pupils are able to read well, teachers will not have to deal with the phonemes individually. Teachers can then develop challenging language activities and games which will hone their vocabulary development. If pupils have difficulty articulating particular phonemes then, teachers will have to deal with problematic phonemes individually although pupils may be reading well.

The learning standards for writing in Year 1 begin with pre-writing skills which address penmanship or the formation of letters, words, as well as numbers in clear print. Penmanship is another new element in the present curriculum content. Specific learning standards are attributed to penmanship so that even from a young age, pupils are taught good writing habits. Special attentions is given in order to strengthen the muscles of the hand, develop visual skills, enhance gross and fine motor skills, as well as develop hand-eye coordination to help pupils acquire penmanship. Correct formation of letters of the alphabet is important in order to help pupils write neatly and later write words, phrases, and sentences legibly. Specific writing activities devised during lessons will enable pupils to begin writing for a purpose as stipulated in the learning standards.

For language arts of Year 1, the learning standards explore the power of story, rhyme, encouraging them to use the English language widely. This component will ensure that they benefit from hearing and using language from fictional as well as non-fictional sources. Through fun-filled and meaningful activities in this component, pupils will gain a rich and invaluable experience in using the English language. When taught well, pupils will take pride in their success. They will also benefit strongly from consistent praise for effort and achievement by the teachers with the aim of making their learning as rewarding as possible. Pupils will also be encouraged to plan, prepare and produce simple creative works. In addition to that, the module of language arts provides the pupils an opportunity to experiment and apply what they have learnt in the other modules in fun-filled, activity-based, and meaningful experiences.

However, this study focused on basic literacy and phonics for due reasons. Literacy in English is part of the key feature of Shift 2 in the Malaysian Education Blueprint 2013-2025 which seeks to ensure that every pupil is proficient in the English language (Ministry of Education, 2012), and key to literacy is reading development which is addressed using the phonics approach as proposed by the new language curriculum. Thus, basic literacy in reading and phonics become the focal point in this study. The teaching of basic literacy using the phonics approach at foundation level of primary education is anticipated may increase English literacy rates among all lower primary school pupils with exception of special needs pupils (Curriculum Development Division, 2014).

English literacy becomes the core element in the new language curriculum because the best time to address literacy problems in national primary school is at the foundation level of learning, which is Year 1 to 3 (Curriculum Development Division, 2014). The Ministry of Education believes that by nipping the problem at its bud, illiteracy in English can be eradicated and pupils will be able to read proficiently by the end of their primary schooling. The language acquisition experts even suggest that the best time to start

learning a second language is as early as possible before they reach puberty (Lightbown & Spada, 2013). Furthermore, majority of the Malaysian pupils do not attain literacy in the English language until they go for formal schooling because they do not grow up in English-speaking environment (Gan, Muniandy, & Wan Yahaya, 2013). Hence, teaching basic literacy to young learners in lower primary schools is crucial in the new language curriculum.

As stipulated in the Curriculum Standard Document, teachers have to reinforce the language learning using the phonics approach. Accordingly, teachers are expected to teach phonemes and graphemes to develop letter-sound correspondence and decoding skills in pupils (Curriculum Development Division, 2011). Learning phonics is the main component of the KSSR reading skills and phonics itself is part of the English language curriculum for primary schools. Hence, phonics approach is suggested to be used as a strategy to instil basic literacy skills in young pupils. The phonics structure should be followed through systematically in the sequence as outlined in the English language curriculum standards.

In addition to that, teachers are recommended to explicitly teach one sound at a time and all 44 sounds of the English language are covered in two years in national primary schools. According to Curriculum Development Division (2014), the phonics instruction should place emphasis on the synthetic approach. In a nutshell, with the enforcement of the standard-based English language curriculum in national lower primary schools, teachers are recommended to employ the phonics approach particularly synthetic phonics approach to teach basic literacy to Year 1 and Year 2 during reading lesson.

The implementation of SBELC is a phenomenon affecting all teachers and pupils in Malaysian primary schools. Once a new curriculum is implemented throughout the entire school system, it is expected that its effectiveness will increase as time goes by. In the process, teachers may gain experience and adjust to new curriculum content and teaching methods. However, according to Kim (1977), in some cases, a new curriculum that proven to be effective in the pilot stage may turn out to be less effective once it is fully implemented throughout the education system. It seems that though pilot study has proven its effectiveness, the similar result may not probable at implementation stage.

After three years of its implementation, teachers are expected to implement the standard-based English language curriculum in Year 1 basic literacy instruction confidently and effectively. To determine that the new language curriculum contributes to the attainment of the educational goals of the nation, the implemented curriculum entails proper and continuous monitoring by interested parties who need to know where and how to improve the curriculum product (Lewy, 1977), and as such, someone must monitor what

is occurring and determine whether these actions are appropriate (Ornstein & Hunkins, 2014), and this is where this study comes in.

Curriculum implementation is a change process (Ornstein & Hunkins, 2014), and whatever change or reform being implemented in school is regarded as innovation (Hall, Dirksen, & George, 2013), and putting an innovation into practice is difficult and demanding task (Anderson, 1995). The standard-based English language programme indicates through its curriculum content a significant change from the demands of the old language curriculum. Change in curriculum content will therefore affect corresponding change in teachers' attitudes and practices. Teachers naturally resist change for some reasons (Ornstein & Hunkins, 2014). Hence, change may cause conflicts to the teachers and may result in some challenges during the curriculum implementation because according to Anderson (1995), change is not an easy process and often brings dilemmas.

Likewise, teachers have to change their knowledge and instructional practices in the wake of the standard-based English language curriculum. Respectively, teachers have to comprehend the phonics approach, plan different teaching strategies, design fun learning activities, and prepare new instructional materials and assessment instruments to ensure that the goal of the new English language curriculum is achieved. The curriculum implementation requires teachers to change not only their knowledge and practices but also their attitudes (Ornstein & Hunkins, 2014), as such it requires hard work and it may take a lot of time over an extended period of not months but years. Acknowledging that there is no specific information regarding some challenges that teachers encounter as they implement Year 1 basic reading literacy instruction, this study takes the action to find out.

Furthermore, teaching is dynamic in nature that it keeps on changing over time. From time to time a new curriculum will be introduced to schools as to meet the global and national needs and challenges as well. Accordingly, teachers have to be personally interested in the implementation process and devote large amount of time and effort to implement it. For curriculum change to be successfully implemented, teachers should feel committed to curriculum change and implementation of the new programme (Ornstein & Hunkins, 2014). Yet, there is a lot to be concerned about at the early stage of curriculum implementation. Thus, it is important to pay attention to curriculum implementation for several years because it takes at least three years for early concerns to be resolved and later ones to emerge, and moreover, teachers need to have their self-concerns addressed before they are ready to implement a new curriculum (Loucks-Horsley, 1996). Since there is no information in response to the curriculum change, this study makes it possible to examine their concerns which signify their readiness to implement basic literacy instruction using the phonics approach as envisioned by the new English language curriculum.

Some teachers want to change; yet they are also afraid of change, especially if it comes quickly or if they are lack of competencies to cope with the change (Ornstein & Hunkins, 2014). Consequently, the tension between the ideal and what teachers can actually achieve occurs. It may not be surprising, hence, if teachers feel pressure with so many initiatives, expectations and targets to contend with despite their needs to put the programmes into action effectively. According to Ornstein & Hunkins (2014), the change introduced for the new curriculum to be accepted; therefore, one must attend to what teachers require. Yet, there is no specific information on what teachers need in order for them to accept the curriculum change and implement basic literacy instruction confidently and effectively; hence, this study is essential to figure out the needs.

Since curriculum implementation occurs mostly in the classroom and teachers are the key players in the implementation process, the initial curriculum. The new curriculum can succeed only if teachers accept it. The acceptance by teachers of an educational programme is a prerequisite for its success. If teachers do not accept the programme, one can hardly expect that it will be properly implemented (Soto, 1977). Likewise, teachers are more likely to teach basic literacy using the phonics approach successfully if they have positive outlook of the new curriculum. To determine whether the teachers accept the new curriculum and are ready to implement it, one teachers' perceptions (Kim, 1977). Furthermore,

professional knowledge, the educational leaders may anticipate whether the teachers accept the new English language curriculum and are ready to implement it. Teachers' perceptions are the early indicators of their perceptions of the new curriculum in terms of the standard-based English language curriculum, phonics approach, and their professional knowledge; for which reason this study is proposed.

1.2 Problem Statement

A new curriculum, the standard-based English language curriculum was introduced to Year 1 cohort in Malaysian lower primary schools in 2011. Likewise, basic literacy and phonics approach was presented as the new curriculum content. Since teachers are the key players in curriculum implementation process, a study conducted by Barrett-Mynes (2013) investigated first and second grade teachers' perceptions of implementing English Language Arts (ELA) Common Core State Standards (CCSS) in their literacy instruction. Findings from this study provide information about the implementation of the ELA CCSS in literacy instruction and the enacted literacy curricula. Findings suggested that multiple levels of

perceptions. They also suggest that while teachers may teach from a standardized curriculum, the literacy learning opportunities differ in each class. V@Áč á^ Á } Áæ@!•qí^&] qí }•Á of implementing ELA CCSS and actual implementation of ELA CCSS supports the notion that a research on çæ@!•qí^&] qí }•Á is necessary †!Áæ@!•qí^&] pions somehow will influence the curriculum implementation process, and teachers may provide different learning opportunities to the students despite the fact that they teach the same curriculum.

Likewise, a study made by Nguyen (2013) investigated çæ@!•qí^&] qí }•Á and actual curriculum implementation. The study examined first grade çæ@!•qí^&] qí }•Á Á@áÁç^!Á Á }[, |á^*^Á Áá!æ^ Á& } &] çæ@!•qí^&] áÁ development in terms of the *Big 5 Ideas* and the possibility of their influence on actual daily instructional practices. The findings revealed that there were •d[] * Á^|æí }• @ Áç^ ^^} Á@Á à•^!ç^áÁá• Á!æ^ Áæ@!•qí^&] qí }•Á the *Big 5 Ideas* and their actual implementation of the *Big 5 Ideas*. The study also sees çæ@!•qí^&] qí }•Á Áæ^ ::æ |{ Á @~ |áÁ^ Áçæ á^áÁ!Á@áÁ perceptions may influence their actual implementation of the curriculum.

Another study of English language curriculum implementation in public primary schools was conducted by Yanik (2007). The study aimed to investigate how English language curriculum of the sixth, seventh and eighth grades of public primary schools was implemented by teachers and how it was experienced by students. The major areas of investigation were the çæ@!•qí^&] çæ@!•qí^&] çæ@!•qí^&] qí }•Á Á@Á& ::æ |{ Á^ [æ^ Áæ áÁ& } ç } çÁ instructional strategies, evaluation and assessment procedures, learner attitudes and the problems encountered during the curriculum implementation. The findings revealed that the implementation process of the English language curriculum showed differences in relation to the facilities of schools and classrooms, teacher and student characteristics and perceptions. ç^ ^^ { • Áç@Á@Á ç á^ Áç [Áçæ á^ Áæ@!•qí^&] qí }•Á and actual curriculum implementation.

Evidently, those studies on English language curriculum implementation in primary schools not only investigated the implementation of English language curriculum, but also examined çæ@!•qí^&] qí }•Á [Áç@Á curriculum. With great importance is placed on curriculum implementation; however, in Malaysia context, no-evidence-based research has examined Year 1 çæ@!•qí^&] qí }•Áæí ~ Áç@Á^, Á language curriculum and its implementation in actual basic literacy instructional practices. In other words, in searching for the literature on the implementation of the standard-based English language curriculum in Year 1 basic literacy instruction, there is no previous research in the area of Year 1 çæ@!•qí^&] qí }•Á [Áç@Á^, Á curriculum and their actual implementation of SBELC. This information implies that the current literature on çæ@!•qí^&] |{ ^ } çæí } of the standard-based English language curriculum in Year 1 basic literacy

instruction using the phonics approach is still insufficient. Therefore, a need exists for researchers to examine the gap between Year 1 teachers' perceptions and how teachers implement their basic literacy instruction using the phonics approach in actual classroom setting. With the aim of addressing this gap, the following research objectives were the focus of this study.

1.3 Objectives of Study

The purpose of this study was to gain more knowledge and understanding about the new language curriculum as well as its implementation by teachers. Respectively, this study aimed to achieve the following objectives:

- (1) To explore teachers' perceptions towards the implementation of the standard-based English language curriculum in Year 1 basic literacy instruction; and
- (2) To investigate the implementation of Year 1 basic literacy instruction in the wake of the standard-based English language curriculum.

1.4 Research Questions

To look into teachers' perceptions and implementation of the standard-based English language curriculum in Year 1 basic literacy instruction, this study addressed the following questions:

- (1) What are teachers' perceptions of the new English language curriculum?
- (2) What are teachers' needs in order to implement the standard-based English language curriculum in Year 1 basic literacy instruction confidently and effectively?
- (3) What are teachers' concerns in implementing the standard-based English language curriculum in Year 1 basic literacy instruction?
- (4) What are some challenges that teachers encounter as they implement the standard-based English language curriculum in Year 1 basic literacy instruction?
- (5) How do teachers plan and prepare Year 1 basic literacy instruction?
- (6) How do teachers actually implement Year 1 basic literacy instruction in the wake of the standard-based English language curriculum?

- (7) How do teachers assess Year 1 basic literacy skills?

1.5 Significance of Study

The standard-based English language curriculum is the recent language curriculum for primary schools in Malaysia. The curriculum introduces basic literacy, phonics, language arts, and penmanship as the new curriculum content. Given no previous research in the area of Year 1 teachers' perceptions of the new curriculum and their actual teaching practices using the phonics approach, this study is necessary. Since curriculum implementation occurs mostly in classroom and teachers as the key players in the curriculum change and implementation process, this study can provide information of what teachers perceive about the new language curriculum in order to determine their readiness; whether they are ready or not to implement the current language curriculum particularly basic literacy instruction. Respectively, this study can provide some basic information regarding teachers' perceptions of the standard-based English language curriculum, phonics approach, and their professional knowledge.

The research findings can disclose what teachers need in order to implement basic literacy instruction using the phonics approach confidently and effectively. The new curriculum is implemented successfully (Ornstein & Hunkins, 2014). The study could give some inputs to the Ministry of Education Malaysia regarding what teachers require in their classroom instruction for the Malaysia MOE to consider this issue before they launch the revised Standard Curriculum for Primary Schools (KSSR) in 2017.

Through their changed instructional practices (Ornstein & Hunkins, 2014). Through their changed behaviours and perceptions, the instructional practices change. However, according to Ornstein and Hunkins (2014), teachers' concerns are identified and made known. To get the teachers ready to teach basic literacy using the phonics approach, the educational leaders must find out and then address teachers' concerns. This requires gathering data, and thus this study could provide the Ministry of Education with some information regarding teachers' specific concerns either about self, or teaching, or pupils as discussed in the Concerns-based Adoption Model.

The use of new curriculum in schools is an example of school innovation (Yin, 2009). In fact, any change or reform being implemented in schools is regarded as an innovation (Hall et al., 2013). So, the implementation of basic literacy instruction using the phonics approach in national primary schools is considered as an innovation. Even a new programme for teachers is considered as an innovation (Hall & Hord, 1984). Accordingly, the standard-

based English language curriculum as the new language programme is an innovation. Yet, there will be some problems that teachers need to cope with the innovation because according to Anderson (1995), change will bring dilemmas. Respectively, the findings can reveal some challenges that have come across as the teachers are implementing basic literacy instruction using the phonics approach in Year 1 of national schools.

The findings of the research can give new insight and emphasis not only to the implementation of the standard-based English language curriculum in general but also a new perspective towards the implementation of basic literacy instruction using the phonics approach in enhancing literacy rates among primary school pupils at foundation level. In other words, it could give feedback about how basic literacy instruction using the phonics approach is perceived and implemented by teachers, how teachers plan and prepare their lesson to successfully implement the new curriculum, and how they teach basic literacy skills. At the same time, the research findings could help Year 1 English teachers to better formulate their teaching and learning strategies and techniques to be more effective in basic literacy instruction.

literacy instruction, this study could contribute to the insufficient literature on current language curriculum implementation in lower primary schools. Additionally, this comprehensive study on the standard-based English language curriculum implementation in Year 1 of national schools and the identification of the pedagogical issues lie within basic literacy instruction using the phonics approach could provide perspective for any study of the new English language curriculum and its implementation that emphasizes on different language areas or different levels of learning in future.

Furthermore, this study could contribute to the present body of knowledge and theories concerning curriculum implementation. The Concerns-Based Adoption Model (CBAM) is one of the many models used by researchers and educators to measure curriculum implementation. Since this study aimed to measure curriculum implementation in schools, CBAM offers the most appropriate model to meet the purpose of this study. The model used in this study was developed by the Southwest Educational Development Laboratory (SEDL). To measure implementation in schools, SEDL has proposed the Stages of Concern Questionnaire (SoCQ) to measure implementation in schools, and focused interview with

literacy instruction is a behavioural phenomenon, their daily instructional practices is using qualitative method. Considering the facts that the researcher is not trained to

this study covers a small scale of research sites and participants, it is plausible that their actual instructional practices through direct classroom observations, semi-structured, one-to-one interviews, and document analysis.

On top of that, this study is significantly timely as it was conducted after three years the SBELC implementation. Moreover, the Ministry of Education is in the process of implementing the new language curriculum at all levels of learning by 2017. Thus, the results obtained about the basic literacy instructional practices in relation to teaching strategies, learning activities, instructional materials, classroom assessments, as well as the perceptions of the curriculum, needs, concerns, problems, and suggestions made by teachers could provide useful information to the Ministry of Education in their future attempts to revise the current English language curriculum in 2017. This study could also be used as a reference study in not only TESL courses in universities and institutes of teacher education but also in pre- and in-service teacher professional development programmes offered by the Ministry of Education at national, or state, or district level.

1.6 Limitations of Study

This study was conducted with a few limitations. First and foremost, the participating schools involved in this study were limited to five primary schools. The schools become the context of this study where five Year 1 teachers adopted the same innovation (implementing the standard-based English language curriculum in their basic reading literacy instruction). Malaysian primary schools are rated yearly as Band 1 (good school) to Band 7 (poor school) based on their performance in the public examination, namely UPSR or Primary School Education Test and SKPM or Malaysian Education Standard Quality (Ministry of Education, 2012). The study focused on two good performing schools and three average schools because the participating district did not have underperforming school. School band is taken into consideration in this study because it features academic performance of the school which according to McKinsey (2007) is determined by the quality of its teachers who and performance (Ministry of Education, 2004).

The schools in the participating district were clustered into seven groups, but the study focused on national schools, thus the last two groups which involve national-type schools were excluded from this study. So, the study covered five groups which generally indicate their location in the participating district. By looking the curriculum implementation at different bands and cluster, the study could examine different instructional practices at different types of schools.

Furthermore, the literature revealed that the implementation process of the English language curriculum differs in relation to the facilities of schools and pupils (Pupils of National Schools (SK) to national-type schools or *Sekolah Jenis Kebangsaan* (SJK). Moreover, there is discrepancy in term of teaching and learning period of the English language. Pupils of SK spend 300 minutes (10 periods) per week to learn English. On the other hand, the pupils of SJK spend 150 minutes (5 periods) for English lessons. Besides, basic literacy instruction through the phonics approach is implemented in Year 1 and Year 2 at SK, and in Year 1, Year 2, and Year 3 at SJK. Accordingly, teachers from both primary schools might employ different basic literacy instructional practices. Teachers might as well have different needs and concerns, and confront different problems during the implementation process. Considering such circumstances, the study focused on five national primary schools in the participating district.

In addition, the sample size was small with five participants who have been identified to be information-rich. This limited sample size might have an effect on the interpretation of the findings since these five Year 1 teachers' perceptions of implementing SBELC might not be representative of the population of Year 1 teachers. Yet, it is typical in qualitative research to focus on relatively small samples (Meriam, 2009; Bogdan & Biklen, 2011; Patton, 2002; Mason, 2002), or even a few individuals or a few cases because the main intention is to provide an in-depth rather than superficial perspectives (Creswell, 2012). In this context, teachers are the key players in implementing Year 1 basic literacy instruction to respond to implementation of the SBELC. Respectively, the researcher selected five Year 1 teachers who were teaching English at five selected national schools in Pahang as the main unit of analysis, being addressed by the research questions, and each individual teacher was the subject of an individual case study. In other words, the individual teacher was the case being studied, but the study as a whole covered five teachers and in this way used a multiple-case study design. The researcher decided on five cases because Yin (2009) stated that a study in such aggregate could predict contrasting results and attain a high degree of certainty about the multiple-case results.

Moreover, collecting qualitative data and analysing it takes considerable time, and the addition of each individual or site only lengthens that time (Creswell, 2012). In other words, a larger sample requires more time to collect and analyse data and that is beyond what the study could handle. Considering the fact that the researcher and the research participants had time-constraints plus this was an educational research, the researcher decided on five participants for case selection. Still, the research findings attained from this study could not be generalized to the whole population of Year 1 English teachers in all national primary schools in the participating district as well as in Pahang and Malaysia.

Additionally, the five teachers were selected based on the five stages of teacher expertise development proposed by Berliner (2004). Berliner categorized teacher expertise development in teaching field according to their teaching experiences. In this study, the teachers were selected from every stage; hence, the study consisted of five research participants.

Besides, this study also limited its focus to investigating the implementation of basic literacy instruction. Though four new language contents: basic literacy, phonics, penmanship, and language arts were introduced in the SBELC, the study focused on basic literacy instruction using the phonics approach as literacy in English is part of the key feature of Shift 2 in the Malaysian Education Blueprint 2013-2025 and key to literacy is reading development. Therefore, this study investigated how Year 1 teachers at the participating schools perceived the SBELC and basic literacy instruction and transformed the curriculum standards for basic literacy into pedagogical activities in language classroom.

The findings also aimed at insight about the specific phenomenon in specific setting that is the implementation of Year 1 basic literacy instruction using the phonics approach to respond to the SBELC. Considering that the findings might be different if the study focused on other levels of learning such as Year 2 and Year 3, the study, thus, restricted its focus to implementation of the SBELC in Year 1 basic literacy instruction. Furthermore, it is at this level of learning pupils are first introduced to basic literacy curricula, hence, teaching basic literacy using the phonics approach at this initial stage of primary education is considered vital. Moreover, Nguyen (2013) stated first grade teachers play an important role in shaping the necessary foundation for early literacy skills.

On top of that, the study was carried out in approximately fifteen weeks. Hence, the data were collected from brief classroom observations (fifteen observations), semi-structured interviews (ten interviews) and document analysis (field notes, lesson plans, pupil hand-outs and products, instructional materials, audio-visual recordings, and assessment instruments). Consequently, the findings only portrayed part of the actual basic literacy instructional practices throughout that particular year. Yet, fifteen weeks are adequate enough to provide detailed information for the study because according to Mertler and Charles (2010), in an educational research done by graduate students, the duration usually should not stretch out more than two months to obtain detailed information.

1.7 Operational Definitions

It is important to document and standardize the operational definition in any research paper. Hence, the operational definition applied in this study is used to describe exactly what the terms are and how they are measured in

order to avoid misunderstanding and inappropriate interpretation. The terms defined in this section are included:

1.7.1 Standard-Based Curriculum for Primary Schools

Standard-based curriculum for primary schools in this study refers to the new national curriculum or locally known as KSSR that was first introduced to all Malaysian primary schools in 2011 beginning Year 1 cohort. The national standard curriculum aims to produce a balanced, creative, critical and innovative individual through six strands that are communication, science and technology, physical and aesthetic development, personal skills, humanity and spirituality, as well as attitude and values. Curriculum change in national curriculum involves all core and elective subjects offered by national and national-type primary schools. However, this study focused on the English language curriculum. English is one of the core subjects offered to the Year 1 pupils of national primary schools.

1.7.2 Standard-Based English Language Curriculum

The standard-based English language curriculum or SBELC in this study refers to the new English language curriculum that was being implemented in all Malaysian primary schools including the participating schools since 2011 starting Year 1 cohort. At the time of this study, it was being implemented in Year 1 to 4. The SBELC was designed to produce pupils who are more proficient in the language. The goal of the new English language curriculum is to help the pupils acquire the language so that they can use it in their daily lives, to further their studies, and for work purposes (Curriculum Development Division, 2011).

The new curriculum is organized in terms of content and learning standards. Teachers describe what their pupils have been learning using the standards. Content standards specify the essential knowledge, skills, understandings and strategies that pupils need to learn. Learning standards describe in detail the degree or quality of proficiency that pupils need to display in relation to the content standards for a particular year. The curriculum content gives emphasis on four language skills: reading, writing, listening, and speaking. In addition to that, four language areas were added as the new curriculum content: basic literacy, phonics, penmanship, and language arts which are embedded in the curriculum standards for reading (basic literacy and phonics), writing (penmanship), and language arts (language arts). However, the main focus of this study was basic literacy in reading and phonics.

1.7.3 Basic Literacy Instruction

Basic literacy instruction in this study refers to the teaching of basic literacy in reading using the phonics approach. Basic literacy is taught in Year 1 and Year 2 at national schools. Literacy in English is part of the key feature of Shift 2 in the Malaysian Education Blueprint 2013-2025 which needs to occur to ensure that every pupil is proficient in English. Basic literacy instruction focuses on developing phonemic awareness and phonics knowledge. The reading lessons are expected to be designed to reinforce the learning of language using the phonics approach.

1.7.4 Basic Literacy Skills

Basic literacy skills in this study refer to decoding skills which denote the ability to apply the knowledge of letter-sound correspondence to correctly pronounce written words. Understanding the correspondence gives the pupils ability to recognize familiar words quickly and figure out words they have not seen before. Since this study focused on basic literacy instruction using the phonics approach, it explored reading instruction that helps to develop decoding skills in Year 1 pupils particularly word recognition and word attack skills using picture and phonemic clues.

1.7.5 Teachers' Perceptions

Teachers' perceptions in this study refers to the personal opinions and/or views held by Year 1 English teachers of national primary schools in Malaysia which are rooted from their beliefs and thoughts about the new language curriculum, needs, concerns, and challenges that they encounter in implementing Year 1 basic literacy instruction in the wake of the standard-based English language curriculum.

1.7.6 New Curriculum

New curriculum refers to what the teachers perceive about three major areas of investigation: the standard-based English language curriculum, phonics approach, and their professional knowledge of basic literacy in terms of content and pedagogical knowledge.

1.7.7 Needs

Needs in this study refers to what the teachers require in order to teach basic literacy using the phonics approach confidently and effectively in their reading classroom.

1.7.8 Concerns

Concerns refer to what the teachers perceive as important that makes them feel worried and they are affected by it while implementing the standard-based English language curriculum in Year 1 basic literacy instruction. Specifically their concerns either for self, or teaching, or pupils.

1.7.9 Challenges

Challenges refer to some problems which are related to classroom instructional practices that the teachers face as they implement the standard-based English language curriculum in Year 1 basic literacy instruction.

1.7.10 Classroom Assessments

Classroom assessments refers to formative assessments which are conducted for judging whether the learning objectives have been met while teaching and learning session of basic literacy in reading is still in progress. The assessments in basic literacy skills from everyday classroom activities. Thus, the assessments often reflects teaching and learning task in language classroom.

1.7.11 Curriculum Implementation

Curriculum implementation in this study refers to the process of implementing the standard-based English language curriculum in Year 1 basic literacy instruction in language classroom. The process involves transforming the content and learning standards into pedagogical activities in language classroom. The curriculum implementation is carried out to achieve the expected content and learning standards of basic literacy in reading as outlined in the Curriculum Standard Document.

1.7.12 English Language Teaching

English language teaching in this study refers to the teaching and learning of English as a second language as well as a core and compulsory subject in the participating schools. In Malaysia, the pupils are regarded as second language learners. English language teaching in national primary schools aims to equip pupils with basic language skills to enable them to communicate effectively in a variety of contexts that is appropriate to the (Curriculum Development Division, 2011).

1.7.13 Primary Schools

Primary schools in this study refer to National primary schools or locally known as *Sekolah Kebangsaan* (SK). In Malaysia, primary education is served by National primary school and National-type primary school or *Sekolah Jenis Kebangsaan* (SJK). The national primary schools, including the participating schools, use Bahasa Malaysia as the main medium of instruction. Primary education is divided into two stages, Stage One and Stage Two and lasts for six years. Stage One refers to Year 1, Year 2 and Year 3 and Stage Two represents Year 4, Year 5 and Year 6. Yet, this study restricted its focus to Year 1 of national schools.

1.8 Chapter Summary

The background of the study explains and provides the premise for the study. The new demand for education excellence and school reform results in the changing of curriculum content and education emphases in English subject curriculum. Accordingly, teachers are expected to change and become competent to sustain curriculum change. Since the standard-based English language curriculum and basic literacy instruction using the phonics approach are still new in Malaysian national primary schools, the study then aims to investigate what the teachers perceive about the implementation of the new language curriculum particularly in basic literacy instruction, and how they actually implement it in Year 1 language classroom.

REFERENCES

- Adams, M. J. (2013). Modelling the connections between word recognition and reading. In D. E. Alvermann, N. J. Unrau & R. B. Ruddell (Eds.), *Theoretical models and processes of reading* (6th ed.). Newark, DE: International Reading Association.
- Allington, R. L. (2013). What really matters when working with struggling readers. *The Reading Teacher*, 66(7), 520-530. doi:10.1002/TRTR.1154
- Anderson, M. S. (1995). *Technology changes curriculum: Or does it?* Retrieved from <http://curry.edschool.virginia.edu/aace/download/site/html1995/2011.htm>
- Arikan, A. (2011). A small-scale study of primary school English language teachers' perceptions of the use of technology in the classroom. In *International Conference on New Trends in Education and Their Implications*.
- Armstrong, T. (2009). *Multiple intelligences in the classroom* (3rd ed.). Alexandria, VA: ASCD.
- Barr, R., Blachowicz, C. L., Bates, A., Katz, C., & Kaufman, B. (2012). *Reading diagnosis for teachers: An instructional approach* (6th ed.). New York: Pearson.
- Barrett-Mynes, J. (2013). *Literacy instruction in the wake of common core state standards* (Doctoral Dissertation). Retrieved from http://scholarworks.gsu.edu/ece_diss
- Barton, D. (2007). *Literacy: An introduction to the ecology of written language* (2nd ed.). Oxford: Blackwell Publishing.
- Beck, I. L., & Beck, M. E. (2013). *Making sense of phonics: The hows and whys* (2nd ed.). New York: The Guilford Press.
- Berliner, D. C. (1994). Expertise: The wonders of exemplary performance. In J. N. Mangieri & C. C. Block (Eds.), *Creating powerful thinking in teachers and students*. New York: Holt, Rinehart & Winston.
- Berliner, D. C. (2004). Describing the behavior and documenting the accomplishments of expert teachers. *Bulletin of Science, Technology & Society*, 24, 200-212.
- Berry, B. (2001). No shortcuts to preparing good teachers. *Educational Leadership*, 58(8), 32-36.

- Bogdan, R. C., & Biklen, S. K. (2011). *Qualitative research for education: An introduction to theories and methods* (5th ed.). New Jersey: Prentice Hall.
- Bowey, J. A. (2006). Need for systematic synthetic phonics teaching within the early reading curriculum. *Australian Psychologist*, 41(2), 79-84.
- Brinton, D. M. (2013). The use of media in language teaching. In Celce-Murcia, M., Brinton, D. M., & Snow, M. A. (Eds.), *Teaching English as a second or foreign language* (4th ed.). Boston, MA: Heinle Cengage Learning.
- Bryan, G. D., Ortlieb, E., & Cheek, E. H. Jr. (2013). A comparative study of reading instruction in differentially successful elementary schools. *International Journal of Education*, 5(3), 36-51.
- Ó & ã * @æ ÉÑÉÁÝ @|ãæ|ÉÑÉÁÝ @|ãæ|ÉÑÉÁÝ @Áæ á[} Á&æ ¢Á read: The triumph of ideology over evidence in teaching reading. *Policy*, 29(3), 21-32.
- Callinan, C., & Zee Der Van, E. (2010). A comparative study of two methods of synthetic phonics instruction for learning how to read: Jolly Phonics and THRASS. *The Psychological of Education Review*, 34(1), 21-34.
- Ôæ} ã ^ ÉÖÉÁÝ ÉÑÉÁÝ ^|ãæ|ÉÑÉÁÝ ^|ãæ|ÉÑÉÁÝ ^|ãæ|ÉÑÉÁÝ ^|ãæ|ÉÑÉÁÝ Direct instruction reading (5th ed.). Boston, MA: Pearson Education.
- Cheung, H. (1999). Improving phonological awareness and word reading in a later learning alphabetic script. *Cognition*, 70, 1-26.
- Chittravelu, N., Sithamparam, S., & Choon, T. S. (2005). *ELT methodology: Principles and practice* (2nd ed.). Shah Alam, Malaysia: Oxford Fajar Sdn. Bhd.
- Cihon, M. T. (2011). Using visual phonics as a strategic intervention to increase literacy behaviours for kindergarten participants at risk for reading failure. *Journal of Early and Intensive Behavior Intervention*, 5(3), 138-155.
- Crandall, J. (2013). Keeping up to date as an ESL or EFL professional. In Celce-Murcia, M., Brinton, D. M., & Snow, M. A. (Eds.), *Teaching English as a second or foreign language* (4th ed.). Boston, MA: Heinle Cengage Learning.
- Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (4th ed.). Boston, MA: Pearson Education.
- Creswell, J. W. (2013). *Qualitative inquiry and research design: Choosing among five approaches* (3rd ed.). Thousand Oaks, CA: Sage Publications.

- Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches* (4th ed.). Thousand Oaks, CA: Sage Publications.
- Cunningham, P. M., Moore, S. A., Cunningham, J. W., & Moore, D. W. (2004). *Reading and writing in elementary classrooms: Research based K-4 instruction* (5th ed.). Boston, MA: Pearson.
- Curriculum Development Division. (2011). *Standard Document of the Primary School Curriculum: Basic Core Module of English Language for National Schools*. Putrajaya: Author.
- Curriculum Development Division. (2014). *Literasi Bahasa Inggris: Teacher's module* [Literacy in English]. Putrajaya: Author.
- Darling-Hammond, L. (2006). Constructing 21st-century teacher education. *Journal of Teacher Education*, 57(3), 300-314.
- Davies, A., & Ritchie, D. (2003). *Teaching THRASS whole picture key word phonics: The essential guide to progression and assessment for all teachers of English*. Australia: THRASS.
- Denzin, N. K. (2009). *The research act: A theoretical introduction to sociological methods*. New York: Aldine Transaction.
- Ediger, A. (2013). Teaching children literacy skills in a second language. In M. Celce-Murcia, D. M. Brinton, M. A. Snow (Eds.), *Teaching English as a second or foreign language* (4th ed.). Boston, MA: Heinle Cengage Learning.
- Ehri, L. C., Nunes, S. R., & Willows, D. M. (2001). Systematic phonics instruction helps students learn to read: Evidence from the National Reading Panel analysis. *Review of Educational Research*, 71, 393-447.
- Eldredge, J. L. (2004). *Phonics for teachers: Self-instruction, methods, and activities*. New Jersey: Pearson Education.
- Farrell, L., Osenga, T., & Hunter, M. (2013). *Comparing the Dolch and Fry high frequency word lists*. Retrieved from <http://www.Readsters.com>
- Fenton, B., & Mazulewicz, J. (2008). *Trustworthiness*. Retrieved from <http://www.omnivise.com/research/trustworthiness.htm>
- Ferreiro, E. (2002). The distinction between graphic system and orthographic system and their pertinence for understanding the acquisition of orthography. In J. Brockmeier, M. Wang, and D. R. Olson (Eds.), *Literacy, narrative and culture*. Richmond, Surrey: Curzon Press.

- Flynn, N. (2007). Good practice for pupils learning English as an additional language: Lessons from effective literacy teachers in inner-city primary schools. *Journal of Early Childhood Literacy*, 7(2), 177-198. doi:10.1177/1468798407079286
- Fuller, F. F. (1969). Concerns of teachers: A developmental conceptualization. *American Educational Research Journal*, 6(2), 207-226.
- Gan, I., Muniandy, B., & Wan Yahaya, W. A. J. (2013). *A conceptual exploration: A phonics aerobic instructional approach for improving English language phonological awareness*. Unpublished manuscript, Centre for Instructional Technology and Multimedia, Universiti Sains Malaysia.
- Gardner, H. (2004). *Frames of mind: The theory of multiple intelligences* (20th Anniversary Edition). New York: Basic Books.
- George, A. A., Hall, G. E., & Stiegelbauer, S. M. (2013). *Measuring implementation in schools: The stages of concern questionnaire*. Austin: SEDL.
- Gibbs, G. R. (2009). Analysing qualitative data. In U. Flick (Ed.). *The Sage qualitative research kit*. London: Sage Publications.
- Griffiths, C. (2008). *Deaf children to be taught synthetic phonics using ground-breaking free software*. Retrieved from <http://www.prweb.com/releases/2008/10/prweb1503834.htm>
- Hall, G. E., Dirksen, D. J., & George, A. A. (2013). *Measuring implementation in schools: Levels of use*. Austin: SEDL.
- Hall, G. E., & Hord, S. M. (1984). Analysing what change facilitators do: The intervention taxonomy. *Knowledge: Creation, Diffusion, Utilization*, 5(3), 275-307.
- Harlen, W. (1977). Evaluation at the stage of large-scale implementation. In A. Lewy (Ed.), *Handbook of curriculum evaluation* (pp. 117-149). Paris: UNESCO.
- Harris, D. E., & Carr, J. K. (1996). *How to use standards in the classroom*. Virginia: ASCD.
- P. V. (2007). *World Englishes*, 27(3/4), 516-534.
- Hudson, T. (2011). *Teaching second language reading*. Oxford, New York: Oxford University Press.
- Huitt, W. (2007). *Educational Psychology Interactive: Stages of mastery*. Retrieved from <http://chiron.valdosta.edu/whuitt/edpsyc/stgmstry.html>

- Jennings, J. H., Caldwell, J. S., & Lerner, J. W. (2013). *Reading problems: Assessment and teaching strategies* (7th ed.). Boston, MA: Pearson.
- Jensen, L. (2013). Planning lessons. In Celce-Murcia, M., Brinton, D. M., & Snow, M. A. (Eds.), *Teaching English as a second or foreign language* (4th ed.). Boston, MA: Heinle Cengage Learning.
- Johnston, R., & Watson, J. (2005). *The effects of synthetic phonics teaching of reading and spelling attainment: A seven year longitudinal study*. Retrieved from <http://www.scotland.gov.uk/Resource/Doc/36496/0023582.pdf>
- Jones, P. W. (1988). *International policies for third world education: UNESCO, literacy and development*. London: Routledge.
- Kathryn, F. (2010). *Comparing three approaches to phonics instruction*. Retrieved from <http://discoverarchive.vanderbilt.edu/xmlui/handle/1803/4315>
- Kern, R. (2009). *Literacy and language teaching*. Oxford: Oxford University Press.
- Kim, H. (1977). Quality control of implemented curriculum over time. In A. Lewy (Ed.), *Handbook of curriculum evaluation* (pp. 150-163). Paris: UNESCO.
- Lane, H. B., & Pullen, P. C. (2003). *Phonological awareness assessment and instruction: A sound beginning*. Boston, MA: Pearson.
- Lang, H. R., & Evans, D. N. (2005). *Models, strategies, and methods for effective teaching*. Boston, MA: Pearson.
- Lapp, D., Flood, J., Moore, K., & Nichols, M. (2005). *Teaching literacy in first grade*. New York: The Guildford Press.
- LeCompte, M. D., Preissle, J. & Tesch, R. (1993) *Ethnography and qualitative design in educational research* (2nd ed.). Orlando, FL: Emerald Group Publishing.
- Lewy, A. (1977). The nature of curriculum evaluation. In A. Lewy (Ed.), *Handbook of curriculum evaluation* (pp. 3-33). Paris: UNESCO.
- Lightbown, P., & Spada, N. (2013). *How languages are learned* (4th ed.). Oxford: Oxford University Press.
- Lonigan, C. (2006). Development, assessment, and promotion of preliteracy skills. *Early Education and Development*, 17(1), 91-114.
- Loucks-Horsley, S. (1996). Professional development for Science education: A critical and immediate challenge. In R. W. Bybee & R. Backe (Eds.), *National standards & the Science curriculum: Challenges*,

opportunities, and recommendations. Dubuque, Iowa: Kendall Hunt Publishing Co.

Marion, M. (2010). *Introduction to early childhood education: A developmental perspective.* New Jersey: Pearson Education.

Mason, J. (2002). *Qualitative researching* (2nd ed.). London: Sage Publications.

McEwan, E. K. (2009). *Teach them all to read: Catching kids before they fall through the cracks* (2nd ed.). Thousand Oaks, CA: Corwin.

McKinsey & Co. (2007). *How the world's best performing school systems come out on top.* London: McKinsey & Co.

McLachlan, C., Fleer, M., & Edwards, S. (2013). *Early childhood curriculum: Planning, assessment and implementation* (2nd ed.). Melbourne: Cambridge University Press.

McNeil, J. D. (2009). *Contemporary Curriculum: In thought and action* (7th ed.). Hoboken, NJ: John Wiley & Sons.

Merriam, S. B. (2009). *Qualitative research: A guide to design and implementation.* San Francisco, CA: Jossey-Bass.

Mertler, C.A., & Charles, C.M. (2010). *Introduction to educational research* (7th ed.). Boston, MA: Pearson.

Ministry of Education. (2012). *Preliminary report of Malaysia education blueprint 2013-2025.* Putrajaya, Malaysia: Author.

Ministry of Education. (2011). *Dokumen standard prestasi Bahasa Inggeris untuk kegunaan sekolah kebangsaan Tahun 1* [Performance standard document for Year 1 of national schools]. Putrajaya, Malaysia: Author

Ministry of Education. (2004). *Terma Rujukan Konsep Guru Cemerlang* [Terms of reference the concept of master teachers]. Kuala Lumpur, Malaysia: Author.

Moir, E. (2011). *Phases of first-year teaching.* Retrieved from <http://www.newteachercenter.org/blog/phases-first-year-teaching>

Morris, D. (2011). Intervention to develop phonological and orthographic systems. In A. McGill-Franzen & R. Allington (Eds.), *Handbook of reading disability research.* New York: Routledge.

Morrison, G. S. (2004). *Early childhood education today* (9th ed.). New Jersey: Pearson Education.

Nguyen, N. V. (2013). *First grade teachers' perceptions of the five strands of effective reading instruction and their possible influence on daily*

instructional practices (Doctoral dissertation). Retrieved from <http://digitalscholarship.unlv.edu/thesesdissertations>

Ornstein, A. C., & Hunkins, F. P. (2014). *Curriculum foundations, principles and issues* (6th ed.). Essex: Pearson Education.

Patton, M. Q. (2002). *Qualitative research and evaluation methods* (3rd ed.). Thousand Oaks, CA: Sage Publications.

Piasta, S. B., Connor, C. M., Fishman, B. J., & Morrison, F. J. (2009). Student reading growth. *Scientific Studies of Reading*, 13(3), 224-248.

Pressley, M. (2006). *Reading instruction that works: The case for balanced teaching* (3rd ed.) New York: The Guilford Press.

Rose, J. (2006). *Key findings from the final report of the Rose review into the teaching of reading*. Retrieved from <http://www.standards.dfes.gov.uk/rosereview/report>

Salinger, T. S. (1995). *Literacy for young children* (2nd ed.). Boston, MA: Pearson.

Savage, J. F. (2004). *Sound it out! Phonics in a comprehensive reading program* (2nd ed.). New York: McGraw Hill.

Schell, J. (2013). Jesse Schell on the future of games in education. Retrieved from <http://www.schellgames.com/jesse-schell-on-the-future-of-games-in-education/>

Shannon, P. (2005). Introduction. In Shannon & Edmondson (Eds.) *Reading Education Policy: A Collection of articles from the International Reading Association* (pp. 1-4). University Park: PA.

Shenton, A.K. (2004). Strategies for ensuring trustworthiness in qualitative research projects. *Education for Information*, 22(2004), 63-75.

Siik, S. S. C., & Hawkins, J. (2013). THRASS phonics: a case study of Thomas as an emerging reader in English. *The English Teacher*, XLII (1), 52-73.

Soto, M. L. (1977). Teachers, parents and community as data sources. In A. Lewy (Ed.). *Handbook of curriculum evaluation* (pp. 247-257). Paris: UNESCO.

Southwest Educational Development Laboratory, SEDL. (2014). *Concerns-based adoption model (CBAM)*. Retrieved from <http://www.sedl.org/cbm/>

UcaQãÙÄÖÄÇFJJGDÄUæ ã * Ác@Á%+Á [!ákBã ^Á* ~ ã^!ã ^•Á{ |Á^ç^ } |æ^ Á
phonics instruction. *The Reading Teacher*, 45(9), 618-625.

Stahl, S. A., & Miller, P. (1989). Whole language and language experience approaches for beginning reading: A quantitative research synthesis. *Review of Educational Research*, 59, 88-116.

Stake, R. E. (2005). Qualitative case study. In N. K. Denzin, & Y. S. Lincoln (Eds.), *The sage handbook of qualitative research* (3rd ed., pp. 443-466). Thousand Oaks, CA: Sage Publications.

Starrett, E. V. (2007). *Teaching phonics for balanced reading* (2nd ed.). Thousand Oaks, CA: Corwin Press.

Steiner, J. (2013). *Why have a standard-based curriculum and what are the implications for the teaching-learning-assessment process?* Manuscript submitted for publication.

Stotsky, S. (2006). Why American students do not learn to read very well: The unintended consequences of Title II and teacher testing. *Third Education Group Review*, 2(2), 8-25.

Tann, S. (1992). *Developing language in the primary classroom*. London: Cassell Publishers Limited.

Temerloh Education Office. (2014). *Analisis Prestasi Bahasa Inggeris UPSR 2013 Sekolah-sekolah Rendah Daerah Temerloh* [Analysis of 2013 UPSR English Language Performance for Temerloh Primary Schools]. Temerloh, Malaysia: Author.

Treiman, R., Stothard, S. E., & Snowling, M. J. (2013). Instruction matters: Spelling of vowels by children in England and the US. *Read Writ*, 26, 473-487.

Trotter, R. (1986). The mystery of mastery. *Psychology Today*, 20(7), 32-38.

VanAuker-Ergle, K. A. (2003). *Barriers to low achievers' success in the elementary classroom as perceived by teachers: A qualitative study* (Doctoral dissertation). University of Florida, Florida.

Walker, R. (2015). *Teaching the pronunciation of English as a lingua franca*. Oxford: Oxford University Press

Walls, R., Nardi, A., Von Minden, A., & Hoffman, N. (2002). The characteristics of effective and ineffective teachers. *Teacher Education Quarterly*, 29(1), 39-48.

Y æ * @ÄSÏÄ|æ^!ËÖËBÄY ã&| çÄÖÄÇÇÊ DÄY @æÁ à ~ &æã } Á * &@ [|•Äæ^ } çÁ æ&@ * Á æ ãÁ, @æÁ ^| ^ } çæ^ Á çæ&@!•Á æ^ } çÁ ^æ } ã * Ä Úæ ^!Á
presented at the National Council Teacher Quality, Washington DC.

- Whitacre, M., Diaz, Z., & Esquierdo, J. (2013). Pre-service teachers: An analysis of reading instruction in high needs districts dual language classrooms. *International Journal of Instruction*, 6(1), 5-20.
- Wilson, J., & Colmar, S. (2008). Phonemic awareness and phonics in literacy teaching: The shared role of school counsellors and teachers. *Australian Journal of Guidance & Counselling*, 18(2), 89-105.
- Woodley, L., & Ferguson, A. (2003). Standard-based assessment: A model. A project granted by the Curriculum Services Canada Foundation, Canada.
- Yanik, A. E. (2007). *A study of English language curriculum implementation in 6th, 7th and 8th grades of public primary schools through teachers' and students' perceptions* (Doctoral dissertation). Middle East Technical University, Turkey.
- Yin, R. K. (2009). *Case study research: Design and methods* (4th ed.). Thousand Oaks, CA: Sage Publications.
- Zwiers, J. (2008). *Building academic language: Essential practices for content classrooms, Grades 5-12*. San Francisco, CA: Jossey-Bass.