

Multilingual re-instantiation: Genre pedagogy in Indonesian classrooms

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Declaration

I certify that this thesis does not incorporate without any acknowledgement any material previously submitted for a degree or diploma in any university; and that to the best of my knowledge and belief it does not contain any material previously published or written by another person where due reference is not made in the text.

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Abstract

The research reported in this thesis investigates the teaching of English in multilingual classrooms in two Indonesian secondary schools. The theoretical framework used is systemic functional linguistics (SFL), particularly with reference to notions of text and context, genre and register theory and genre based pedagogy.

More specifically, the research constitutes a design based action research study, concerned to establish a theoretically strong bilingual pedagogic practice for the teaching of writing in English in modern Indonesia. The pedagogy developed is both interventionist and innovative. It is interventionist in that it proposes active intervention in the teaching, scaffolding the students towards growing independence and confidence in their use of English. It is innovative in that it breaks new ground for the Indonesian context, providing a principled approach to the design and implementation of English programs in the multilingual classrooms of Indonesia. The pedagogy does this by making planned and deliberate use of Bahasa Indonesia, while also introducing English in a systematic way, so that students are steadily enabled to use English confidently. In other words, use of the students' L1 is not rejected, as some theorists on second language teaching have argued, nor is it introduced in a haphazard way, as often occurs in practice. Instead, the L1 is used in a planned way that assists learning of the L2.

The methodology underpinning the pedagogy is drawn from the Reading to Learn program (Rose, 2012; 2015), which is itself based on SFL and genre theory. The intervention program involves teaching and learning in the two languages and it employs an embedded literacy practice, in that the teaching of English involves the teaching of a content or a body of knowledge, in this case scientific knowledge. Language is not taught apart from the "content", as often happens in many Indonesian classrooms.

In each of the two classrooms lessons are taught in three iterations, and the students' progress in writing across the lessons is traced systematically, and students' written texts are collected, analyzed and evaluated.

The results of the intervention program indicate two important outcomes. In regards to pedagogic practices, the study provides evidence of the values of using L1 (Bahasa Indonesia) in L2 (English) teaching and learning. In terms of the students' writing development, the students are shown to have gained considerable control of L2, as well as knowledge of the field for writing.

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List of symbols and abbreviations

In this thesis, the symbols and abbreviations in presenting the analysis follow the convention established in Martin (1992) Martin & Rose (2007; 2008) with several additional extensions.

Symbol	Convention
dK1	delayed primary knower
K1	primary knower
K2	secondary knower
K1f	primary knower follow up
K2f	secondary knower follow up
dA1	delayed primary actor
A1	primary actor
A2	secondary actor
A1f	primary actor follow-up
A2f	secondary actor follow-up
– A1	primary actor pausing
K1'	primary knower giving praise
K2*	secondary knower scribing
tr	Tracking
rtr	response to tracking
ch	challenge
rch	response to challenge
voc	vocalise
lgh	laughing
pin	pinpoint
trn	transcribe
=	complexing
	dependency line
	dependency arrow
()	non-verbal response
<i>Italic font</i>	equivalent of English from Bahasa Indonesia or Sundanese
Bold font	use of Bahasa Indonesia
<u>Underlined font</u>	use of Sundanese
///	end of paragraph

Chapter 1 Introduction

1.0. Contextual Background: Prelude

The year 2004 brought a new direction in English language education in Indonesia, because that was the year in which the national English curriculum adopted a model of genre pedagogy. This marked a break with previous policies, which had focussed on communicative teaching, bringing new ideas and many challenges to the teaching profession. A national conference on English, organised by the English Students' Association and the English Education Department of the Indonesia University of Education, was held in Bandung in 2006, and it was at this conference that Professor Frances Christie's talk introduced Sydney School genre pedagogy. Christie's visit was timely because her talk about systemic functional linguistic (SFL) theory, register and genre introduced a range of genres in English and provided an account of the teaching/learning cycle used by SFL theorists. This information provided a much needed explanation about the new pedagogy for English teachers in Indonesia.

Other scholars in Indonesia proved influential in adopting and extending genre pedagogy, including Agustien (2006), Emilia (2005; 2011b), and Wachidah (2001). The main reason Sydney School genre pedagogy was adopted was that it offered a principled way of thinking about English language and literacy that could inform the teaching of English as a foreign language in Indonesia. The pedagogy had proved successful in Australia, particularly for disadvantaged/ESL students, and it had the merit that it had been extensively tested and developed in that country. Indonesia had embraced the Reform Era in the early 21st century and this was a huge turning point in the history of the country, affecting all areas of life, including its educational system. Since that time, the Indonesian educational system has encouraged and even demanded active participation of its citizens in many walks of life in the national, and especially international levels. As a result, English literacy has gained a more significant position in the educational system in the 21st century (Emilia, 2005; 2011b).

Since its adoption, genre pedagogy has continuously been developed. A large number of teachers' training sessions in West Java have been held to assist teachers in implementing the genre-based curriculum. These were organised by the universities as well as the local and national government. The newly published school text books, which have been revised with each new version of the national English curriculum, have included learning different kinds of text types (e.g. Kumalarini, et al., 2008; Wardiman, Jahur & Djusma, 2008). A book as guidance for teachers teaching English was written in Bahasa Indonesia by Emilia (2011a), to assist teachers. This book was developed through the support of TEFLIN (Teachers of English in Indonesia), the national level association of teachers and scholars in the area of English education.

At the same time genre pedagogy was being introduced, the government initiated a program for the International Standardisation of schools in the public system (2003). Adoption of the International Standard meant that the schools involved should teach most subjects in English. The new policy gave a large amount of funding for schools willing to adopt the International Standard curriculum. During this period, two heated issues to do with multilingualism arose. The first issue was to do with the ongoing debate about L1 and L2 versus L2 only when teaching subjects in L2. The second issue concerned the teachers, especially those who were not English language teachers, since they were not ready to implement the International Standard, because they were used to teaching their subjects in Bahasa Indonesia. These are aspects of debates and discussions about multilingualism which have been recurring for a very long time. The termination of the International Standardisation in 2013 caused some of these heated debates to subside, though many of the issues remained because, often for pragmatic reasons, even teachers of English continued to use Bahasa Indonesia at times.

In modern Indonesia, genre pedagogy remains an important feature of the national English curriculum (Kemdikbud, 2013a). The demands of government as stipulated in the curriculum are even more challenging than in the past, in that high stakes literacy is required in English. Moreover, since the genre pedagogy has also now been adopted in subject Bahasa Indonesia (Kemdikbud, 2013b; 2013c; 2014a; 2014b), the government also demands high stakes performance in all

subjects taught in Bahasa Indonesia. The adoption of genre pedagogy is an undoubted gain for Indonesia, but the challenges of its implementation in multilingual classrooms are considerable, and not yet fully understood.

1.1. Research Objectives and Scope

The purpose of this research is to achieve what is demanded in English education by the Indonesian government, by adopting a genre pedagogy which recognises the complexity of multilingual classrooms in Indonesia. More specifically, the research establishes a dialogue between bilingual education and genre pedagogy in order to provide a model of teaching and learning appropriate to Indonesian contexts. It sets out to:

1. Approach bilingual education through Halliday's (1993) threefold model of language learning, which proposes that children "learn language, learn through language and learn about language";
2. Investigate the aspects and impact of multilinguality in teaching and learning in Indonesian classrooms;
3. Propose and implement a genre-based pedagogy program for Indonesian multilingual classrooms;
4. Examine and report the program and its outcomes;
5. Make recommendations in the light of the study for future research into pedagogy using SFL theory.

The study is thus designed as an action research project which is innovative and interventionist with respect to the contemporary practices of genre pedagogy in Indonesia, and bilingual education practices more generally.

1.2. Research Rationale

The research aims to engage with contemporary theories of bilingual education as well as the latest developments of genre pedagogy. Studies in bilingual education have been long concerned with the issue of multilingualism, to do with promoting balanced bilingual performance (e.g. Garcia, 2014) and functional bilingualism

(see Hamers & Blanc, 2000). All aim to achieve competence in L2 while maintaining L1 competence. The challenge of implementing a particular model of bilingual education is often to do with the 'language ecology' (see Haugen, 1972): that is, the 'geographical, socio-economic and cultural conditions' of the languages in a multilingual context are often differently 'valued' (Creese & Martin, 2003; Mahboob & Lin, forthcoming), so that there is a complexity of different multilingual contexts from one place to another.

As already part of the national curriculum, the genre pedagogy needs to take into account the concerns of multilingualism in the Indonesian setting. The position of languages and the uses of languages in Indonesia should be considered.

1.2.1. Languages in Indonesian education

For a multilingual nation, language education in Indonesia is an ongoing national affair. Language policies are designed to maintain the national unity, preserve the local culture and identity, and enable people to take part in global affairs. Bahasa Indonesia and English are to be taught in all regions, while a regional language is to be taught and maintained as well, where there is a policy for this at the regional level (see Peraturan Daerah No 9 Tahun 2012¹). Attention is thus paid to all of the languages, and this reflects the multilingual character of Indonesia in all areas of everyday life. In fact, in any context, at least two languages are in contact, making it possible for speakers to change and mix languages from time to time (Errington, 1998; Goebel, 2010). It is because languages are so various that language in education is regulated by the government.

Subject English has an important position in Indonesian education. Its significant role in the globalisation is the main reason that it is placed in Indonesian education. In Indonesian education, the perspective on English has changed from being once 'the international language of communication' to the more active role of being the language of access and participation in global affairs (Musthafa & Hamied, 2014; Suherdi, 2013). English is now intended to achieve literacy education, emphasising particularly success in high stakes reading and writing. The Reform Era and the impact of globalisation are the major drive of the

¹ This local regulation can be read by visiting this website: in www.portal.bandung.go.id

changing impact of English education in Indonesia (Lamb & Coleman, 2008). Critical literacy and critical thinking have become a significant part of English education (Emilia, 2010), meaning that reading and writing are emphasised. As the policy of language education is tied with the concerns over critical literacy and critical thinking, a question arises: how can a foreign language education play a part in advancing the citizens' critical capacities when a national language is already used?

Bahasa Indonesia is predominantly the language of education. The students learn subject areas, such as science, history, and economy in Bahasa Indonesia. Bahasa Indonesia in these subject areas uses specialised discourse, or vertical discourse, to use a term by Bernstein (1999; 2000). That is the kind of language which is uncommonsense and abstract, different from the everyday and commonsense Bahasa Indonesia that both the teachers and the students use in their daily life. Teaching and learning in Bahasa Indonesia is itself a challenge, as the language has its own abstract and difficult ideas to construct. In addition, the subject of English is a challenge because of its abstract and difficult ideas when it comes to teaching high stakes literacy.

1.2.2. Language use in Indonesian classrooms

The use of language, as 'the medium of instruction', in Indonesian classrooms is a more complex issue than the policies on national language education seem to suggest. Different languages are each used in everyday life, involving mixing and switching as people make contact and move from one language to another (see Errington, 1998; Goebel, 2010). This is so particularly with Bahasa Indonesia, the official national language, because most people use at least one other language. In their everyday lives, Indonesians naturally are bilingual or multilingual, switching from one language to another, while mixing is part of people's everyday lives. This switching and mixing are carried on in classrooms. The teaching of any subject areas therefore involves the use of more than one language, and though the main medium is Bahasa Indonesia, the regional language almost always occurs as well.

In fact, use of language is treated quite pragmatically. The major reasons in classrooms for using L1 are its role in assisting learners learn L2, the belief that

the identity and cultural background of learners are important (Canagarajah, 2011; Cummins, et al., 2005), and the value of the language in learning (e.g. Lin, 2015; 2013; Mahboob & Lin, forthcoming; Levine, 2011). It is indeed true that L1 plays an important role, but we need to better understand such questions as the following: how exactly does the use of L1 in class interactions truly highlight 'the learners' identity'?; how does it 'motivate learning'?; and more importantly, how does it bring out the potential and maximise students' L2 learning? If the use of L1 or students' mother tongue does matter and give benefits, the choice of language as the medium of instruction should not be taken pragmatically. Rather, it should be carefully investigated to establish a principled basis for working.

Some theorists promote use of L2 only because, they argue, classrooms are the only place children get opportunity to practise L2, and the classroom provides good modelling for the students' practice beyond classrooms. It is also argued that use of L1 is likely to interfere with L2 learning as cited and critiqued in Garcia & Li Wei (2014; see also Levine, 2011). But if use of L2 only in teaching/learning is said to be truly beneficial, is this felt by all students, from all backgrounds, in different multilingual contexts? Moreover, in what way does use of L2 only make an impact on or improve the students' L2? And if proven successful in some bilingual contexts, how can the use of L2 only be transferred to other multilingual classrooms in order to achieve similar successful results? It is often the case that when L2 only is applied, there is a turning point when students turn back to L1. This means that either the pedagogy of L2 only is not clearly understood, or L1 is still much needed.

At least, these issues are relevant for the conditions in Indonesian classrooms. An attempt is often made to use L2 only as the medium of instruction in teaching English but in practice L1 will be involved because of the teacher's fear of leaving the students behind. This is quite a pragmatic reason, as it does often help the students, but there is no clear sense of principle involved.

Research in the area is still quite lacking, far from being a comprehensive account of actual use in the classroom practices. This study is much needed as far as multilingual classrooms are concerned. If we want to involve L1, then we need to do more than simply deploying it pragmatically, and without any strongly stated

reason. L1 has to be actualised in the classroom discourse in such a way that the interactions are carefully structured, making the teachers conscious about the choices of which language they use in order to scaffold their students in learning L2. What is needed now is to move beyond the simple description and justification of using L1 in language classrooms, and begin with the research which truly gives impact and direction to bilingual teaching and learning practices.

1.2.3. Genre pedagogy in Indonesia

As flagged above, genre pedagogy in modern Indonesia plays a significant role in language education. Since its initial involvement in the curriculum, the pedagogy has been deployed to change the course of English literacy teaching in Indonesia. The kind of language teaching in Indonesia is no longer providing 'communicative competence'. Indonesian students are expected to develop interest in reading and writing to actively participate in the globalised world (Alwasilah, 2013). It is high stakes literacy which can progress the nation into an advanced and developed country. And genre pedagogy is the teaching learning practice which can accommodate this demand.

Genre pedagogy has now rapidly become part of the curriculum for other languages, emphasising the importance of literacy teaching in all different languages. Its role in Indonesian education cannot be underestimated. It is a national significance through which social change of literacy teaching in Indonesia has been brought about.

1.3. The organisation of the thesis

This thesis is organised into six chapters, this first the introductory one, while the other chapters are as follows:

Chapter 2 Theoretical Foundations

Chapter 2 presents the theoretical foundations for the study. It outlines the need to study bilingualism from the perspective of systemic functional linguistics. It also reviews the literature in the fields of bilingual and L2 education, which have been influential in multilingual contexts, and introduces Sydney School genre pedagogy (as informed by systemic functional linguistics).

Chapter 3 Research Context and Methodology

Chapter 3 situates the research in its social context and outlines the research method for the study. The research context concerns the practice of genre pedagogy in English education in multilingual Indonesia. The methodology reviews the theoretical frameworks of systemic functional linguistics, which was applied to the design and examination of the intervention program (adopting genre pedagogy and taking multilinguality into account). It also frames the research questions and describes the methodology of the study.

Chapter 4 The Pedagogic Practice of the Intervention Program

Chapter 4 is the first analytical chapter. It presents the examination and evaluation of the intervention program, which involved the use of L1 in teaching L2. The discussion starts with the design of the program, which uses the Reading to Learn methodology (Rose, 2012; 2015) as the basis to develop L1 and L2 interplay. The teaching program involves three iterations of teaching/learning activity, during which L1 and L2 are used in deliberately planned and structured ways, in order to allow the students to develop competence in L2, though they are scaffolded in their learning through the use of L1. Use of a metalanguage to do with language is introduced, as well as a technical language to do with the field for reading and writing. Both metalanguage and technical language can be used in both language as the students develop, and this contributes to their growing confidence. The strengths and limitations of the program are considered.

Chapter 5 The Impact of the Pedagogy: Students' Writing Development in L2

Chapter 5 is the second analytical chapter. It examines the impact of the program in terms of the students' writing. The students' written texts before, during and after the intervention program are examined. The results will indicate the students' development, which is assessed in the terms of SFL and genre pedagogy. It involves all levels of language, as well as aspects of L2 writing development. The key notion of this chapter is to demonstrate to what extent the intervention program has an impact on the students' writing.

Chapter 6 Conclusion

This chapter concludes the thesis. It summarises the findings of the study, concluding that the program as implemented achieved a great deal in the students' performance. The implications of the research are considered for multilingual classroom practice generally. The chapter concludes with suggestions for future research.

Chapter 2 Theoretical Foundations

2.0. Introduction

In this chapter, bilingual education, which is broadly interpreted as education and teaching learning methodology involving more than one language, is characterised; and it is re-read from Halliday's 'threefold perspective of language learning' (Halliday, 1993). In his terms, a language-based theory of learning involves three dimensions – learning language, learning through language, and learning about language. With this in mind we will re-examine teaching and learning in multilingual contexts in which the interplay of the languages is critical. Our aim is to understand relevant contemporary practices and theoretical influences bearing on bilingual teaching and learning.

This chapter is organised into two main sections. Section 2.1 (Classification in Bilingual Education Programs) reframes bilingual education with reference to Halliday's threefold language learning perspective. It examines representative bilingual educational programs in different contexts around the world which consider the use of languages in relation to subject and content in curriculum. Section 2.2 (The Sydney School Genre Pedagogy), discusses a pedagogical framework which provides an account of Halliday's threefold language learning perspective on teaching/learning. It involves a discussion of two specific teaching/learning cycle models.

2.1. Classification in Bilingual Education Programs

For a certain period before the 1990s, bilingual education referred to any educational program involving two or more languages. This characterisation has been critiqued (e.g. Hamers & Blanc, 2000; Baker, 2001; Garcia, 2009a) because of the overgeneralisation of the term – i.e. “bilingual education is a simple label for a complex phenomenon” (Cazden & Snow, 1990 in Baker & Jones, 1998; and in Lin & Man, 2009). This complexity can be seen when comparing the various bilingual programs which explicitly consider the role of two languages (e.g. Genesee, 1984; 2004) and those which only implicitly consider the role of

languages in L2² learning (see Garcia, 2014). In the stricter sense, the term bilingual education refers to an education program which aims at balanced language competence and literacy in two languages (Garcia, 2009a; 2009b; Baker & Jones, 1998). However, more precision is needed in order to specify the role of bilingualism in teaching/learning. This is because some programs which do not claim to be 'bilingual education' in fact involve aspects of bilingualism as far as L2 learning is concerned. Such programs provide significant insights for bilingual/teaching learning practices. In this thesis, as previously mentioned, bilingual education is used to refer to teaching/learning methodology involving more than one language. New parameters will be proposed to position the action research which is the focus of this thesis.

In the next section several bilingual education practices will be examined with reference to Halliday's threefold language learning perspective (1993) and Bernstein's (1975) notion of classification. The bilingual education practices are drawn from contemporary practices, some of which have emerged recently, and others of which have had quite a long history. This results in a topology of bilingual pedagogy programs which is based on the models of language use and on the models of curriculum boundaries that are involved. All of these will be elaborated further in the following subsections.

2.1.1. Setting up the parameters of the topology

All bilingual education programs aim at L2 competence; the differences lie in how the teaching/learning of L2 takes place. In Halliday's (1993) terms the question is whether L2 teaching/learning involves learning language, learning through language, and learning about language. This can be examined by looking at two main language-related dimensions of classroom practice and curriculum.

The first aspect is to do with the use of languages in the classrooms (i.e. the medium of instruction) – what language the teacher uses during teaching, and what language the students are expected to use during learning. The use of languages in bilingual education programs varies from one program to another.

² L2 in this thesis does not make differences from a second, foreign or additional language. It refers to either a second, foreign or additional language that is being taught/learnt which is not the students' mother tongue.

Several programs involve and/or allow the use of L1 during teaching/learning. The involvement of L1 is considered to assist students in achieving L2 competence. Thus, during teaching/learning, there is an interplay of L1 and L2 during classroom interactions between teachers and students, or between students. Other programs insist on the use of L2 only, which the teacher uses as the medium of instruction and the students are expected to use as well.

The variations in language use in classrooms among the programs are best seen as functioning on a cline. At one end of the cline, L1 is seen as transitional and is used whenever and for as long as necessary in the move towards L2 competence. This end of the cline will be termed 'enfolding', because the use of the L1 is enfolded within those activities when students are learning to master the L2. At the other end of the cline, there is an L1 excluding orientation. In this kind of program L2 is the only medium of instruction. This end of the cline will be termed as 'enveloping', because the whole activity of learning language is captured or enveloped in use of the L2.

The second dimension has to do with placing L2 learning in relation to the content of the curriculum. In Bernstein's 1975 terms we are considering whether learning L2 is 'isolated' or 'integrated'. Learning L2 is isolated where L2 is positioned as what is being learned. This means students learn L2 as a language subject. In the integration type, L2 is treated as part of content-focused teaching/learning. This contrast allows us to set up another cline. At one end of the cline L2 learning is isolated from other subject areas. This is called the language-focused pole. At the other end of the cline, L2 learning is integrated with other subjects; this is referred to as the content-focused pole.

The two clines established here (enfolding to enveloping³, and language-focused to content-focused) will be used to discuss the positions of a range of bilingual education programs (Figure 2.1).

³ Enfolding can be considered as deriving from the word 'fold', as in folding a sheet of paper. Like the sheet of paper, two or more languages are 'folded' in a way that the sheet is not fully closed. Enveloping can be considered as 'putting something inside an envelope'; it needs to be closed and wrapped fully, hence L2-only use.

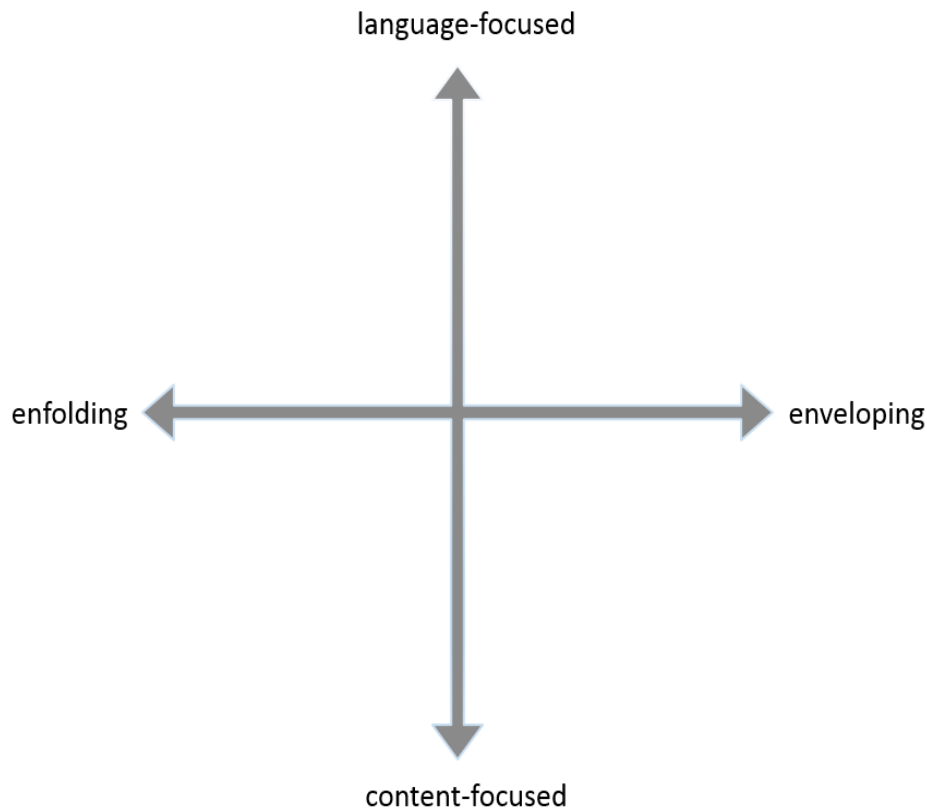


Figure 2.1: A topology of bilingual education parameters

2.1.2. Application of the parameters

The parameters outlined above will be applied to several bilingual education programs. These are the immersion program, CLIL (the content and language integration learning) program, and the EFL education program. They are selected based on reports of successful implementation and their strong influence in mainstream education. Each program will be categorised based on the topological variables introduced above. The programs will also be reviewed in order to gain insights for bilingual teaching/learning.

2.1.2.1. Immersion program and CLIL

Despite some attempts to distinguish CLIL from immersion programs (e.g. Coyle, Hood & Marsh, 2010; Perez-Canado, 2012), both focus on content-based L2 teaching/learning (see Met, 1998; Coyle, Hood & Marsh, 2010; Cenoz, Genesee & Gorter, 2013). This means that L2 learning is implemented through subject disciplines such as science, mathematics, and history rather than in a language

class. However, the immersion program and CLIL differ in the implementation of the program.

The immersion program, originating as the Canadian French immersion program (Genesee, 1984; 1987), is often cited as one of the most successful bilingual education programs (e.g. Lin & Man, 2009; Garcia, 2009a; Cummins, 2000; Baker & John, 1998). There have in fact been different versions of such immersion programs in terms of the distribution of learning subjects in L1 and L2, based on the grades of the students (Genesee, 1984; 2004; Genesee & Lindholm-Leary, 2013; Lin & Man, 2009) – i.e. early immersion (starting from kindergarten or grade 1), middle immersion (starting from grade 4 or 5), and late immersion (starting from grade 7, or the beginning of secondary school) including early partial programs and total immersion programs with respect to L1 and L2 instruction (Genesee, 2004; Genesee & Lindholm-Leary, 2013).

The basic principle of the immersion program is that L2 learning is through subjects (Genesee, 1984; Met, 1998) and L1 use is considered 'part and parcel' of L2 development (Genesee, 1984; Baker & Jones, 1999; Garcia, 2009b; Genesee & Lindholm-Leary, 2013). The involvement of L1 in teaching/learning may not be obvious since the immersion program expects the teacher to use L2 only as the medium of instruction to teach L2 subjects (Baker & Jones, 1999; Garcia, 2009a). L1, however, is allowed in the program. Early partial immersion, for example, uses 50% of L1 and 50% L2 in classrooms, whereas in early total immersion the teacher directly uses only L2 as the medium of instruction (Genesee & Lindholm-Leary, 2008; Lin & Man, 2009). However, even in the early total immersion type, L1 is still regarded as necessary in that students are allowed to use L1 for communication among peers and interaction with the teacher (Genesee, 1984; Cummins, 2000). This demonstrates that L1 is in fact used as a transitional tool towards L2 competence.

The success of the Canadian Immersion program is influenced by a number of factors. One important factor has to do with whether the languages, both mother tongue and the target language, are considered important in both everyday discourse and specialised discourse. Quebec, where the immersion program was born (Genesee, 1984; 2004; Lin, & Man, 2009), for instance, is in part a bilingual

region in Canada in that French and English play a significant role in the job markets (Baker & Jones, 1998; Lin & Man, 2009) so the students who come mainly from middle-class backgrounds can benefit from the presence and the value of both languages in the region. Another factor is that these programs are 'special' programs, meaning that the bilingual education program is not only a teaching method, but is part of a school program allowing students from an advantaged background to accelerate in learning L2. The program cannot be expected to get the same results in mainstream schools lacking the same bilingual language context, teacher competence, student readiness and school support. This perhaps is one of the reasons that more adaptable bilingual education programs are needed. CLIL seems to have emerged to address this challenge.

Content and language integrated learning, or CLIL is a blanket term which covers an array of bilingual educational programs promoting the integration of language teaching and content teaching (Llinares, Morton & Whittaker, 2012; Coyle, Hood, and Marsh, 2010; Garcia, 2009a, p.208; Dale & Tunner, 2012, p.5). Recently CLIL has become more popular due in part to the fact that it can be part of mainstream education (Mehisto, Marsh, & Frigols, 2012). 'Another language' here means that an additional language is employed, i.e. a foreign, second, or heritage language (Coyle, 2010), as the medium of instruction to teach different subjects such as history, science, or music. Among many different programs, the most well-known implementation is English as a foreign language in CLIL classes (Llinares, Morton & Whittaker, 2012).

In principle CLIL aims to teach language and content using subject teachers in mainstream classes. At the same time, it accommodates different methodologies, theories and existing practices which support to varying degrees the success of CLIL teaching learning practices (see Dale & Tanner, 2012. p.15-17; Morton, 2012). In fact, there is 'no single CLIL pedagogy' (Coyle, 2010, p.86); it covers "a dozen or more educational approaches... synthesi[sing] and provid[ing] a flexible way of applying the knowledge learnt from these various approaches" (Mehisto, Marsh & Frigols, 2012, p.12). In terms of language use, CLIL in principle promotes a consistent use of L2 in the classrooms (e.g. Dalton-Puffer, 2011; Dalton-Puffer, Nikula & Smit, 2010; Mehisto, Marsh & Frigols, 2008). L1 is only acceptable in the

beginning, and students are always expected to turn to L2 immediately after using L1 in classroom interaction (Mehisto, Marsh & Frigols, 2008). However, as it welcomes different methodologies, currently L1 is also seen to have a role in L2 CLIL classes in that the teacher needs to consider the role of code-switching during teaching/learning (see Lin, 2015; Coyle, Hood & Marsh, 2010).

This kind of approach to pedagogy raises other challenges with respect to “how language is involved in CLIL, or what aspects of language should be targeted, how learners’ language develops through CLIL, and whether and how language should be assessed along with content” (Llinares, Morton & Whittaker, 2012, p.8). Some CLIL programs draw on systemic functional linguistics for insights about language (see Llinares, Morton & Whittaker, 2012); but it is left to the teachers to interpret the connections between language insights and classroom practice. In teaching science, for example, it may be recognised that there are written procedures and procedural recounts, following the genres defined in systemic functional linguistics (Llinares, Morton & Whittakeer, 2012, p.113). But it is the teachers themselves who have to design the teaching strategies for procedures or procedural recounts in science.

There are thus drawbacks to both the immersion programs and CLIL. The immersion programs cannot be easily adapted to the mainstream education; they depend on school contexts which facilitate the operation of the program. The drawback for CLIL lies between informing theory and its implementation; there is in other words little standardisation of CLIL teaching practices. In this thesis we explore the idea that what is needed in bilingual education is an explicit pedagogy which sets a standard for how teaching and learning of ‘content’ and ‘language’ are enacted. It is appropriate at this point to consider EFL education, as it is known to have more to say about methodology in relation to teaching and learning language than do the CLIL or immersion programs.

2.1.2.2. EFL education

The main reasons for the spread of English teaching and learning in non-English speaking settings are former colonisation, ongoing globalisation and the development of science and technology (see Kirkpatrick, 2007; Lin & Martin, 2005; Kachru, 1986). Terms such as ESL (for English as a second language), EFL (for

English as a foreign language speaker) or EL (English language) learners and ELT (English language teaching) or TESOL (teaching English as a second language) or TEFL (teaching English as a foreign language) all arise in this globalising context. EFL will be used as a blanket term to refer to teaching and learning in a context where English is not the learners' L2, and English is not used in the everyday and specialised discourse. This is so that the type of EFL education can be distinguished from that of ESL education involving L2 learners in an English speaking context, such as Australia (e.g. Hammond & Gibbons, 2005) and the US (e.g. Schleppegrell, 2002).

EFL education can be categorised as bilingual education in that it involves, as Garcia (2014) argues, emergent bilingual students. English may be the students' second or foreign language. In the case of EFL, English is not used in the everyday or specialised discourses of a community but it is taught as part of the education. In EFL contexts, students are becoming bilinguals by learning another language other than their mother tongue.

In a general sense, EFL teaching method basically focuses on teaching and learning what English is and what the skills are to be considered competent in English. This has been approached through a variety of methods which can be categorised based on the principal ideas represented, i.e. structure, functional and interactive, and language-based orientation (extending Richards & Rodgers, 2014; de Silva Joyce & Feez, 2012; Hall, 2011; Larsen-Freeman & Anderson, 2011). The structural method can be traced back to a tradition influenced by the teaching of Latin and Greek (see Crookes, 2009; Richards & Rodgers, 2014). The grammar-translation method, for instance, marks the importance of knowledge of 'structure' or grammar as part of the teaching language and the significance of vocabulary in relation to equivalent meanings in L1. The shift to the functional and interactional orientation marks the beginning of a focus on communicative skills such as speaking and listening in teaching language. More recently the language-based orientation draws attention to the reading and writing of a 'longer' text – not just sentences as used in task-based learning and text-based learning. Aspects of all these methods, despite the changing trends, tend to endure and are commonly

drawn on in contemporary teaching/learning – often with shifts from one method to another, or blends of one method with another depending on the curriculum.

The development of methods and approaches can be represented diachronically beginning from the developments in the past (1900ish, see Appendix A), but apparent in Indonesia, at least, at the time of its independence in 1946, up to developments from the 1980s and 1990s to the present (see Figure 2.2). Three basic ideas as developed in the EFL education literature are represented in the three big satellites. Each satellite is linked to the methods influenced by the ideas. Further description including the period of use, characteristics, and theoretical influence can be seen in Appendix A.

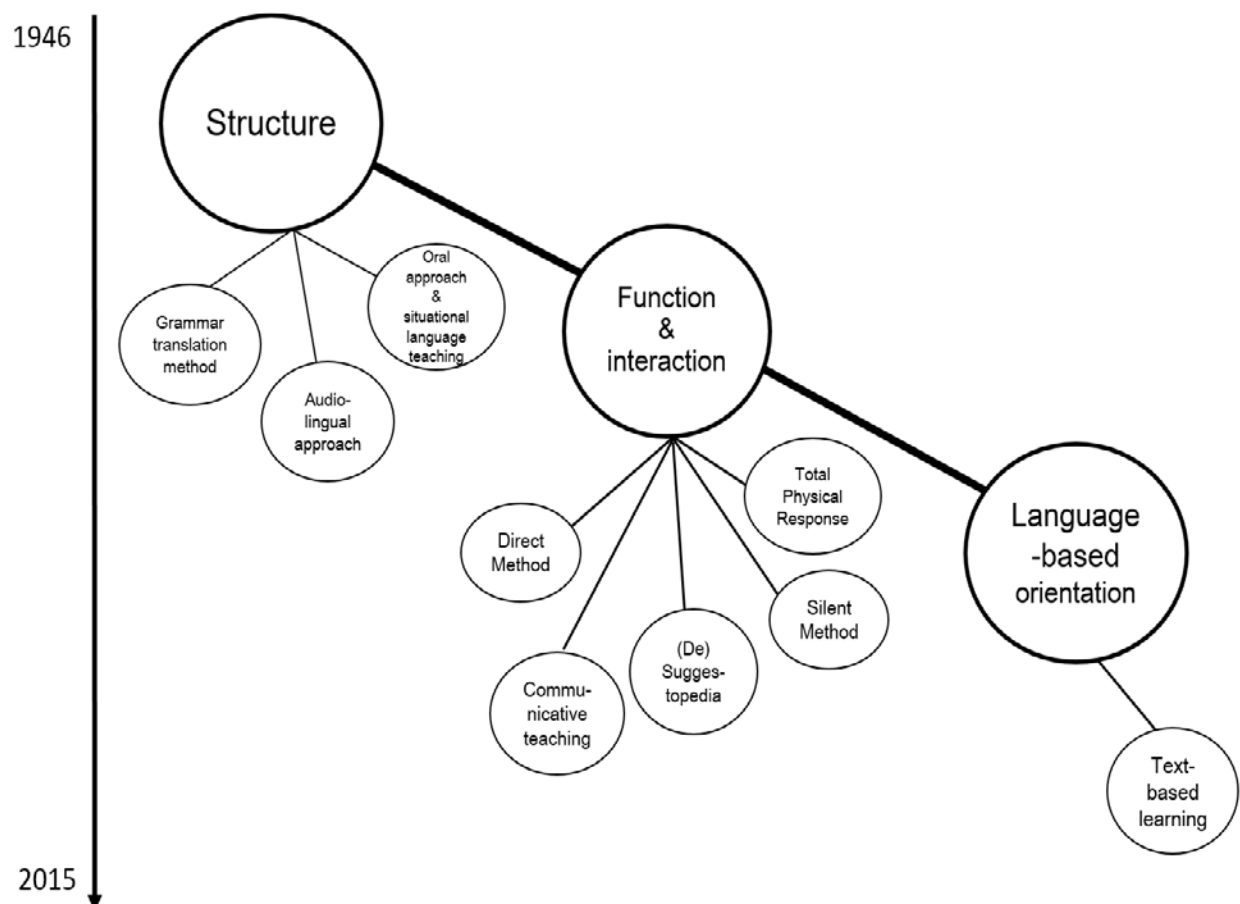


Figure 2.2: Methods and approaches in EFL education models from the past to the present

This collection of methods and approaches in L2 learning determines the use of language in classrooms. As Figure 2.2 shows, the three major methods are those focusing (1) on language structure, (2) on functions in language and interaction in learning language, and (3) on a language-based learning, involving use of text. Each of these three broad groups has led to several “sub-methods”, the details of which are displayed in Appendix A. Here we note that structure-based methods, for example, grammar translation method and audio-lingual approach tend towards L1 use. Function and interaction methods are various, though all tend towards L2 only implementation. The language-based approaches tend to mix L1 and L2 uses, and they also tend to focus on longer texts, especially written. In practice different methods can be implemented at different times, depending on the curriculum unit the teachers need to implement.

As a collection of methods and approaches, EFL education pays attention to what language is and how a particular aspect of language is taught. The challenge lies

in sequencing the methods and approaches in a way that enables effective implementation of the curriculum.

With regard to content, L2 learning in EFL education typically has to do with the grammar of tenses, conjunction or verbs in everyday life fields such as culture, news, telephone conversation, tourism, etc. (e.g. Harmer, 2012; Murphy 2012). EFL programs tend not to pay attention to topics in other subject disciplines the way CLIL does. It is also the case that the topics taught are based on the language ability of the students and level of schooling. This can be seen in the division of reading texts into those designed for beginner, intermediate and advanced learners, or the speaking activities which involve greetings and simple conversation for beginners and debating or presentation practices for advanced level students. At more advanced levels, academic competence is addressed for university students, covering the materials such as learning listening to lectures, note-taking, or presentation skills. The learning materials used in these programs are often criticised as 'lacking authenticity' in that they rarely reflect how English is actually used (see de Silva Joyce & Feez, 2012).

The main contribution of EFL education is perhaps its awareness of what language is and how different aspects of language can be taught through different methods to achieve certain skills. These methods, however, raise a number of problems. First it can take quite a long time to progress to the intermediate or advanced level, especially if the students are grouped based on ability. This streaming makes the approach less practical for implementation in mainstream classes in public schools where students from different 'levels' of language ability sit together in one class. This can potentially slow down the progress for the top students where the materials are basic, or leave slower students behind when the materials are too advanced.

Second, the rapid development of knowledge in science and technology makes ever increasing demands on language learners. This applies not only in tertiary level but also in secondary school. Grammar exercises and discussions related to tourism and culture are no longer sufficient to accommodate the changing demands of national curricula (see Byrnes, 2008; 2006; Brisk, 2015). There is an emerging need for EFL education to respond to these changes and demands

through materials and teaching methods as far as high stakes language education is concerned.

2.1.3. A topology of bilingual pedagogy programs

After examining the selected bilingual programs by using the new parameters, we can now arrange the clines of language use and curriculum boundary into a topology so that the two clines intersect. The topology (see Figure 2.3) is provided to map the bilingual education programs reviewed above as well as to compare the teaching/learning practices of the programs. There are two types of CLIL methodologies; some are enveloping and others are enfolding. To clarify this, I have labelled those examples that tend to make use of L1 as well as L2 (e.g. Lin, 2004; Coyle, Hood & Marsh, 2010) as CLIL A, and those (e.g. Mehisto, Marsh & Frigols, 2008) that tend to make use primarily of L2 as CLIL B⁴.

⁴ The use of topologies in intersecting two clines has been employed in systemic functional linguistics literature (see Rose & Martin, 2012) and legitimation code theory (see Maton, 2014). The topology in this chapter is explained in Section 2.1.3.

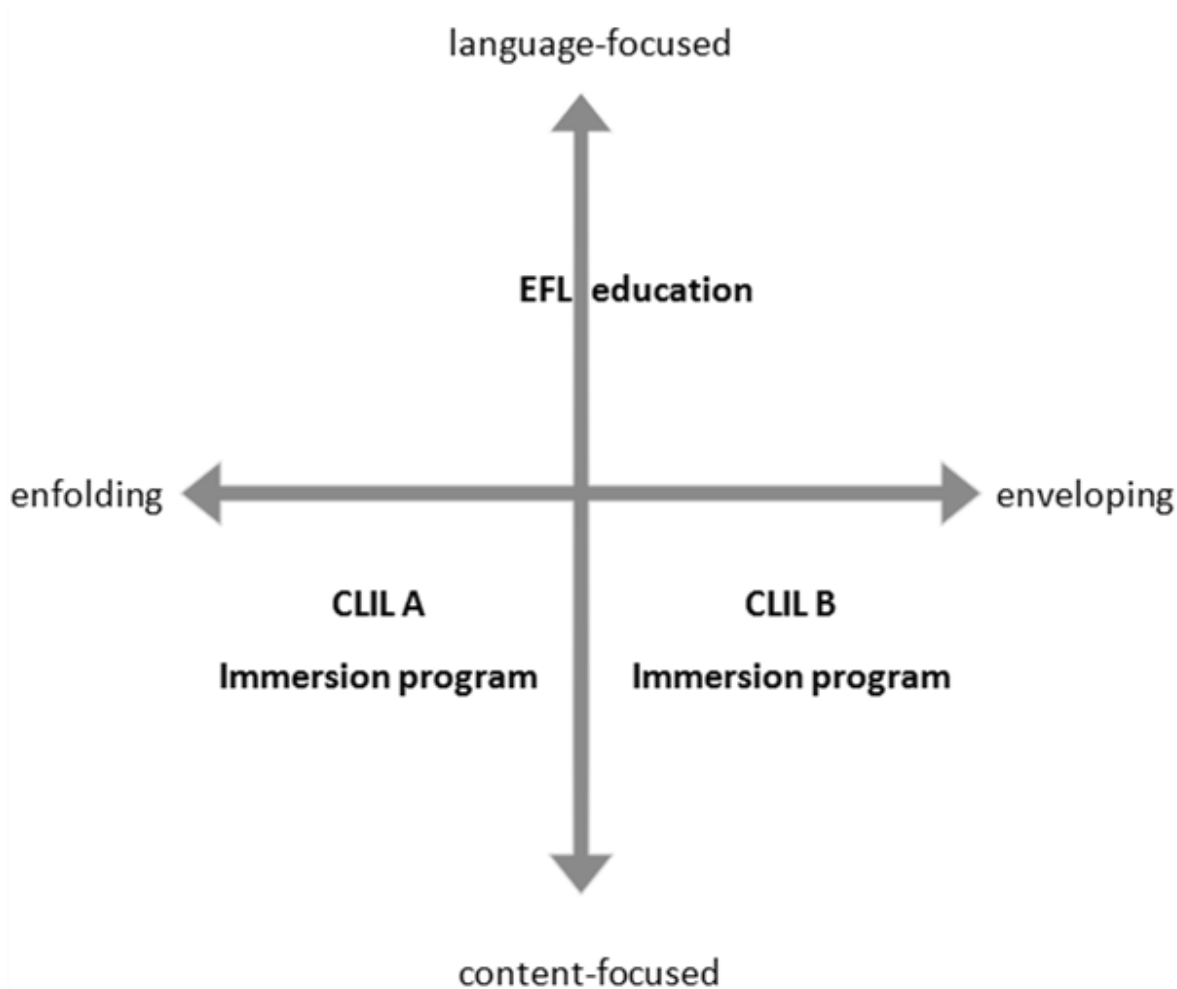


Figure 2.3: A topology of bilingual education programs

The vertical axis in Figure 2.3 reveals language learning on two poles: language-focused and content-focused. At the top end of the axis we position bilingual education programs which isolate L2 learning from learning the content of specific school subject areas. At the bottom of the vertical axis, L2 learning is more integrated in that L2 learning is placed in subject teaching/learning in content curriculum. EFL education is thus positioned towards the top as its teaching methods and approaches are undertaken in a language class. The immersion program is placed towards the bottom end of the axis, based on the integration of L2 learning into content curriculum.

Language use in classrooms is represented by the horizontal axis which involves a cline with L1 as transitional at one end (enfolding) and L2-only use at the other (enveloping). The methods and approaches in EFL education spread across this horizontal axis. The grammar translation method, for instance, draws on L1

resources so it is towards the enfolding pole of the cline; the direct method and communicative language teaching are placed at the opposite end as they involve L2-only practice.

In the content-based half, the positions of the immersion program and CLIL are quite different. The immersion program ideally promotes L2 learning through content by encouraging L2 use in classrooms. However, L1 is still involved during implementation in several approaches (such as early partial immersion and during the early stage of the students' involvement in the program). This positions the immersion in the enfolding/content-focused quadrant.

On the other hand, CLIL can be located in both quadrants of the content-based half since there is a lack of standardised pedagogic practice. As noted above, in principle CLIL promotes L2 teaching/learning through L2 only (Mehisto, Marsh & Frigols, 2008), which locates CLIL in the enveloping/content-focused quadrant. However, others such as Lin (2014) and Coyle, Hood and Marsh (2010) promote the use of L1 and L2, which also makes it possible to locate CLIL in the enfolding/content-focused quadrant (hence this is labelled CLIL A on the figure).

Overall, the topology maps the differences as far as contextualising bilingualism in teaching/learning practices are concerned. The mapping demonstrates an understanding that bilingual teaching/learning practices tend to foreground different aspects of bilingualism as far as Halliday's threefold learning perspective is concerned. An integrated view of bilingual teaching/learning which takes all aspects of bilingualism into account is thus significant.

2.1.4. Classification in bilingual education: Conclusion

The topology established in the previous section provides a map outlining different types of ongoing and contemporary bilingual education programs in relation to language use and curriculum. The critical point now is to consider bilingual teaching/learning which aims towards L2 competence by making L1 transitional and taking both language and content into account. It will be argued in this thesis that the apparent arguments about the rival merits of using either L1 and L2 or L2 only can be resolved by adopting the methodology to be described in detail in later chapters. Thus, it will be argued that a successful bilingual educational program

must include aspects of both the enfolding and enveloping methods, involving moving up and down language-focused and content-focused poles. Hence, looking to Figure 2.4, successful bilingual teaching learning over time should move between the language-focused and content-focused teaching, and this is represented by the wavy line stretching from the enfolding pole towards the enveloping pole.

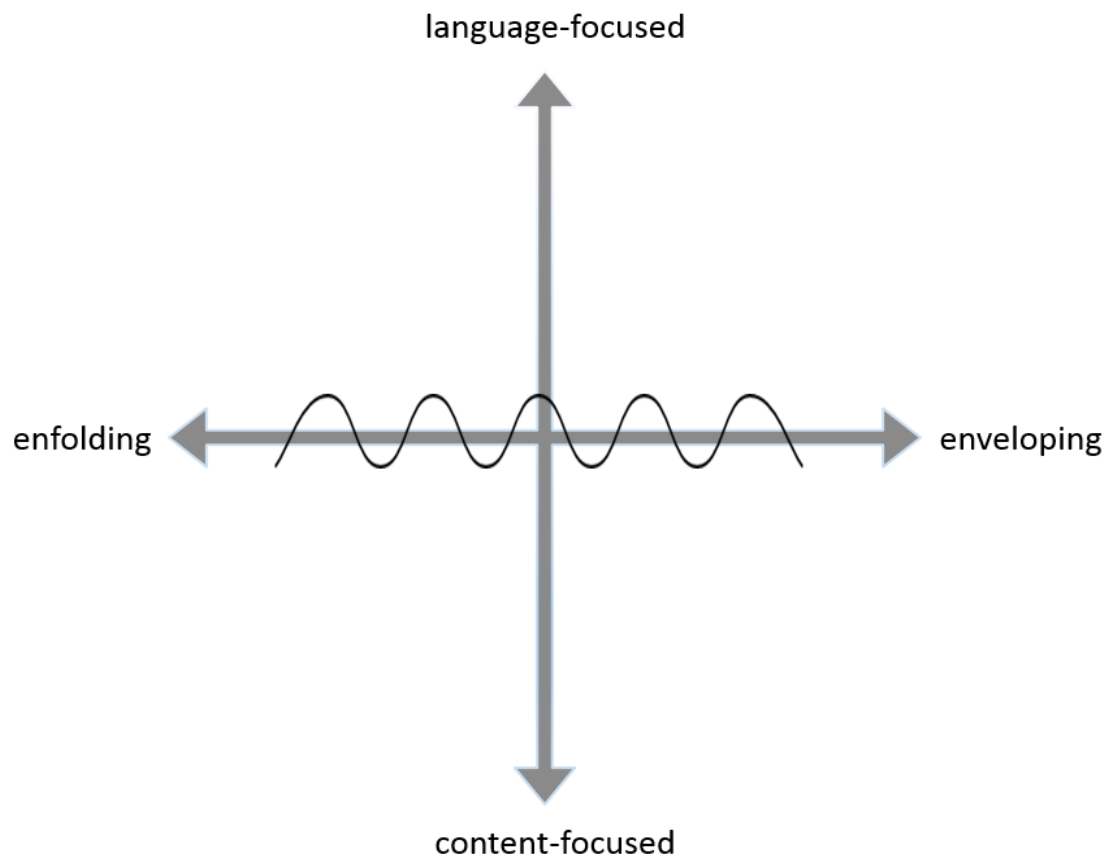


Figure 2.4: A model of an ideal bilingual education program

At this point let us take Halliday's threefold learning perspective into account. The challenge of bilingual teaching/learning is that it requires gaining control of L2. Learning L2 is often aimed to meet particular demands or expectations of getting more access and advantages in an L2 speaking or even multilingual environment. However, it is often the fact that L2 learning is an important part of education. The critical point is that learners should be able to use L2 according to their needs as successfully as they can do things with L1. In this sense, bilingual teaching/learning needs to be perceived as enabling learners to get the full control of L2.

Along with the idea of learning L2 is the idea of learning through L2 – that is, learning to access non-language content in L2. This is especially important for subject areas which move beyond the everyday and common-sense discourse such as ‘pop culture’, ‘tourism’, or ‘daily conversation’, e.g. subject areas which deploy the uncommon-sense discourse of science and technology. To work effectively this requires bilingual teaching/learning pedagogy which is able to support the growth of advanced L2 language development.

Bilingual teaching/learning also involves learning about language – that is, an explicit and effective understanding about how L2 works as system (including spelling, pronunciation, words, grammar and cohesion). Ideally this should be informed by a rich language model which goes beyond a concern with tenses, conjunctions or verbs. What is needed is a language model able to represent a full range of relevant language systems contrasting L1 and L2 as far as bilingual teaching/learning is concerned.

Although we have separated them for discussion purposes, it is important to view all three of Halliday’s dimensions as integral to the design of a successful pedagogy. It is through an integrated view of the threefold language learning perspective that bilingual teaching/learning programming can be made effective than many other L2 programs have been in the past. Our discussion will now turn to Sydney School genre pedagogy (Rose & Martin, 2012; Christie, 2002) which offers a pedagogy which most clearly takes account of Halliday’s threefold language learning perspective and his research on language development.

2.2. The Sydney School Genre Pedagogy

Sydney School genre pedagogy (hereafter Sydney School) was firstly developed at the University of Sydney in the Department of Linguistics. Initially, the pedagogy was designed to respond to the emerging needs of writing instruction in the primary schools. The pedagogy began as a project to address the unequal results of learning in both traditional and progressive pedagogies. Since then, the pedagogy has been implemented in various levels of education (secondary school: e.g. Harman & Simmons, 2014; Emilia & Christie, 2013; university sector: e.g. Byrnes, 2008; Iddings, Lan & de Oliveira, 2014; Humphrey & Macnaught, 2011),

including L2/multilingual classrooms (e.g. Brisk, 2015; Schleppegrell, et al., 2014; White, Memmona, Caldwell, 2014; Ramirez, 2014; Emilia, 2010) – with each intervention attempting to promote better pedagogic practices to advance literacy.

The Sydney School positions itself as proposing visible and explicit pedagogy (see Rose & Martin, 2012; Bernstein, 1975). It is a holistic pedagogy rather than a method, an approach, or a program since it foregrounds principles for teaching and learning drawn from theories and action research projects, and provides a set of teaching/learning procedures for teachers to contextualise the principles in practice. The teaching and learning principles are based on Halliday's threefold language learning model (Halliday, 1993) and the fundamental language teaching and learning principle of “guidance through interaction in the shared context of experience” (Halliday 1975; 2003; Painter, 1984; 1991). In practice, these principles are enacted in teaching procedures which have developed over time in response to the development of the theory as well as social and educational demands. Sydney School pedagogy will be elaborated further below, followed by discussion of the development of teaching procedures.

2.2.1. Principles: Language and pedagogy

The Sydney School is informed by a theory of language which shapes its practice. As a language-based theory of learning, language is considered as the core focus of the pedagogy (Derewianka & Jones, 2012; Rose & Martin, 2012). Language in this sense is modelled differently from other language teaching traditions discussed previously. SFL provides a functional description of language which models the use of language in different social contexts (Martin, 1992; Martin & Rose, 2007; 2008) – as text in context (de Silva Joyce & Feez, 2014).

2.2.1.1. Text in context

The functional language model places the focus of teaching/learning on ‘text’; it is sometimes referred to as ‘text-based language teaching and learning’ (see de Silva Joyce & Feez, 2014; Derewianka & Jones, 2012; Humphrey, Droga & Feez, 2012). In text-based teaching/learning, a text is considered as the unit of meaning designed to achieve a specific social purpose (de Silva Joyce & Feez, 2014; Derewianka & Jones, 2012; Derewianka, 1990; Humphrey, Droga & Feez, 2012).

A text consists of three levels of articulation, i.e. discourse semantics, lexicogrammar and graphology/phonology. Discourse semantics deals with patterns of meaning across the whole text; lexicogrammar focuses on patterns of meaning within clauses; and graphology/phonology attends to patterns of letters/sounds.

A text cannot be a text without its social context. Martin has proposed a two-layered model of social context, i.e. register and genre (Martin, 1992; Martin & Rose, 2008). Register is the cover term for the tenor (of social relations), the field (of experience) and social purpose of a text, as a 'staged, goal-oriented, social process (Rose & Martin, 2012, p.54). In other words, genre is "a category of texts with similar language patterns used to achieve similar social purposes" (de Silva Joyce & Feez, 2012, p.14). The relationship between text and social context can be seen through the ways in which each text attempts to achieve a purpose addressing a particular audience (scientists, teachers, children, lawyers, general public, etc.), managing different modalities of communication (monologue or dialogue, spoken or written, visual or verbal, and so forth), and focusing on particular institutions (science, news, law, and others).

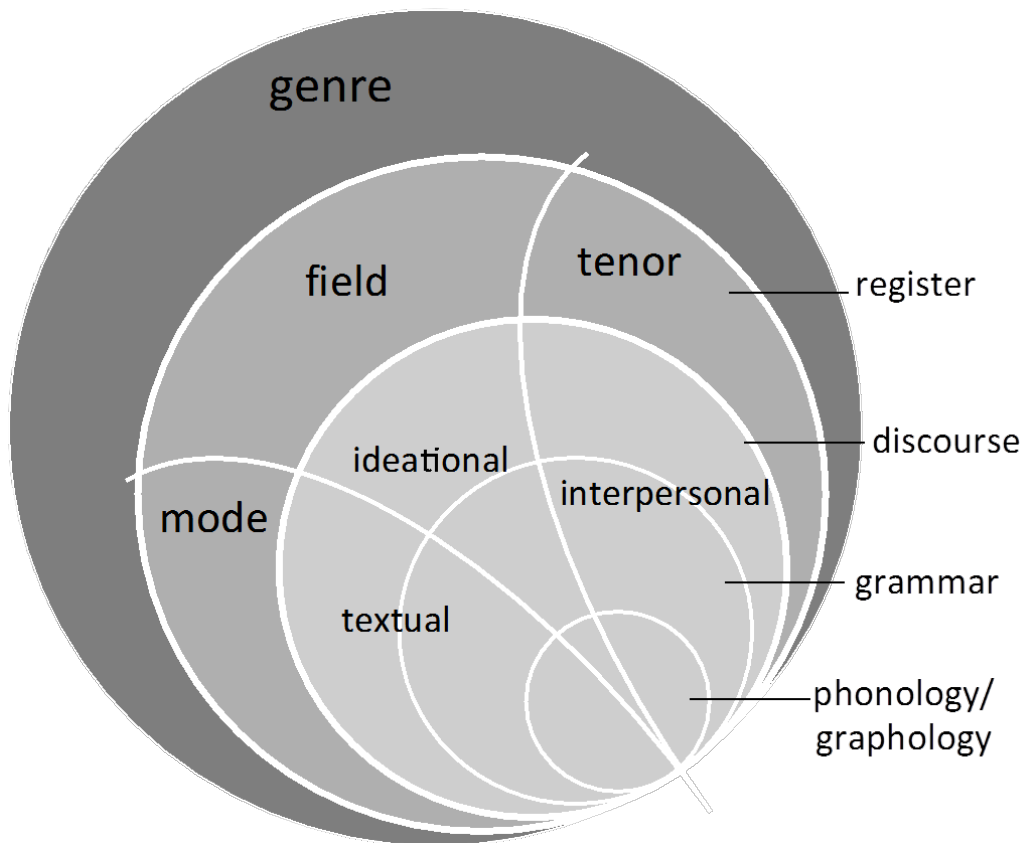


Figure 2.5: Language Model in the Sydney School (from Rose & Martin, 2012, p.99)

Genre, or text type as it is commonly known in educational contexts, is positioned within the top among co-tangential circles in Figure 2.5. It is the starting point of learning in that access to language begins with understanding the staged, goal-oriented, social processes through which a text unfolds.

A number of key genres in school have been identified in Sydney School action research for teaching/learning purposes. These genres distinguish the different kinds of texts found in different sectors of schooling. There are three major genre families, i.e. stories, factual texts and arguments (see Table 2.1). This classification is based on linguistic criteria – relationships and distinctions are based on recurrent global patterns of meaning (Martin & Rose, 2008; Rose & Martin, 2012). In stories, for example, there are recounts and narratives – specific terms provided for distinguishing two types of story (so a different terminology reflecting a categorisation different from everyday ways of talking about story-telling). Recounts and narratives are distinguished by the presence of complicating events: the function of recount is to recount events, realised in Orientation ^

Records of events staging, where narratives function to resolve a complication, realised in Orientation ^ Complication ^ Resolution staging. Both genres belong to the story family since both are structured as unfolding through time, and their primary goal is to engage readers and listeners by sharing feelings about what unfolds (Rose, 2011a; 2011b; Rose & Martin, 2012).

Table 2.1: Genres in the Sydney School (from Rose & Martin, 2012)

	genre	function	stages
Stories	recount	<i>recounting events</i>	Orientation Record of events
	narrative	<i>resolving a complication</i>	Orientation Complication Resolution
Factual texts	description	<i>describing specific things</i>	Orientation Description
	report	<i>classifying & describing general things</i>	Classification Description
	explanation	<i>explaining sequences of events</i>	Phenomenon Explanation
	procedure	<i>how to do an activity</i>	Purpose Equipment Steps
Arguments	exposition	<i>arguing for a point of view</i>	Thesis Arguments Reiteration
	discussion	<i>discussing two or more points of view</i>	Issue Sides Resolution

The identification of different kinds of genre, along with the functions and stages of these genres, has added to our understanding of the teaching of literacy. It thus provides methods of teaching and learning that involve more than basic sentence grammar and leads to development of a comprehensive set of tools comprising knowledge about language. The next step taken in the project was to draw on these tools to design teaching/learning practices oriented towards the mastery of genre.

2.1.2. Guidance through interaction

As a part of language-based pedagogy, the contextualisation of teaching/learning practices draws on Halliday (1975; 2003) and Painter (1984; 1986; 1991). The importance of interaction in language learning is based on the principle of

“guidance through interaction in the context of shared experience”. This insight is based upon what has become known as 'scaffolding' (a term introduced in Wood, Bruner & Ross, 1976, and popularised in Applebee & Langer, 1983) which refers to adult assistance to children that helps children develop their language. Teacher-students interactions were designed to play a similar role through unfolding dialogue between teacher and students in classrooms (Rose & Martin, 2012, p. 61-62).

The guidance through interaction notion has been contextualised in several closely related models of teaching/learning practices. As a result of action research projects different representations of teaching procedures have evolved. Each evolution of the teaching procedures has as a central theme handing over control of a genre to students. A typical teaching/learning cycle begins by establishing common ground with students ('shared context of experience'), and then making meaning together with the students ('guidance through interaction'), before asking students to do work on their own (the learning task) (Rose & Martin, 2012, p.67). These principles are translated into different teaching procedures involving stages and activities in each stage.

2.2.2. Teaching procedures

The Sydney School has developed several models for teaching procedures. Initially Rothery (in Rose & Martin, 2012) proposed a seven-staged model (see Table 2.2).

Table 2.2: The language-based approach model by Rothery (in Rose & Martin, 2012)

1	Introducing a Genre	Modelling a genre <u>implicitly</u> through reading to and by class; e.g. read <i>Little Red Riding Hood</i>
2	Focusing on a Genre	Modelling a genre <u>explicitly</u> by naming its stages; e.g. identifying the stages of Orientation, Complication and Resolution in the tale of <i>Little Red Riding Hood</i>
3	Jointly Negotiating a Genre	Teacher and class compose the genre under focus; the teacher guides the composition of the text through questions and comments that provide <u>scaffolding</u> for the stages of the genre; e.g. in a narrative the following questions may point towards a Resolution stage – how will X escape from the witch? Does she do it alone or does someone help her?
4	Researching	<ul style="list-style-type: none">- Factual writing usually involves research- Selecting material for reading- Note making and summarising- Assembling information before writing
5	Drafting	A first attempt at writing the genre under focus
6	Conferencing	Teacher/pupil <u>consultation</u> – direct reference to the <u>meanings</u> of the writer's text; e.g. questions that help the writer to resolve the Complication stage of a narrative. Young writers find Complication easy but resolving characters' problems is often hard.
7	Publishing	Writing a final draft that may be 'published' for the class library, thus providing another input of genre models and a great deal of enjoyable reading

This approach was then reformulated in terms of teaching/learning cycles (e.g. Callaghan & Rothery, 1998; Disadvantaged Schools Program, 1989; Macken-Horarik, et al., 1989; Murray & Zammit, 1992; Rothery, 1994). The cycle model (see Figure 2.6 below) was preferred in order to allow teachers some discretion in terms of where to begin with different groups of students in different stages of a unit of work.

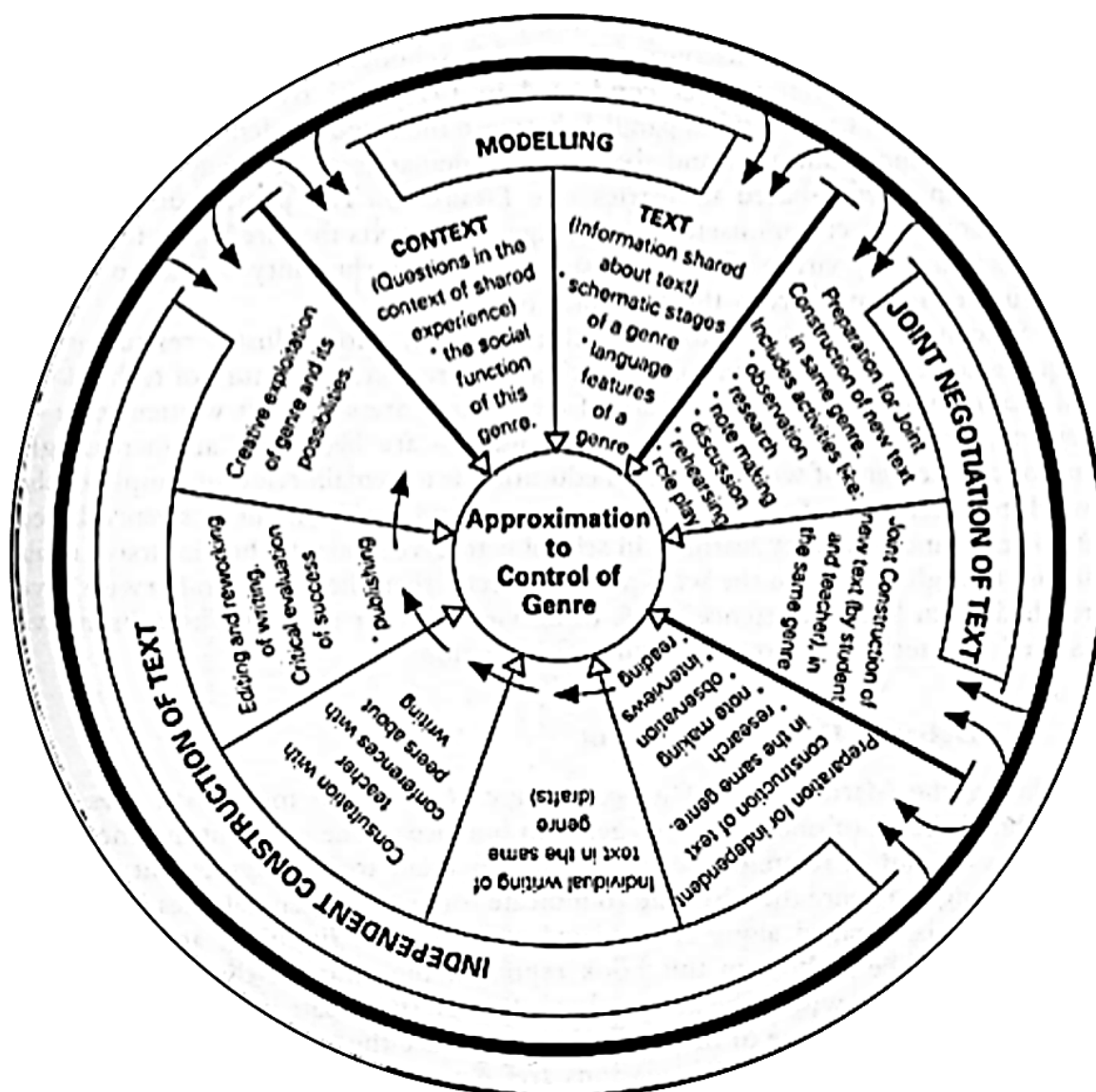


Figure 2.6: Early *Language and Social Power* project model (from Rose & Martin, 2012)

In the early *Language and Social Power* project model (see Figure 2.6), the steps were modelling, joint negotiation of text and independent construction of text (Rose & Martin, 2012). Each step involved different activities, all orienting to the approximation to control of genre. Modelling focused on setting the genre in its cultural context (context) and discussing its stages and language features (text). Joint negotiation of text involved two sequential activities: first is field building – building the field of a new text in a different but related topic in the same genre, and second is jointly constructing a text – the students offering suggestions and the teacher adapting them while writing on the board. Independent construction of text involved a sequence of sub-stages, i.e. building another topic, text writing, text

submission and teacher consultation, editing and ‘publishing’, and as a final step, creative exploration of the genre and its possibilities.

As the project moved to secondary school, the pedagogy began to place increasing emphasis on ‘learning through language’, addressing the needs of subject disciplines (Veel, 2006). The teaching procedures were designed to integrate domains of knowledge in pedagogic practice, with language and literacy learning embedded in the curriculum (Rose, in press a, b, c, d). Over time, the teaching/learning cycle models have evolved, developing and foregrounding different aspects on the pedagogy from the Write it Right project producing the well-known teaching/learning cycle (Rothery, 1994) to the later development of the Reading to Learn Rose (2006, 2015). These models will be elaborated further in different subsections.

2.2.2.1. Write it Right (WIR)

The Write it Right project (hereafter WIR) addressed the question of learning about language in subject disciplines, as embedded literacy⁵. One of the results of the project was an extended mapping of genres which students need for success in secondary school.

Each subject area has its own relatively distinctive genres (Rose & Martin, 2012). One way to make explicit the knowledge of a subject area is to bring the language in the subject area to consciousness. Science, for example, involves specialised classifications of uncommonsense experience (Martin, 2013; 1993). One important aspect of learning science is to understand technical terms as well as to use the terms to construct scientific knowledge. History, as another example, presents a different kind of uncommonsense knowledge; it is as or perhaps more abstract, but less technical than science (Martin, 2013; 2002; 1993). Learning history means being able to access past events which are historically significant and interpret them.

One canonical teaching/learning cycle developed in WIR (Rothery, 1994) consists of three stages, i.e. deconstruction, joint construction and independent

⁵ The term embedded literacy is often known as ‘integrated literacy’ or ‘disciplinary literacy’ as used nowadays (see Shanahan & Shanahan, 2012; 2008). Despite the differences in the use of term and practices, these share a similar idea of paying attention to language use in different disciplines.

construction (see Figure 2.7). The cycle begins with the deconstruction step, unpacking one or more model texts of the genre to be written. The teacher guides students to identify the organisation and language features of the text in focus by using the metalanguage in Table 2.1. Genres are named and their schematic structure specified. Deconstruction is followed by joint construction. In this step, the teacher guides the students to construct or write a new text of the genre by following the general patterns of the genre model.

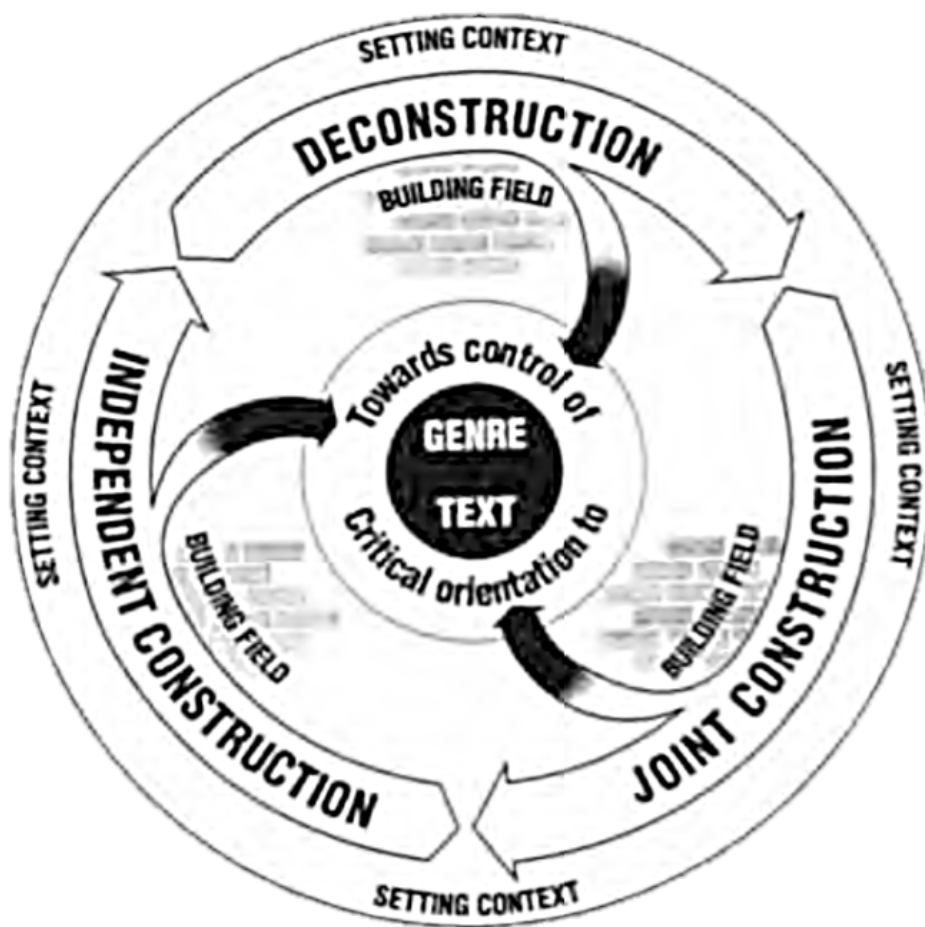


Figure 2.7: *The Write it Right model* (Martin, 1999)

In the joint construction step, the teacher leads the writing of a new text and the students contribute to the discussion by proposing ideas and wordings. The teacher assists in shaping the ideas, revising wordings and scribing on the board. In the independent construction step, the students are expected to write their own text. The cycle thus supports students with activities that both build the knowledge of the discipline and to establish the contexts for using the genre. As indicated in Figure 2.7, setting context and building field are critical parts of each step. These

tasks involve a range of activities through which students build up content knowledge for genre writing and learn more about the contexts in which the genre is deployed. The ultimate goal of the cycle is, as the inner circle suggests, control over and a critical orientation to the genre (Macken-Horarik, 1998; Rose & Martin, 2012a).

2.2.2.2. Reading to Learn (R2L)

A further generation of genre pedagogy shifts focus to incorporate reading alongside writing – Reading to Learn (hereafter R2L). R2L was initiated as a literacy methodology to address low literacy results in Indigenous community schools in Australia (Rose, Gray & Cowey, 1999). It was developed as an action research project with teachers and Indigenous children, but is now part of mainstream education in Australia (e.g. BOSTES, 2014) and beyond (e.g. Acevedo, 2010; Lovstedt, 2010).

Rose foregrounds “reading as the foundation of learning in school” (Rose, 2006). As the name implies, R2L is a reading-centred pedagogy; this is not however simply reading in the sense of decoding letters and words. Reading in R2L involves unpacking the language and social context of a text (Rose, 2006; 2012; 2015, in press a, b, c, d). In principles, R2L is a reading-oriented pedagogy which organises the teaching and learning steps by focusing on one high-stakes reading text to be deconstructed and reconstructed in one cycle of teaching and learning. The organisation of the steps is realised in the curriculum sequence, connecting the reading text and the language strata in ‘scales’. Figure 2.8 shows how the ‘scales’ function.

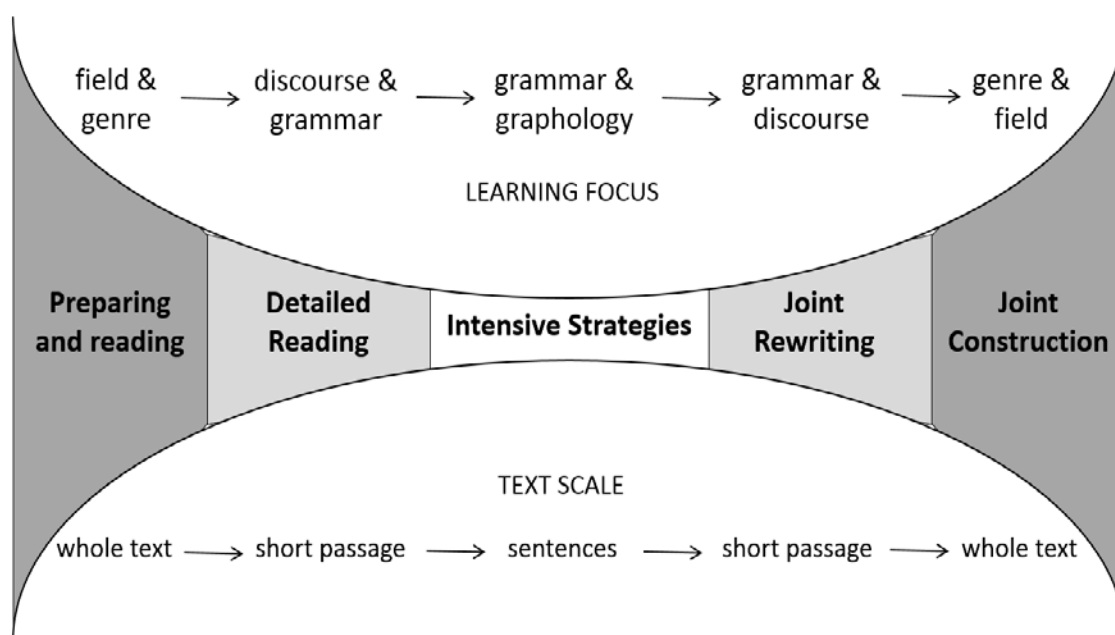


Figure 2.8: R2L curriculum sequence (Rose, in press d)

On the first 'scale', the deconstruction starts with preparing for reading, which focuses on the whole text to tackle genre and field. It is then followed on a lower scale, by detailed reading, which focuses on a short passage so the discourse and the grammar can be dealt with. The learning focus may require 'intensive strategies' which means that more detailed teaching/learning focuses on the 'scale' of sentence, grammar and graphology. This is followed by reconstruction strategies of joint rewriting and joint construction. Joint rewriting returns to grammar and discourse in a short passage. This is followed by joint construction which deals with genre and field, tackled as a whole text.

The butterfly-like shape represents the relation of text scale and learning focus. As the scope of the text is bigger, the involvement of the language level as learning focus is also larger.

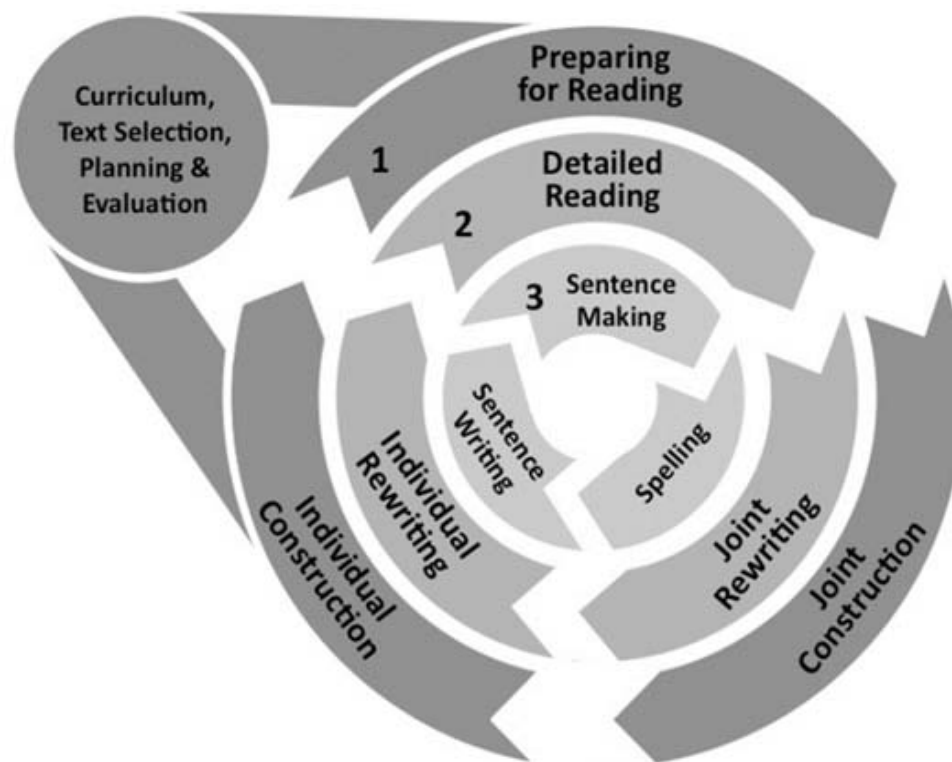


Figure 2.9: The Reading to Learn program (Rose, 2012; 2015)

This curriculum sequence is perhaps better known in the form of three layers of concentric cycles as shown in Figure 2.9 (Rose, 2015; Rose & Martin, 2012). The three-tier cycle is designed to assist teachers and educators in carefully designing their lesson plan. The relationship between the language strata and the reading text is not explicitly shown since the cycles only display the teaching/learning steps. Each step addresses different strata of the language hierarchy, enacted in the stages of lesson activities. The steps are optional since the cycle can be entered at any point depending on the needs of teaching and learning. Similarly, Table 2.3 (from Rose, in press a; Rose & Martin, 2014) presents the three layers of concentric cycles in a form of a three-level table as an alternative to follow the steps.

Table 2.3: Three levels of guidance in R2L (Rose, in press a)

	Reading	Writing	
<i>1st level</i>	Preparing For Reading	Joint Construction	Individual Construction
<i>2nd level</i>	Detailed Reading	Joint Rewriting	Individual Rewriting
<i>3rd level</i>	Sentence Making	Spelling	Sentence Writing

Teaching begins with the outer cycle, or the first level, comprising preparing for reading, joint construction and individual construction. This cycle is directly linked to the curriculum goals (curriculum, text selection, planning and evaluation. This cycle focuses on the genre and field of the whole text. In preparing for reading, teachers give the oral summary of the text and read the text aloud. In joint construction, teacher and students jointly write a new text of the same genre by using the same generic structure found in the reading text. After these two steps, in individual construction the students practise writing a new text following the stages and phases that have been modelled for them. At this level, the teaching and learning activities focus on unpacking and repacking the top strata of the language hierarchy, i.e. the genre and the field of the text. In a class where more support is needed, the next levels address in more detail various levels of the language hierarchy.

The middle cycle, or the second level, consists of strategies which provide a more detailed support, i.e. detailed reading, joint rewriting, and individual rewriting. This cycle specifically addresses register, discourse semantics, grammar and graphology. In detailed reading teachers prepare students to recognise groups of words in each sentence, and elaborate on the meaning as the students identify each word group. This step focuses on the finer details of wordings encapsulating key information in the text building the field. Depending on the kind of text, the wordings are identified differently. In a science report for example, the wordings students need to identify involve many technical terms (Rose, 2012, Book 4, p.22) (see Table 2.4). This is because these terms are the key information in factual

texts. In a narrative on the other hand, the wordings in focus are literary language patterns; these are what shape the story (see Table 2.5).

Table 2.4: Detailed reading focus in a science report

Original passage	Detailed reading focus
<p>The male does not retain his lilac crown all year round, but dons it for the breeding season. The female has large chestnut ear coverts.</p> <p><i>(Gould's Encyclopaedia of Australian Birds by Sue Taylor, p. 178)</i></p>	<p>The <u>male</u> does <u>not retain</u> his <u>lilac crown</u> all year round,</p> <p>but <u> dons</u> it for the <u>breeding season</u>.</p> <p>The <u>female</u> has <u>large chestnut ear coverts</u>.</p>

Table 2.5: Detailed reading focus in a narrative (Rose, 2012)

Original passage	Detailed reading focus
<p>A little way off behind some old rusting car bodies, I thought I heard a noise. Pete was looking in the same direction. I was too terrified to move.</p> <p><i>(A Good Tip for Ghosts by Paul Jennings, in R2L Books, Book 4, p.23)</i></p>	<p>A <u>little way</u> off behind some <u>old rusting car bodies</u>, I thought I heard a <u>noise</u>.</p> <p>Pete was looking in the <u>same direction</u>.</p> <p>I was <u>too terrified to move</u>.</p>

The underlined wordings in both examples are the key information. In the factual passage, the wordings are important to distinguish the appearance of the male and the female of a bird species. In the story the key wordings are part of the plot as the narrator tells where he heard a noise, where Pete was looking and how the narrator felt about it.

Following detailed reading, students jointly rewrite a text that has been deconstructed in detail by using the wordings from the detailed reading stage. Joint rewriting focuses on a short passage instead of a whole text compared to the text in joint construction. The passage can be a phase in a factual text or a Complication in stories. Activities in joint rewriting begin with note making, and then jointly rewriting a text. In note making, the highlighted wordings from detailed reading are transferred onto the board. These are scribed by a student scribe who is chosen by the teacher (and can be a struggling learner or any other member of

the class). The scribe's job is simply to scribe a few wordings recited by another student. The reciter (or 'dictator' in Rose's term; see R2L, 2012, Book 5, p.30), who is chosen by the teacher, dictates the wordings directly highlighted in the reading text to the scribe. Choosing the scribes and the reciters is part of learning integrated with classroom management. For example, the scribe who is a struggling learner can benefit from practising his/her spelling and punctuation. The roles of scribe and reciter can also be given to students who are not paying attention or acting up.

After the notes have been scribed, the teacher and the students start jointly rewriting a text. The notes are the point of reference for the joint text. The students are required to close their reading texts so they can focus on the notes and recall their understanding of the topic. The students take turn as scribes and reciters as well as discussing wordings and sentences to contribute to the rewriting of the text. During the activities in joint construction, the teacher still assists the students in checking what the scribe is scribing and guiding the discussion to the rewriting of the text.

The inner cycle, or the third level, focuses on the foundational skills which are to do with grammar, graphology, and punctuation. The steps are sentence making, spelling, and sentence writing. In sentence making, students work in groups to manipulate wordings manually under the teacher's guidance. Students cut up sentences from the detailed reading text/passage, and rearrange them. The teacher guides the students in cutting up the sentences, which are printed on a large piece of paper, into word groups (e.g. noun groups, verb groups). After cutting out the word groups, the students are asked to cut them into individual words. The students then mix up the words and rearrange them into their original order, and into new patterns they choose.

The R2L cycles are in effect a curriculum macro-genre hence the use of the term steps instead of stages. Each step in the cycle comprises a teaching/learning curriculum genre with its own distinctive staging. Each stage has different functions and activities, all orienting towards the same goal, i.e. democratising learning in school through handing over knowledge and control of language to students. This can be seen through the steps which are optional providing space

for teachers to select and adjust according to the needs of the students and level of schooling.

2.2.4. The Sydney School genre pedagogy: Conclusion

Sydney School genre pedagogy has developed teaching/learning principles based on a comprehensive model of language and language development. It illuminates teaching/learning practices in several ways. First the text-in-context model articulates a deep understanding of actual language use linked to social context. Second, the text-in-context model makes explicit of the differences of language use in different subject areas. It is concerned with high stakes literacy of subject language, i.e. English, and of subject areas, i.e. 'embedded literacy' in science, history.

As a language-based pedagogy, the Sydney School has always involved intensive work with teachers in actual classrooms situations and observed the impact of the pedagogy for students. Accordingly its teaching/learning cycle models have evolved over time. The teaching/learning cycle translates the teaching/learning principles into purposeful teaching/learning activities. This assists teachers in implementing meaningful classroom practices as well as achieving maximum students' literacy competence.

An important point in relation to multilingualism should be raised. Since the inception of the Sydney School implementation at schools, ESL education has been one of the main concerns in developing the pedagogy. The research project for developing the Sydney School was started in disadvantaged schools in New South Wales, Australia; many of those consisting of students from migrant and Indigenous background (see Disadvantaged Schools Program, 1988; Christie & Martin, 1997). The R2L program, as signalled above, emerged from the concern in the failure of learning within Indigenous community (e.g. Gray, 1986; Rose, Gray & Cowey, 1999). Research involving ESL students has still continued until now, spreading to other parts of the world implementing the Sydney School in ESL settings (e.g. Brisk, 2015; Schleppegrell, et al., 2014). The consideration now is to extend the Sydney School to multilingual settings. This is because those studies of the Sydney School involving ESL learners are often strictly monolingual since the

main challenge is to assist learners in accessing the curriculum of the mainstream education which is only in L2.

To this point, Sydney School genre pedagogy offers considerable potential for bilingual pedagogy program from at least two points of view. Firstly, the explicit nature of teaching text-in-context and the teaching procedures of the pedagogy is what most L2 and bilingual education programs need. Secondly, as a number of successful examples of implementation has served as evidence of the transferability of the pedagogy for different levels of education and language settings. It is thus timely to consider the Sydney School for bilingual education.

2.3. Conclusion

This chapter has set out our understanding about bilingual teaching and learning theories and practices. Representative bilingual education programs have been re-examined through Halliday's threefold perspective of language learning. The results, as outlined in the topology, bilingual education programs tend to be mono-dimensional, focusing only one aspect of language learning. The discussion of the Sydney School genre pedagogy has modelled the integral application of the threefold language learning into teaching and learning practices.

What is important for designing a bilingual program now is to extend Halliday's threefold perspectives of language learning in multilingual settings. That is by considering how we can do guiding through *bilingual* interactions in the context of shared experience. It has been suggested that an L2 teaching/learning needs to aim towards L2 competence but it should do so by making L1 transitional and by taking both language and content into account. By adopting Halliday's model of language learning I introduced earlier, a successful bilingual teaching/learning program involves students in:

1. learning language i.e. learning to get a full control of the L2;
2. learning through language – i.e. learning to access non-language content or 'field' in the L2; and
3. learning about language – i.e. learning about the L2 works as a system.

In the next chapter our discussion will turn to the recontextualisation of the Sydney School in multilingual classrooms. This will paint a broad picture of the contemporary attempt and practices of contextualising the pedagogy in a context other than monolingual classrooms. The description of the contextualisation of the pedagogy will be the starting point for developing a bilingual pedagogy program suitable in multilingual classrooms.

Chapter 3 Research Context and Methodology

3.0. Introduction

In the previous chapters, it is indicated that the Sydney School genre pedagogy has been implemented in Indonesian classrooms. This leads to the possibility that multilinguality may have been considered or even been part of the practice of the Sydney School in Indonesia. The goal of this study is to design a bilingual program which extends Halliday's threefold perspectives of language learning in multilingual settings. The Sydney School recontextualisation in Indonesian context provides valuable information about how multilingualism has been taken into account of teaching and learning, as well as suggesting what is lacking in the current practice. The examination of the Sydney School recontextualisation in Indonesia therefore provides the research context, and it is the basis on which to develop the bilingual teaching learning program.

This chapter is organised into four sections. Section 3.1 (Research Stages: An overview) presents a brief description of two stages of the research underlying the overall method how the present study was conducted. This section in particular provides some important background information about the classrooms and practices before the details of the recontextualisation of Sydney School work are explained more fully. Section 3.2 (The Recontextualisation of the Sydney School in the Indonesian Context) discusses the Sydney School genre pedagogy as implemented in multilingual classrooms in Indonesia. This recontextualisation of genre pedagogy in Indonesia takes into account i) the multilingual nature of the nation and the impact of multilinguality on teaching and learning, ii) the contemporary curriculum which adopted the Sydney School genre pedagogy, and iii) government demands as outlined in the national curriculum for English. This section paints a broad picture of some problems of multilingual classrooms which are persistent and have not been properly addressed. In Section 3.3 (From Systemic Functional Linguistics to Bilingual Pedagogy Programming), a theoretical

framework is provided for an innovative bilingual teaching learning program which takes Halliday's threefold perspective on language learning with respect to L2 language learning into account. This section approaches bilingual pedagogy programming by using systemic functional linguistics as its informing theoretical framework. Subsequently, Section 3.4 (Research Method: Examining the intervention program) discusses participant information and the method of the data collection. It illustrates the design-based research as the methodology for implementing the program and collecting the data.

3.1. Research Stages: An overview

The study was conducted in two stages. Stage 1 is the descriptive stage, a pilot survey investigating the current practice of the Sydney School in Indonesian classrooms. Stage 2 is the intervention stage in which the intervention program was implemented and evaluated. This section will provide an overview about the method used in each stage, focusing more on Stage 1 as the focus of this chapter.

3.1.1. The description stage

As the name implies, the first stage is descriptive in nature in that it sought to paint a broad picture of how languages were used during teaching and learning, and how the teaching learning cycle was conducted under the implementation of the Sydney School genre pedagogy. This stage also sought to identify key issues in multilingual classrooms.

The description stage took place at a pioneering international standard school in one state junior high school in Bandung, West Java, Indonesia at the time of the research. The school was selected because it had implemented the Sydney School genre pedagogy as suggested by the national curriculum, and used a multilingual approach in the teaching learning cycle as opposed to the 'English-only' policy used by some schools in the region (see Emilia, 2010; 2011; Pribady, 2011). Three different classes in the same school were observed: two classes were Year 7 (12 – 13 years old) and one class was Year 8 (13 -15 years old).

The investigation of the teaching learning practices was conducted through classroom observation and document analysis. Classroom observation was done by 1) attending classroom sessions of each class for a complete unit of teaching during which teaching activities, and 2) classroom interactions were recorded by the means of videotaping, audio recording and note taking. The classroom sessions took place during the lessons of English as subject. The total time spent for classroom observation was six weeks.

Document collection is to do with collecting and examining relevant curriculum documents and text books. Those materials include:

- Text books for students;
- Teaching guide books for teachers;
- The syllabus and teaching materials used by the teachers;
- Students' tasks in written forms;
- Curriculum documents and other documents distributed to schools by the government.

The description stage becomes the basis for 1) reading the recontextualisation of the Sydney School in Indonesian multilingual classrooms, and 2) shaping the design of an innovative bilingual teaching/learning program.

3.1.2. The intervention stage

Stage 2 is the intervention stage in which the design of the bilingual teaching/learning program was implemented and examined. This stage is the main focus of the discussion in the thesis.

In the intervention stage, the design of the bilingual program was implemented in two classes, each from a different school. The researcher became the teacher enacting the program, teaching an embedded literacy of English and science. The

participants were Year 8 students, and data were collected during the implementation.

The research method in the intervention stage will be elaborated further in detail in section 3.4 below.

3.2. The Recontextualisation of the Sydney School in the Indonesian Context

Sydney School genre pedagogy has been part of the Indonesian national curriculum since 2004 (Emilia, 2011a; Agustien, 2006), emerging as part of a contemporary trend towards text-based language teaching. Its involvement in the national education system cannot be separated from the development of the English curriculum, where it was first applied. Interpreting the Sydney School in the Indonesian context involves recognising a recontextualisation of previous implementations, in that multilingualism and English as a foreign language form the context for language teaching/learning.

This section discusses the interpretation of Sydney School genre-based literacy programs in the Indonesian context, which is the result of the investigation of the research context in Stage 1. The section begins by exploring the multilingual nature of Indonesia and its impact on English language teaching and English curriculum. This will be followed by discussion of the recontextualisation of Sydney School pedagogy and curriculum. The focus is on the influence of the past teaching methods, activities suggested in the joint construction stage, and the interplay of L1 and L2 during classroom interactions.

3.2.1. The Sydney School in Indonesian EFL multilingual classrooms

The Sydney School program was firstly applied in subject English in Indonesia. English in the Indonesian context is considered as the most important foreign

language (Hamied, 2012) and its teaching/learning is typically language-focused. This influences how language use in the classroom takes place as well as how learning about language has been developed. In order to understand this context, it is important to begin the discussion with aspects of multilingualism; the development of learning about language can be observed through the development of English in the curriculum.

3.2.1.1. Multilingualism and its impact in education

In Indonesia, there are around 500 to 700 languages spoken (Sneddon, 2003; Anwar, 1980). In Ethnologue (see <http://www.ethnologue.com/statistics/country> retrieved 22 December 2015), it is mentioned that there are 707 languages in Indonesia. This makes the country a multilingual nation in which switching from one language to another and being bilingual or multilingual are part of everyday life. This multilingualism lies behind the need to plan for national, regional and foreign languages. One of the objectives of promoting the national language, Bahasa Indonesia, is for it to function as a bridge for communication among the multilingual speakers (Sneddon, 2003; Anwar, 1980).

The national language is Bahasa Indonesia or Indonesian, a Malay-based language used in various walks of life – such as law, bureaucracy, media, science, education, and interethnic communication (Sneddon, 2003; Montolalu & Suryadinata, 2007). Bahasa Indonesia is the primary language used for various subjects in school such as natural science, history, and mathematics. Regional languages, widely spoken in the everyday life, are officially supported in that “the cultivation, preservation and preservation of regional languages are the responsibility of the central government and the local government”⁶. Sundanese, for example, is the regional language in the West Java and Banten provinces. It is taught as a school subject and is often used as the medium of instruction, particularly in the early primary years (Abidin, 2011).

⁶ See <http://badanbahasa.kemdikbud.go.id/lamanbahasa/artikel/1343>.

In practice, English functions as the main foreign language for the nation and has been an essential part of schooling since 1946 (Komaria, 1998). English is expected to help the nation relate to the world (Hamied, 2012; Mistar, 2005; Tanner, 1972) in terms of accessing information about ongoing events in the world, following the development of science and technology, and responding to globalisation (Musthafa & Hamied, 2014; Alwasilah, 2013; Suherdi, 2012). The beginning of the Reform Era in 2000 marks the beginning of a more important role for English. Learning English at school, in particular, is oriented to responding to rapid economic growth so that the citizens are prepared for foreign investment and the economic change (Suherdi, 2012). The position of English, despite its significance, remains that of a foreign language in that it is not intended “to compete with the national language and regional languages” (Sadtono, 1997 in Mistar, 2005).

3.2.1.2. English curriculum development and the Sydney School

English is positioned in the national curriculum as a key subject in that it is part of the junior and senior high school national exam process and university entry exams. The curriculum is standardised and teachers in public schools are required to teach the same curriculum content. The curriculum content has an ESL/EFL orientation, structured around contemporary methods/approaches. This can be seen from curriculum documents (see Pusat Kurikulum, 2007; Depdiknas, 2007) and textbooks which contextualise the curriculum for both teachers (e.g. Kemdikbud, 2014d) and students (e.g. Kemdikbud, 2014c). In general, teaching/learning activities in classrooms are left for teachers to design and implement. Local governments provide in-service training workshops to assist teachers in interpreting the curriculum content into syllabus design as well as encouraging innovative teaching/learning practices (e.g. Kemdikbud, 2013d; Suherdi, 2012; BNSP, 2006).

Since the textbooks are standardised, the organisation of the books shapes the curriculum content. As a result, the teaching/learning practices are expected to

align with 'the structure' of the textbooks' organisation. In the Year 7 student book of the 2013 Curriculum, practising greetings, for example, is addressed before learning to introduce yourself – as sequenced in the sections in Chapter 1 (Kemdikbud, 2014c, p. 2-10). This implies that a communicative teaching method is expected to be used during teaching. Teachers can source other books to support their teaching in classrooms, but typically follow the content in the standard textbooks.

The development of English curriculum in Indonesia can be seen in Figure 3.1 below. It is a diachronic representation which corresponds to Figure 2.2 in Chapter 2 representing the changing views in ESL/EFL teaching methodology.

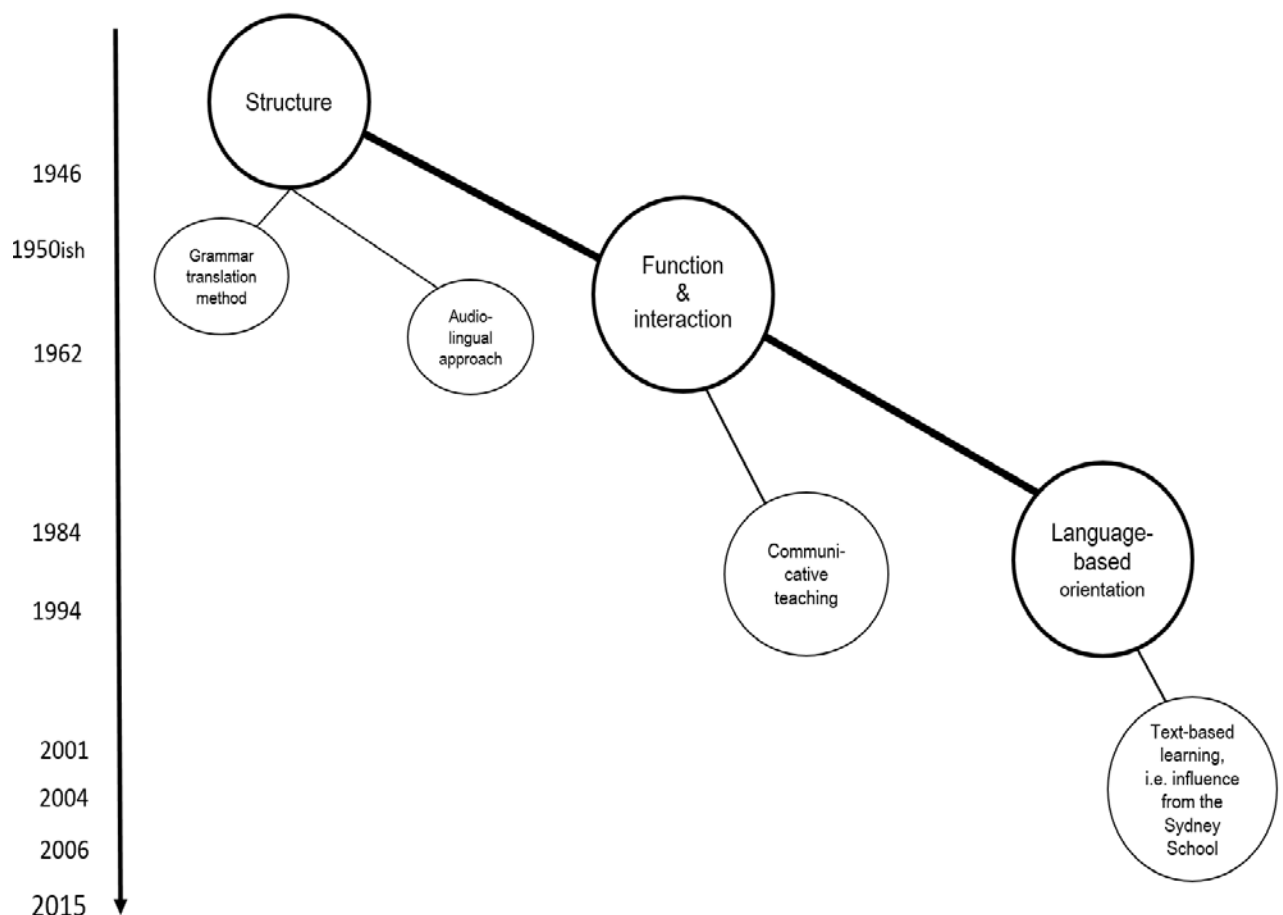


Figure 3.1: English Curriculum Development from 1946 to 2015

The English curriculum in Indonesia has experienced a number of changes reflecting changing trends in EFL education. Virtually every emerging perspective has influenced the English curriculum. The structure-based period used as early as 1946 (Komaria, 1998) is marked by the use of the grammar translation method (see Komaria, 1998, p.39), and later in 1962 the audio-lingual approach (Emilia, 2011a; Komaria, 1998). During 1946 - 1962, the content of the curriculum emphasised sentence structure practice and translation of short reading texts (e.g. Quirinus, 1966). Additional activities such as drilling, dialogue practice, and writing short sentences started to be used once the audio-lingual approach became part of the curriculum.

In the 1980s, the shift from the structure to function and interaction influenced the curriculum, in that communicative teaching was promoted. The goal of the English curriculum at that time was to improve oral communicative competence (Kasihani, 2000 in Emilia, 2011a; Komaria, 1998). To achieve this goal, many tasks involved communication practices – for example listening comprehension and dialogue rehearsal among other learning activities (see Karnaen, 2002; Lubis, 1988; Persulesy, 1988; Sadtono, 1987). This orientation was dominant until early 2000.

In 2004, a new curriculum, the competence-based curriculum, was introduced – marking the beginning of a more language-based orientation. Literacy became a more important part of subject English (Emilia, 2005; 2011b; Agustien, 2006). During this period, emphasis was placed on writing different kinds of texts under the influence of the Sydney School and its conception of various text types (or genres) – including narratives, procedures and descriptions. The focus of English language teaching shifted from the sentence level and oral practice (short texts) to written text-based approaches (Kadarisman, 2014). This can be seen in the use of model reading texts and writing activities in the textbooks (e.g. Depdiknas, 2004; Wardiman, Jahur, & Djusma, 2004). Text types have remained a key focus of the content in the English curriculum.

3.2.2. The Indonesian Interpretation of the Sydney School genre pedagogy

Sydney School genre pedagogy in Indonesia is known as the systemic functional linguistics genre-based approach, or SFL GBA (hereafter GBA). The GBA in Indonesia is best known for the introduction of the term ‘genre’⁷ and a focus on English writing skills (see Agustien, 2006; Emilia, 2010; 2011a). A range of genres shape the curriculum and each schooling year is designed to teach different kinds of text types (see Depdiknas, 2007; 2004; Kemdiknas, 2012a; 2012d; 2012e).

⁷ The term ‘genre’ is often used interchangeably with its equivalent term ‘text type’ and its translated term in Bahasa Indonesia *jenis teks* ‘text type’.

Initially the GBA was understood as simply requiring the teaching of various types of texts. This means Sydney School teaching/learning cycles were not often implemented and there were reports of misinterpretations of the GBA (Musthafa & Hamied, 2014; TEFLIN, 2011; Emilia, 2011a). The text-types were often treated as the 'topics' of a curriculum unit; and some teachers taught students to write a procedure without using the curriculum genres (the teaching/learning cycle), specifically designed to support Sydney School practice. In addition some teachers and educators treated GBA as emphasising students' writing to the neglect of other aspects of language such as speaking and listening. There were also reports of the failure of GBA and a return to previous methods – for example deploying a communicative approach to teach the writing of text types (based on my personal observations and interviews with teachers). After a few years of intensive research and in-service training, the GBA has started to gain momentum through the use of teaching/learning cycles to teach various types of texts. More teachers now implement the GBA by using the teaching/learning cycle recommended in the curriculum and support materials (Agustien, 2014; Emilia & Christie, 2013).

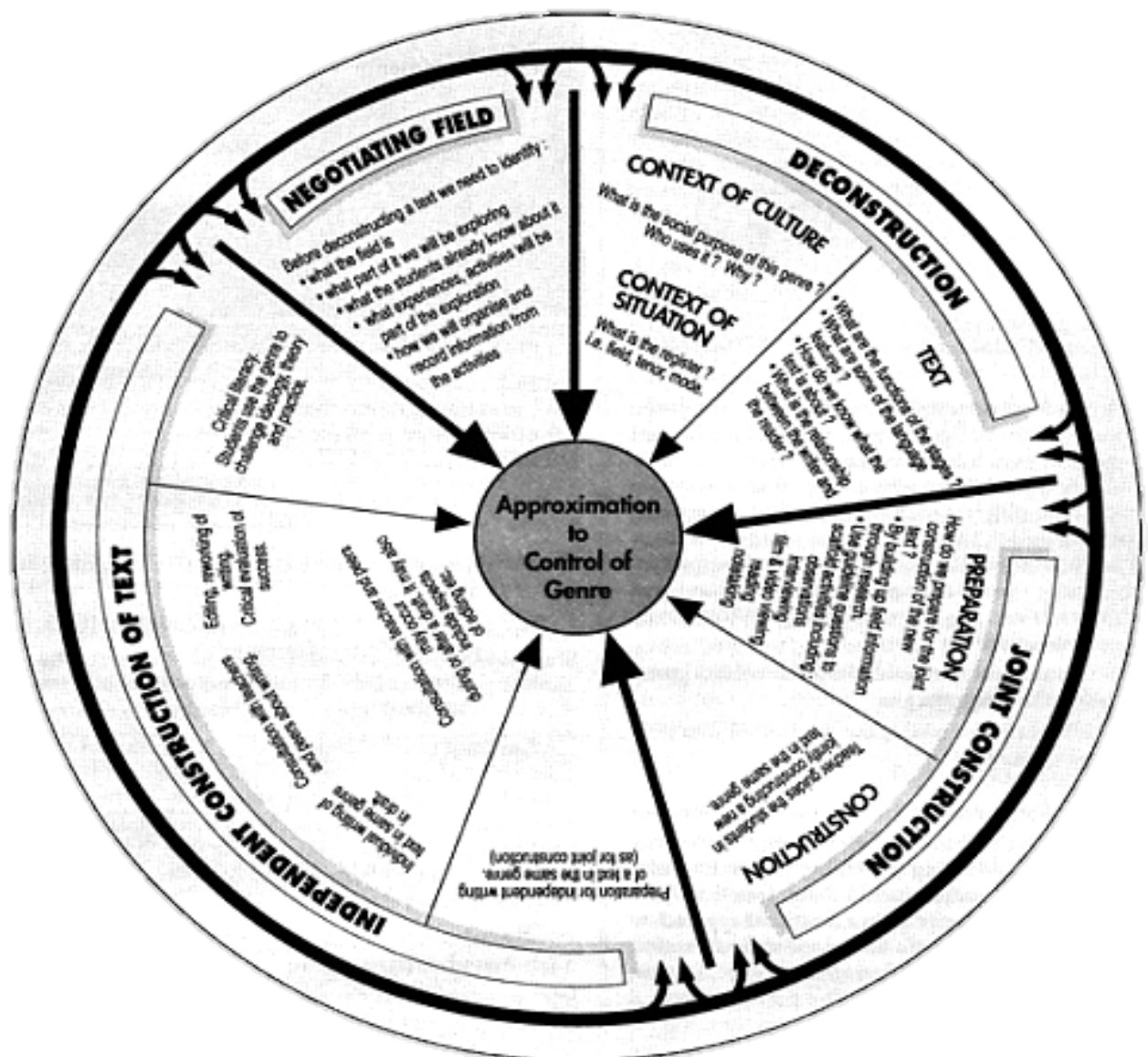


Figure 3.2: The Language and Social Power (Murray & Zammit, 1992)

In general, the teaching learning cycle (TLC) adopted in the Indonesian context is taken from the Language and Social Power project (see Figure 3.2; Murray and Zammit, 1992) with variant names for some stages – *negotiating field* is known as *building knowledge of the field* (BKOF), *deconstruction* is known as *modelling of the text* (MOT or simply modelling) and *joint construction* is known as *joint construction of the text* (JCOT). The Language and Social Power model is preferred to other models some of which were discussed above. It is preferred

because its distinct BKOF stage is seen to be significant for scaffolding the needs of Indonesian students (Emilia, 2011a). BKOF is a useful place for building unfamiliar EFL language knowledge before getting into the modelling stage. When the teaching/learning goal is to write a recount about holidays, for example, building the field is implemented by giving various kinds of reading materials in English related to holiday topic, such as post cards from friends and tourism sites. The students are usually asked to answer questions from the reading texts and highlight important words and phrases that will be useful in their writing. Other stages tend to follow the activities suggested in the Sydney School teaching/learning cycle, with some further recontextualisation as far as data are concerned.

In fact, a range of practices have emerged for each step in the cycle, some more traditional than others. We will focus here on activities drawing on traditional grammar, the interpretation of joint construction, and the involvement of L1 in classroom interactions.

3.2.2.1. Grammar-translation meets genre

In the Sydney School genre pedagogy, knowledge about language (KAL) is an important part of teaching/learning. Ideally teaching KAL draws on functional grammar – based ultimately on Halliday & Matthiessen, 2004; 2014, but often recontextualised for teaching purposes through the use of more accessible terms such as ‘thinking verb’, ‘saying verb’, ‘noun group’, ‘verb group’, etc. (Derewianka & Jones, 2012; Humphrey, Droga & Feez, 2012; de Silva Joyce and Feez, 2012).

In the GBA in Indonesia, traditional grammar is still involved, particularly in the BKOF and modelling stages. As BKOF aims to build the ‘field’, activities in this stage centre on building the language of the field of the genre being taught. In teaching/learning about recount genres, for example, BKOF may consist of vocabulary and traditional grammar exercises (Nurhayati, 2012; personal observation in class). A reading text might be given to the students, and their task

would be to point out ‘verbs’, write down their past tense forms and define the meaning of each verb found. Table 3.1 is reproduced from a student’s notes for a vocabulary focused exercise of this kind during BKOF stage.

Table 3.1: A student’s note on vocabulary during BKOF stage

No	V1	V2	Meaning
1.	Go	Went	<i>Pergi</i>
2.	Visit	Visited	<i>Mengunjungi</i>
3.	Sit	Sat	<i>Duduk</i>

In this student’s notes, a grammar exercise based on the same reading text followed. The students were required to reproduce the text sentence-by-sentence in a table. A grammar column was added as a guide to source the specific structures found in each sentence⁸. In teaching the recount genre, the formation of ‘past tense’ would be in focus, since the genre discusses past events – and so it is considered important for students to be able to recognise the past tense pattern through parsing sentences. Other ‘patterns’ found in the reading text may be highlighted and parsed. The derivation pattern for adverbs, for instance, might be formalised into the rule of ‘adjective + suffix *-ly*’. Table 3.2 presents an excerpt from the same student’s notes, focusing on grammar learning.

⁸ Indonesian grammatical sentence structures are different from that of English, and, as outlined in Rijkhoff’s (2007) formal approach, Indonesian sentence structures are argued as belonging to SVO group. This formal approach has influenced the way the teacher in the present study taught grammar.

Table 3.2: A student's note on grammar during BKOF stage

No.	Examples	Grammar
1	Last holiday I went to Thailand.	The simple past tense (V2)
2	I didn't write.	Formulas S + did + not + V1
3	My holidays passed very quickly.	Adverb Adjective + -ly = Adverb

In the modelling stage, there is a small shift to the terminology influenced by functional grammar. As the stage aims to provide a model text, the reading text introduced in BKOF is unpacked according to its schematic structure, and the language features characterising the genre. The teacher in this case typically presented the reading text in a power point slide and pointed out its schematic structure alongside language features. The students were required to copy the slide in their note books. Table 3.3 presents an excerpt from a student's notes (the relationship between the two sentences in the orientation was not explained though apparently the teacher chose them). As far as language features are concerned, bold font indicates action verbs, and underlining shows past tense.

Table 3.3: A student's copy on the teacher's note on detailed unpacking of the reading text

Schematic structure	Recount text	Language features
Orientation	Postcard always spoils my holidays. Last holidays I <u>went</u> to Thailand.	<u>Past Tense</u>
Event	I <u>visited</u> some temples and a museum, and I <u>sat</u> in a restaurant. ...	Action verbs

To take another example, in a class where the teaching of the science experiment procedure genre took place, a few items of functional grammar terminology were used. In the modelling stage, the teacher specified the language features of procedure as involving Goal ^ Material ^ Step as the genre stages alongside several grammatical features (e.g. 'material process', temporal conjunction', and 'human agent'). The students then did an exercise which involved labelling the genre stages and the grammatical features in a text given by the teacher. The exercise is expected to assist students in memorising language features of the genre being learned.

Explicit labelling of language features was a requirement in the students' independent construction texts. Text 3.1 below is an example reproduced from a student's final text in the independent construction phase. It tells us about the procedure of doing a water flip experiment.

Text 3.1: A student's independent procedure text

Goals: How to do water flip experiment

Materials:

- Invisible glass
- Water
- Paper
- Pen

Steps:

- First, **prepare** the invisible glass, water, paper, and pen.
- Second, **draw** an arrow with pen in paper.
- Third, **put** a paper behind the invisible glass.
- Finally, **drop** the water into the invisible glass, and look at the arrow with *your* eyes. It is **flipped**.

Bold: material processes

Italic: human agent

Underline: temporal conjunction

In Text 3.1, the stages of procedure genre and language features are explicitly outlined as required by the teacher – i.e. Goals (sic.) ^ Materials ^ Steps. The students used formatting (bold, italic and underline) to highlight the language

features used. This method perhaps serves as a way to emphasise language features in learning writing.

Additional activities were undertaken after the students finished writing their own texts. The students were required to perform the science experiments after writing their procedures. Those students who were not experimenting were required to transcribe their peer's oral presentation in their books as a procedure text and translate it into Bahasa Indonesia.

The results of my observation demonstrated some influence from the previous curriculum methods. The teaching/learning practice still used aspects of the grammar translation method, such as parsing sentences or translating words or texts. Furthermore, though not made explicit in curriculum documents, activities influenced by the communicative approach were often part of BKOF and modelling stages (e.g. Pribody, 2011). For example, listening skills could be dealt with in the BKOF stage through students viewing a video clip and answering a set of questions; speaking practice may be included through students memorising a model text and rehearsing it in front of the class in the modelling stage.

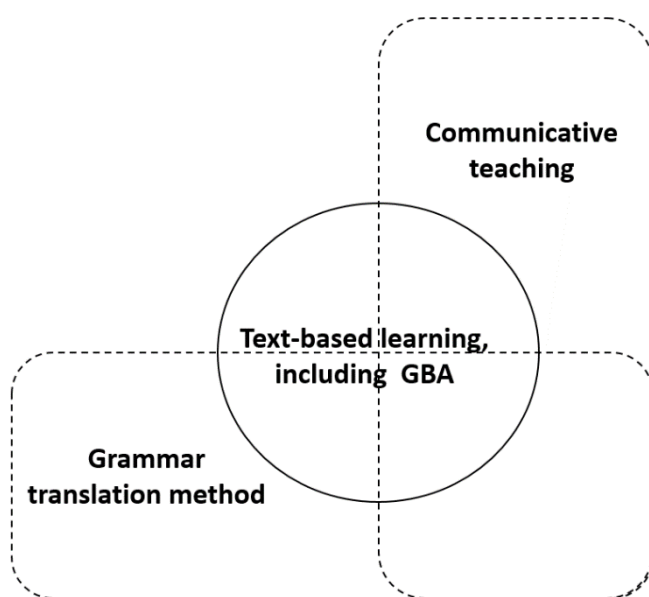


Figure 3.3: The GBA in contemporary teaching/learning practices

Figure 3.3 demonstrates the relations of past methods with the contemporary practices of teaching/learning. The text-based learning which includes GBA is placed in the circle representing the contemporary method. The circle is outlined with a solid line to represent the method as suggested in the curriculum. The grammar translation and the communicative teaching methods overlap the circle, dividing it into segments, indicating that the communicative model and the grammar translation model continue to have some impact on the GBA. This leaves the four quadrants represent possible relations of methods in teaching/learning practices, – i.e. the GBA with communicative teaching, the GBA with grammar translation method, the GBA with communicative teaching and grammar translation methods, and the GBA with little to minimum influence from the past methods.

A critical point arises concerning the influence of the past methods on the GBA. Though the GBA is unlikely to leave some past methods behind, it is still questionable whether combining different methods is effective in achieving the aim of teaching. This problem can be illustrated by the practice of teaching of exhaustive labelling of ‘language features’ such as in the BKOF stage. If the aim

of the teaching unit was to enable students to write a recount text about their holidays, is teaching language features in the BKOF stage effective in 'building the knowledge about language' for writing a recount text? If the concerns are to do with grammar, why is there a shift from traditional grammar labelling into adopted functional labels in the later stage? To this point, it is important to start reconsidering the influence of the past method; whether it is useful and effective for teaching and learning – if it is to what extent, and if it is not, how it can be minimised.

3.2.2.2. Joint construction stage

Joint construction is the stage in which teacher and students work in collaboration to create a new text of the same genre (Dreyfus, McNaught & Humphrey, 2008). In this stage, teacher is the expert leading the writing, scribing and editing, and students are the apprentices offering suggestions for a jointly constructed text (Rose & Martin, 2012). The idea here is for teachers to support students, guiding them by revising their suggestions and scribing for them on behalf of the class.

In GBA joint construction is recommended as the core activity, i.e. teacher-student collaboration with the teacher as the expert (Emilia, 2011a, p. 62). In practice, many teachers I observed re-interpreted joint construction, either by adding different activities while maintaining a comparable guiding role, or replacing joint construction as originally conceived with group work activities. As far as the first variation is concerned, joint construction is done as modelled in the Sydney School. Where this occurs the teacher and students jointly write a new text on the board; and the teacher maintains her role as the expert in the field – guiding students in terms of language, revising the students' grammar and vocabulary, and checking the scribe's spelling on board. The difference lies in teachers often involving a student scribe. Many teachers draw on a genre template to help scaffold this process, such as that reproduced as Text 3.2 below.

Text 3.2: An example of template for teaching recount

Recount Plan

Topic:

Orientation: Setting = who, where, when, what, why

Events: in order

Orientation	
Event 1	
Event 2	
...	
Re-orientation	

Another class I observed involved students working in groups with the teacher providing only occasional support. In a class learning the science experiment procedure, group work involved viewing an image in groups before co-construction of a procedural text. In this class, the teacher asked the students to form groups of three. Each group approached the teacher's desk to view an image of a science experiment (see Figure 3.4). The group needed to write down the steps, the language features, and the materials of the experiment as shown in the image.

After all groups viewed the images, a representative from each group took a turn to write down the result of the group discussion on the board. As the steps were written, the teacher and the students discussed its language features. The teacher then proceeded to edit and revise the joint text, as well as translate difficult words into English.

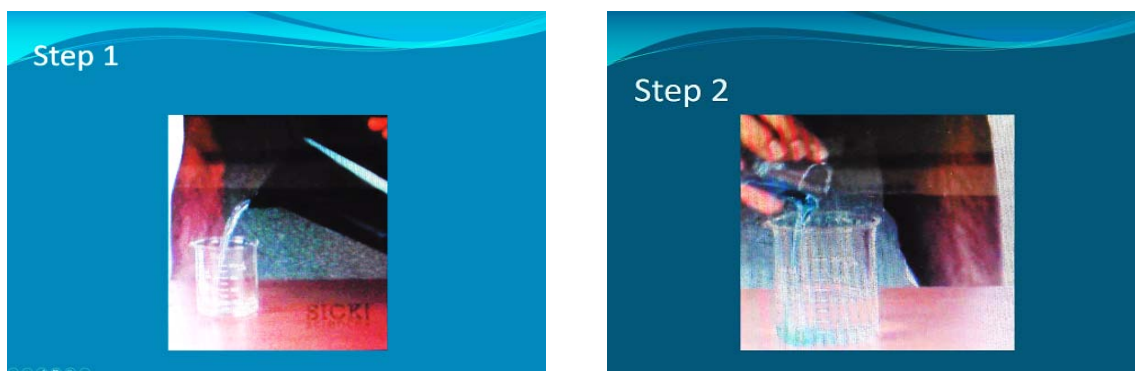


Figure 3.4: Steps 1 and 2 of the experiment in the joint construction stage

In another variation, also dealing with a science experiment procedure, the role of the teacher was quite different. The teacher served as a facilitator instead of an expert. To begin, the teacher asked the students to form pairs and search for a science experiment video online. The video was then transcribed following the schematic structure of a procedure given in modelling – i.e. Goal ^ Materials ^ Steps ^ (Explanation)⁹. The teacher occasionally interacted with the groups by visiting their desks and checking their work. The teacher then revised the writing, group by group, with a focus on language features.

As far as this range of variation in implementation is concerned, teachers' knowledge and experience may be the main reason for the different interpretations. The main issue arising here has to do with whether group work with minimal intervention from teachers, or joint revision of a text activity, can assist in transferring the control of language to students. All the activities discussed above might well assist students in writing their own texts. However, it

⁹ By 'Explanation', the teacher asked the students to write what they have done.

is doubtful the variations are as effective as the original conception of joint construction. In the case of the three classes being observed, the teachers, particularly in group work joint construction, needed to provide constant support and revision for the same errors in grammar or wordings to many students. Control of relevant language was not always properly transferred, and where it was, the process took a much longer time.

Activities in joint construction offer a number of pedagogic benefits for the students if implemented according to the principles. The variation of activities in the joint construction stage is based on at least two reasons. Firstly joint construction is a relatively new pedagogic “concept” for Indonesian teachers, making the stage rather difficult to implement. Secondly, there is a possibility that joint construction, and perhaps even other stages in the GBA, is not considered as a functional stage of teaching, rather it is ‘a sequential stage’. Thus it is highly likely that different methods are accommodated in each stage for as long as the stages appear in the correct order. The choice of varying the activities in joint construction stage then opens up, since there are many methods having a similar idea of ‘joint work’, such as work in groups or peer editing.

3.2.2.3. The interplay of languages in Indonesian EFL classrooms

As GBA is implemented in multilingual classrooms, the use of different languages is inevitable in teaching/learning practices. The languages involved are English, Bahasa Indonesia, and sometimes in my context, Sundanese. In the classes which were observed, Bahasa Indonesia played an important role in teaching – for classroom management and topic building. Sundanese was also used several times in teacher-student interaction initiated by the students.

In one class, the teacher asked her students to move closer to the board as they were about to jointly edit the text on the board. She firstly used English to direct all students to get closer to the board. Later she shifted to Bahasa Indonesia to specify her direction and specifically mentioned two names of the students. The

interaction is as follows. The use of angle brackets indicates the gloss provided as the English equivalent for Indonesian.

Text 3.3: Directing students with English and Indonesian

Teacher Move, move from your seat!

 Come on, gather here!

Lebih depan lagi.

Come to front more!

Siswa 10, Siswa 12, sini sini!

Student 10, Student 12! Come here!

This strategy of shifting from English (L2) into Indonesian (L1) is a regular aspect of managing students' behaviour. There were around 30 students in the class and changing activities was often hectic and noisy. Shifting into L1 was considered a strategy to make the students attend to what the teacher said.

Shifting languages can also assist in building discussion around topics. In the same class, a group of students were working on a sentence which involved the word *pinset* 'tweezers'. As they did not know the translation, they asked the teacher. The teacher firstly checked other students to see whether any of them knew the English word by asking in Bahasa Indonesia. This is followed by a number of students answering and rejecting the answer in English. This interaction is shown below.

Text 3.4: Teacher asking the class members in Indonesian

Teacher	Pinset?	<i>'Pinset'?</i>
	Apa pinset?	<i>What is 'pinset' in English?</i>
Student 1	Pinset gitu?	<i>Is it just 'pinset' (in English)?</i>
Students	No!	
Student 1	Pincers!	
Student 2	Pincers!	

Student 1 stated his assumption that *pinset* was an English word, followed by the students' rejection for his answer in English. Students 1 and 2 proposed the same answer, which was incorrect and ignored by the teacher.

Since no one knew the translation, the teacher asked the class again by using English. The response is interesting in that the students began to become playful by giving incorrect answers in English and Sundanese.

Text 3.5: Teacher asking the class members in English

Teacher	What is pinset?	
Student 3	Princess!	
Student 4	<u>Cocolok!</u>	<i>Skewer!</i>
Students	[laughing]	
Student 4	Ada juga panyapit bu.	<i>It's a clip</i>
	Ada klip, clip!	<i>It's a clip, clip</i>
Teacher	[writes 'tweezers']	

Student 3 proposed 'princess' as the translation, and Student 4 answered the word *cocolok* 'skewer', a Sundanese word. The rest of the students laughed as

they thought it was funny. Student 4 kept on going by answering in Sundanese, but this time the word is closer to 'tweezers', i.e. 'clip'. He began with the Sundanese word *panyapit*, then the Indonesian word *klip*, and finally the English word 'clip'. The teacher finally wrote the correct word on board 'tweezers'.

Both Bahasa Indonesia and Sundanese in this case assisted the teacher and the students in negotiating an important word sometimes found in science experiments. The group was familiar with terms for lab equipment in Bahasa Indonesia, as demonstrated by their ability to name the equipment *pinset*. The challenge was to re-construe their knowledge in English. In the event it took three languages to negotiate the English meaning of the term.

Since learning vocabulary items is an important skill, the interplay of two or more languages in this classroom setting is not uncommon in the data. Teachers and students use different languages to achieve understanding of the vocabulary items. This is typical in multilingual classrooms as described by Creese & Blackledge (2010) in that it is termed as 'bilingual label quest'. In text 3.5, the 'quest' is to do with the word *pinset* in that the teacher expects students to provide its translation in L2.

From the discussion above, we can see that L1 is used for both classroom management and topic building. But this usage is spontaneous rather than systematic. The details of such teacher-student interaction are not included in lesson preparation, so 'code-switching' is not planned. The fact that the L1 and L2 interplay is inevitably involved in GBA-based teaching/learning practices shows that there may be considerable potential for L1 to accelerate L2 learning – moving beyond classroom management and topic building. An important issue of this study, it emerged, was to investigate the role of L1 in learning L2, establishing a systematic basis for its use in pedagogy.

3.2.3. Recontextualisation of the Sydney School in the Indonesian context: Conclusion

The above analysis of documents and classroom observations has demonstrated that in modern Indonesian classrooms, EFL is taught using a variety of approaches and pedagogies. These approaches include aspects of traditional grammar and translation teaching method as well as aspects of audio-lingual approaches and language-based orientations, where Sydney School pedagogy certainly has some role to play. However, at best the GBA approach is used only partially, and even those teachers who have studied appeared to implement it in a rather eclectic fashion.

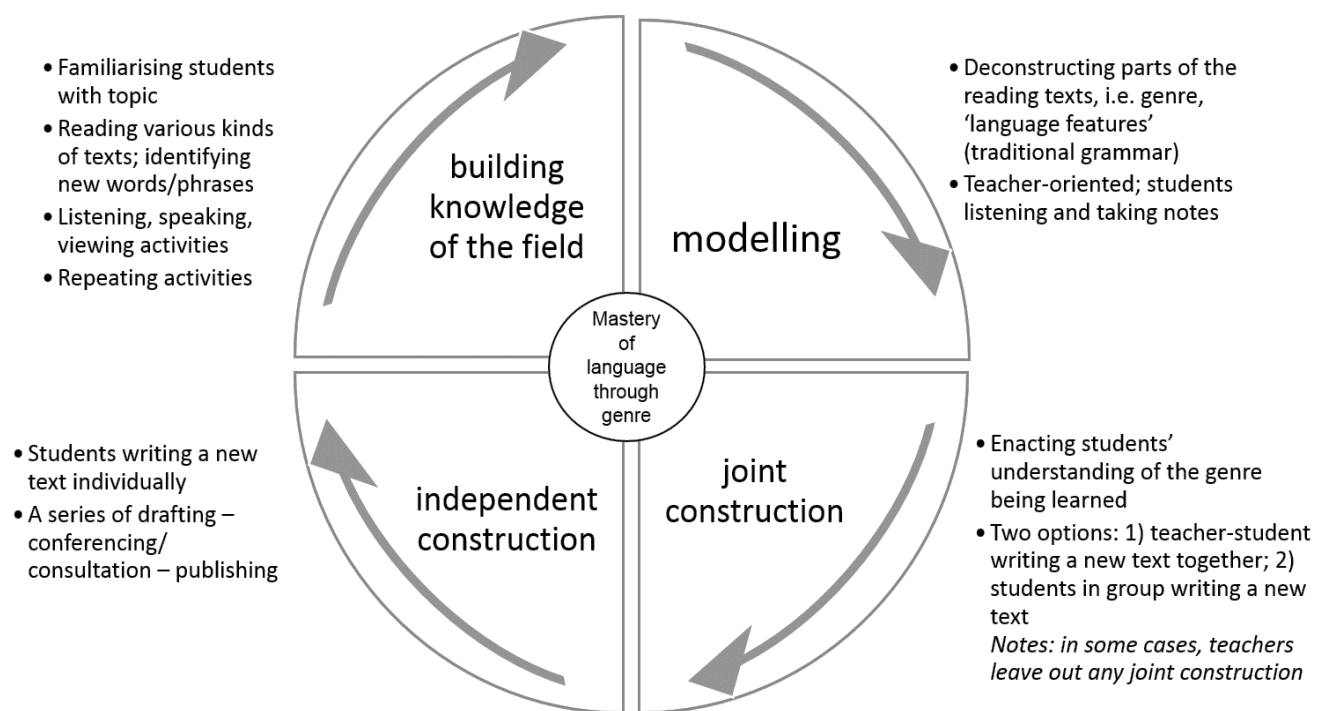


Figure 3.5: A model of teaching/learning cycle in the Indonesian GBA

Turning to the classrooms, in which numbers of teachers now use GBA in Indonesia (Emilia, 2011a; Emilia & Christie, 2013), it is possible to propose an account of the model used which is set out in Figure 3.5 in some Indonesian schools. As the figure suggests, the broad outline of BKOF preparatory to reading

and writing is followed by modelling of relevant texts, which is then followed by joint construction of text, which is followed by independent construction is pursued. Where this approach is used, the methodology is spread out successfully over a sequence of several lessons (see Appendix C for the typical activities in the Indonesian GBA).

Looking back to the topology of bilingual education introduced above (Figure 2.3), we are now able to position the Indonesian GBA. In terms of language and content, GBA would be placed towards the language-focused pole. This reflects the teaching/learning about language emphasised in its practices. As for the language use, GBA is located towards the enfolding pole. It involves quite unsystematic use of L1 and L2 despite the involvement of an L2-only oriented ESL/EFL teaching method. GBA thus is in the language-focused and enfolding quadrant (see Figure 3.6). The position of the GBA in the topology informs the design of the intervention program which will be discussed in the next section.

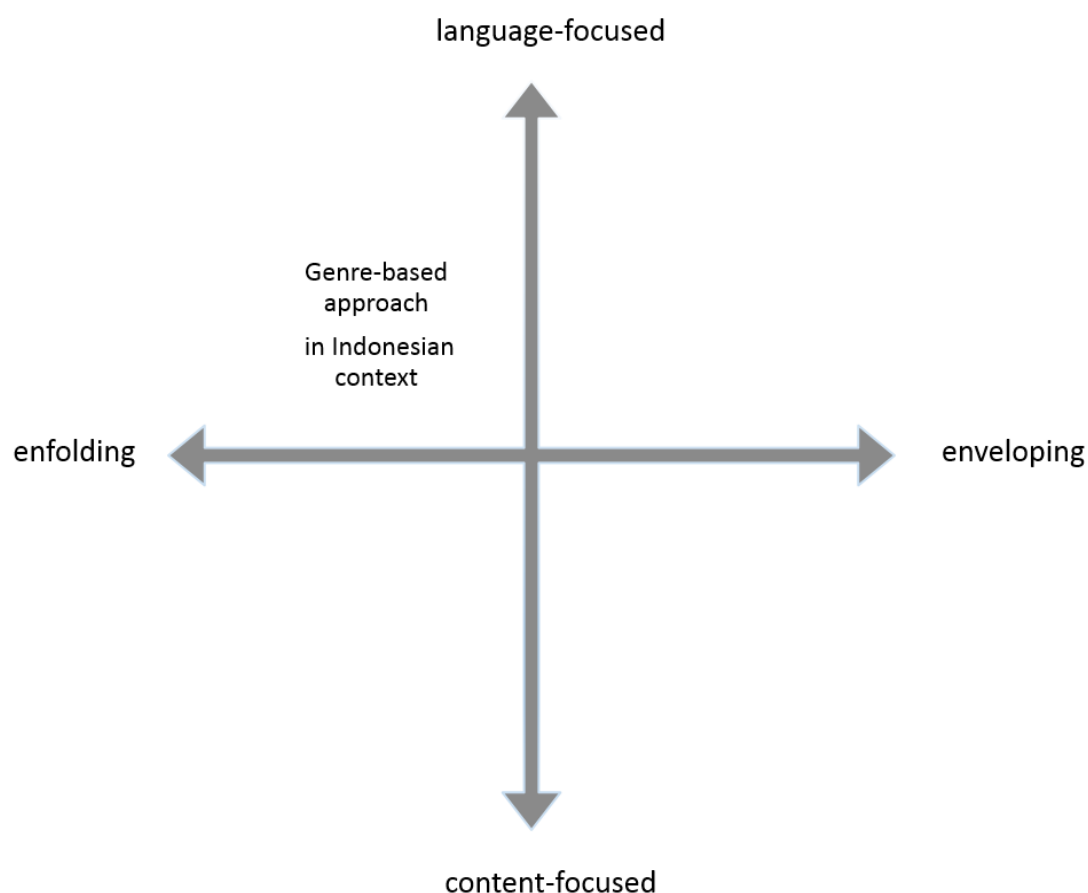


Figure 3.6: The Indonesian GBA in the topology of bilingual education

3.3. From Systemic Functional Linguistics to Bilingual Pedagogy Programming

This section aims to explain the pedagogical methodology developed in this study, the results of which will be explored in detail in chapters 3 and 4. The intervention program took its informing theoretical framework, as already established, from systemic functional linguistics, drawing particularly on Martin's text-in-context model (Martin, 1992; Martin & Rose, 2008; 2007). This model proposes that all texts are comprehensible and relevant because of the contexts in which they are found, and which give them life and relevance. There are two senses in which texts and contexts are referred to in this study. The first concerns the text types of schooling, called here 'knowledge genres' (Rose & Martin, 2012; 2014), which

students are expected to read and write at school in order to succeed. The second sense in which text types or genres are referred to concerns the pedagogic text types of schooling, referred to here as 'curriculum genres' (Christie 2002), where both SFL theory and Bernstein's sociological theory (1975; 1990; 2000) are used to characterise the classroom context and its language use. Bernstein's notions of pedagogic discourse identify two types of discourse: the regulative discourse, to do with the overall direction the discourse takes, and the instructional discourse to do with the 'content' or knowledge taught. The notions of register adopted here draw in part on Bernstein's model of pedagogic discourse and in part on the SFL model of register Christie originally proposed, though as we shall note below, Rose (Rose and Martin 2012) has developed the model, such that a pedagogic register is said to include pedagogic activities (field), pedagogic relations (tenor) and pedagogic modalities (mode).

An important aim of this study is to recontextualise the theoretical framework of Martin, Rose and Christie in Indonesian multilingual classrooms. The challenge, as will be explained in more detail later, is to take the model and test its use in the modern multilingual classrooms of Indonesia. The research reported by Christie, Martin and Rose, while relevant and useful, was nonetheless conducted in schools in Australia, whose students, while not necessarily monolingual, did not function with the multilingual character found in Indonesian schools.

The following section will examine the notion of the knowledge genres taught in Indonesian schools (section 3.3.1). This will be followed by a discussion of the curriculum genres developed in the study (section 3.3.2). Finally, the research questions that will frame the direction of the thesis will be established (section 3.3.3)

3.3.1. The knowledge genres

The text-in-context model of teaching and learning, as discussed above, focuses on the text as the unit of meaning and the social context embodying that text. A

text is realised across several language strata (graphology, lexicogrammar, and discourse semantics), and its character is controlled by the social purpose (genre), the particular audience (tenor), the modalities (mode), and the particular institution (field) of the text which apply. There are different text types, or genres, in the subject areas of schooling which have been mapped according to their central purposes. Some are primarily concerned with engaging others, others with informing them, and others still with evaluating phenomena for the information of others (see Figure 3.7 below).

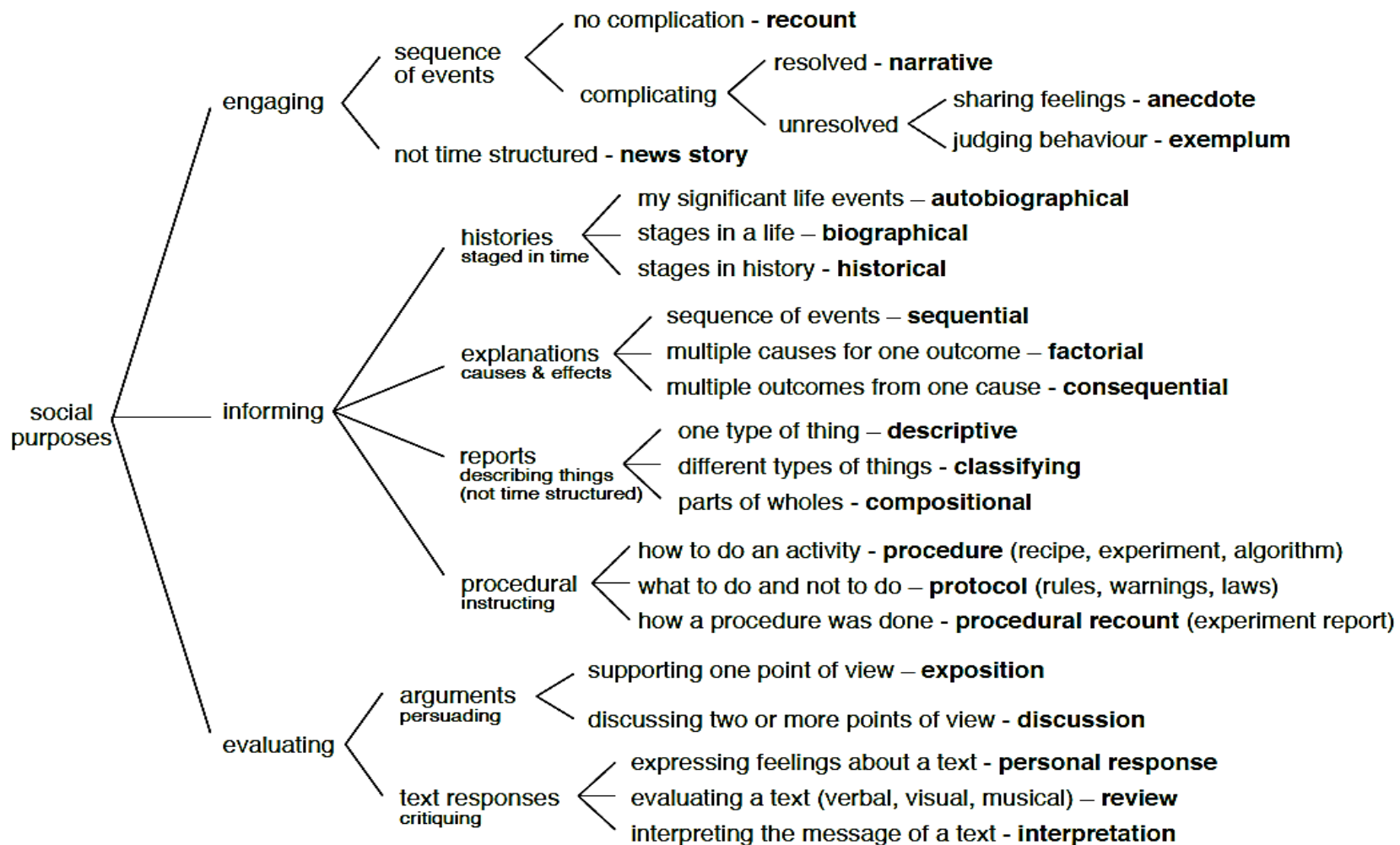


Figure 3.7: Map of genres in school (Rose & Martin, 2012, p.128)

The identification of genres in Figure 3.7 provides an overview for teachers to prepare lesson plans, so that the tasks for the students can be made explicit. Through the teaching/learning of these genres, the 'hidden' curriculum can be unpacked (Rothery & Macken, 1991), and the teaching/learning practices can be made explicit for students to access the curriculum content, as well as read and write appropriately, based on the expected literacy level.

The above genres are termed 'knowledge genres', because they are "field constituting texts, through which institutional knowledge is acquired" (Rose, in press c; Rose & Martin, 2014). Such genres involve "patterns of written discourse in which the knowledge and evaluations unfold through a text, and patterns of grammar in which discourse is realised in written sentences" (Rose, in press c). In a biology textbook, for example, the unit of study to do with the diversity of organisms requires students to read and write about the classification of organisms. Typically general classification of organisms is realised as a report genre in which the generic structure is Classification ^ Descriptions. The educational impact of this explicit labelling in a genre is that there is a way of talking about how classification of organisms is shaped in a text. There is thus a shared metalanguage which can be offered students in order to talk about the language of the field.

What should be paid attention to in all educational contexts are issues of designing the intervention program and considering how the curriculum topic and knowledge about language (KAL) should be taught. The challenge of this study, as already noted, is the multilingual nature of the classrooms the researcher worked in. In other words, how should one consider the curriculum topic and the appropriate KAL for that school context? And, since the goal is to achieve competence in L2 literacy, what will be the role of the L1 while the learning is developed? How will the L1 impact on the learning of L2, and how can L1 be most usefully employed to allow emergent control of the L2?

The next subsections will extend the discussion into metalanguage in science reports as the choice of genre in focus. This includes aspects of metalanguage in stages and phases, as well as discourse and grammar in L1 and L2.

3.3.1.1. Building metalanguage in science reports: stages & phases

Science reports were selected to be part of the intervention program. As already noted, reports in science are part of informing genre family, whose purpose is to classify and describe things (Martin & Rose, 2008). The Classification stage can be realised in one sentence in the beginning or in a paragraph of several sentences. The Description stage is realised through different phases, depending on the types of reports. Descriptive reports, which function to classify and describe a phenomenon often consist of appearance and behaviour. Classifying reports function to classify different types of things or phenomena so the phases deal with the different types. Compositional reports function to describe parts of a whole phenomenon or thing, so the phases deal with the parts. Table 3.4 summarises the stages and phases in reports.

Table 3.4: Summary of stages and phases in reports (Rose, 2012; 2015; Rose & Martin, 2012)

report type	purpose	stages	phases
descriptive	classifies and describes one kind of thing	Classification ^ Description	e.g. appearance, behaviour
classifying	classifies different types of things	Classification ^ Description	types
compositional	describes parts and wholes	Classification ^ Description	parts

Text 3.6, for example, is a descriptive report which classifies and describes the Purple Crowned Fairy-wren of the western subspecies, found in Australia. The text is organised based on the stages, and phases realised in quite explicit labels, typical in reports about birds. The Classification stage introduces a name and taxonomy, organising the way the bird is classified according to its name and

taxonomy. The Description stage consists of several phases, i.e. description, habitat, habits, voice, and diet. In the description phase, the physical appearance of the bird is described in detail including its size, and differences between gender and age.

Text 3.6: An example of a descriptive report (from Taylor, 2012, p.178)

PURPLE-CROWNED
FAIRY-WREN
(WESTERN SUBSPECIES)
MALURUS CORONATUS CORONATUS

STATUS

The western subspecies of the Purple-crowned Fairy-wren is **ENDANGERED**. The species is of Least Concern.

NAME

Gould described this bird in 1858, naming it the Crowned Wren, *Malurus coronatus*. *Malurus* is from the Greek for 'soft' (*malacos*) and 'tail' (*oura*), which refers to the soft tail feathers; *coronatus* is Latin for 'crowned', a reference to the male's purple crown.

TAXONOMY

There are two subspecies of the Purple-crowned Fairy-wren. *Malurus coronatus coronatus* in the west and *M. c. macgillivrayi*, west of Cape York but east of Arnhem Land, which is Near Threatened.

DESCRIPTION

The size of a sparrow, the Purple-crowned Fairy-wren is the largest and most robust of all the fairy-wrens. It is about 15 centimetres in length, which is mostly tail. It is warm brown on the back and white beneath, with a long, dark upright tail. The male does not retain his lilac crown all year round but dons it for the breeding season. The female has large chestnut ear coverts. She is easily confused with a non-breeding male, although his ear coverts are not such a bright chestnut and his crown is greyer. Juvenile birds resemble the adult female and non-breeding male but have noticeably longer tails.

HABITAT

The habitat of the Purple-crowned Fairy-wren is restricted to between 5 and 10 metres each side of permanent rivers, in the far north of the continent, between latitudes 14° and 19° South. It inhabits pandanus, canegrass, mangroves and any dense vegetation that gives good protection from predators. Its preferred habitat is well-developed mid-storey shrubs under a dense canopy of eucalyptus and melaleuca trees. Along the Victoria River, however, it is usually associated with areas of dense river grass.

HABITS

Purple-crowned Fairy-wrens live in pairs or family groups, often seen high in trees. Pairs or groups occupy a territory of about 200 to 300 metres along a river and defend it all year round. They forage through all levels of the vegetation and on the ground, hopping from point to point. Their flight is low and direct, with rapid wing beats. Little is known about their behaviour during the wet season (December to March).

VOICE

The main call of the Purple-crowned Fairy-wren is a succession of high-pitched shrill notes, 'cheepa, cheepa, cheepa', which may be performed by a pair as a duet. The contact call is a short 'dmt'.

DIET

Purple-crowned Fairy-wrens forage in the shade in the early morning and late afternoon, either on the ground or low in vegetation. They eat insects, mainly beetles and ants, and take flying insects on the wing. In wet years, they eat more beetles and, in dry years, more ants. They also eat a few small seeds.

Revealing the purpose of a text and labelling the names of stages and phases results in two major impacts. First, teachers have 'tools' to talk about parts of the reading text, so they can unpack the reading text in which the field is embodied. When teaching the topic of taxonomy, the teacher can guide the students to get into the Classification stage and discuss the naming system and the bird's position in the taxonomy. Second, students are enabled to recognise the social purpose of the text, and identify the structure of the text achieving the purpose of the text. By this practice, the students are given access to science literacy, where the field of science is realised in a text according to its purpose.

3.3.1.2. Building KAL & topics in science reports: Discourse & grammar with reference to L1 & L2

From the KAL terms of stages and phases, other metalanguage which needs to be considered is in the strata of discourse semantics, lexicogrammar, and graphology, which are all relevant when considering the different realisations in the two languages. In discourse semantics, science reports use the resources of entities, classes and qualities they relate (Rose, in press c). In lexicogrammar, relational clauses, verbal and nominal group, and grammatical metaphor are the language resources of greatest concern. As both English and Indonesian have developed a specialised discourse, there is a potential 'load' in learning L2, in that students need to come to terms with a discourse which is other than they already know: this is a semiotic challenge. This can be exemplified by using a sentence from Text 3.6.

[Text 3.6]

There are two subspecies of the Purple-crowned Fairy-wren.

In terms of entities, there are two entities in the sentence: subspecies and the Purple-crowned Fairy-wren. These are technical entities (Martin & Rose, 2007), and they are field specific terms in biology. The term subspecies is used to differentiate two species, which are distinguished based on the different geographic locations and the fact that they do not interbreed.

In Indonesian, the sentence can be shown to have its equivalent. The term subspecies has two equivalents, in that both *subspesies* and *subjenis* are used to refer to the English 'subspecies' in biology. The Purple-crowned Fairy-wren, on the other hand, requires an ornithologist to provide the equivalent translation. The bird is not native to Indonesia, and thus the English name is usually kept, as it cannot be easily translated.

In terms of grammar, the sentence is realised in an existential clause.

[Text 3.6. existential clause]

There	are	two subspecies of the Purple-crowned Fairy-wren
	Process	Existent

In Indonesian, the equivalent clause to realise the same experiential meaning does not require expression of an existential Process.

[Text 3.6. existential clause]

Ada	dua subjenis Purple-crowned Fairy-wren
(There are)	two subspecies Purple-crowned Fairy-wren
	Existent

These differences constitute potential sources of 'learning load' for L2 learners. As these are inevitable, the differences should be taken into account in the design of the program. The question now is how to distribute semiotic load in learning. Hence in the next section we move to consider how the curriculum genre can be developed so that teaching and learning of knowledge genres and of necessary KAL as discussed above can be successfully introduced. Where successful, the teaching of the necessary literacy will be embedded in the teaching of knowledge genres in the multilingual classroom.

3.3.2. The curriculum genres

The patterns of classroom discourse represent the pedagogic activities through which school knowledge is taught and acquired. School knowledge includes all the subject areas students need to learn. These constitute the fields which are taught and learned in the curriculum activities we have termed ‘curriculum genres’. The relation between the two fields of pedagogic activity and knowledge can be represented as one of projection, as proposed by Martin (1999) and Christie (2002). That is, the regulative discourse, which provides the general direction taken in the classroom activity is said to ‘project’ the instructional information or the instructional discourse.

Rose (2014) further suggests other dimensions of curriculum genres. First, pedagogic activities are part of the genres as well as pedagogic relations and pedagogic modalities. Pedagogic activities, as flagged above, are the field commonly perceived as ‘what teaching is about’. These include the global to the local structures, from sequences of lessons which are composed of lesson activities, and which are composed of learning cycles. Pedagogic relations, tenor, are to do with the relations between teacher and learners, and between learners. The relations can be hierarchical or equal, inclusive or exclusive, and explicit or implicit. Pedagogic modalities are modes of pedagogic discourse including spoken, written, visual or manual modes of meaning, and relations between modalities as learning activities. These are the ways or media for carrying out a lesson.

Second, knowledge is not the only thing that learners acquire; identities of success or fail, and inclusive or exclusive are also projected. This is because learners’ identities are often differentiated during teaching and learning as “a product of (1) continual evaluation, (2) varying degrees of engagement in lesson activities and classroom interactions, and (3) varying control over modalities of learning” (Rose & Martin, 2014, p.278). The whole configuration of a curriculum genre can be seen in Figure 3.8.

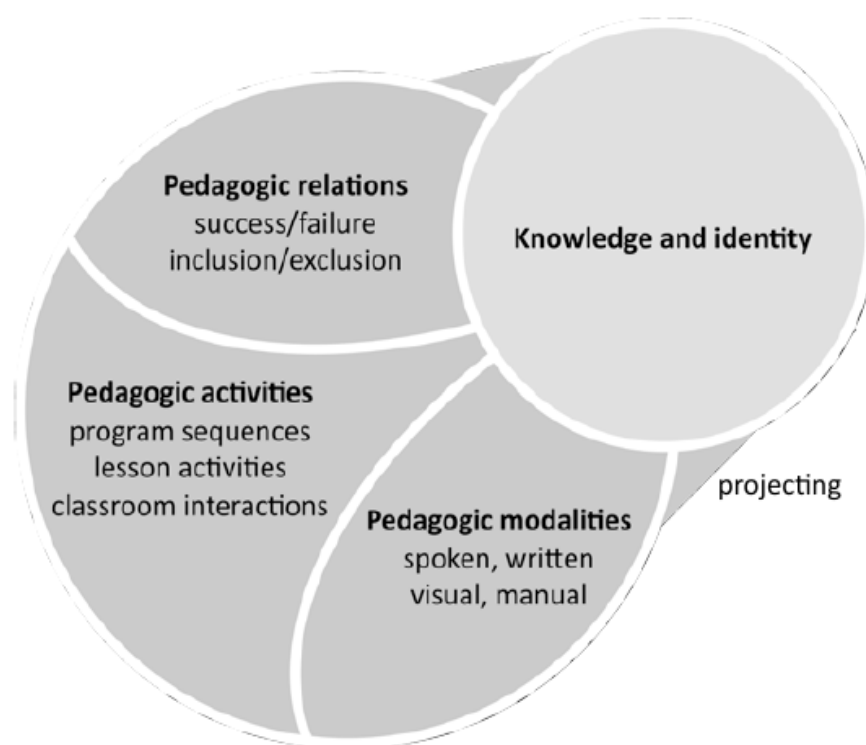


Figure 3.8 : Configuration of a curriculum genre (Rose & Martin, 2012 ; Rose, in press a, b, c)

Pedagogic relations, pedagogic activities, and pedagogic modalities alone shape the pedagogic practice. These are projected through the overall pedagogic discourse. This means that pedagogic practice projects knowledge and identity, similar to “the processes of saying and thinking project locutions and ideas” (Rose & Martin, 2012, p.315).

Turning back to the kind of knowledge which is aimed at in the intervention program, it is the kind of knowledge which involves advanced foreign language literacy. This means that it is high stakes and requires specialised discourse, not the everyday, commonsense one. The implication for the intervention program is twofold. First, to shift towards advanced foreign language literacy requires pedagogic activities which are able to ensure success in knowledge transmission and which include learners. This means that the design of the curriculum genres of the intervention program needs to be arranged so that the pedagogic practice will project high stakes subject knowledge in a manner in which all students are enabled to learn, and develop successful identities of learners. Second, there is a

need to consider how to involve L1 in the pedagogic practice of the intervention program to ensure a strong L2 learners' identity emerges. Even L2 knowledge, to do with the everyday and commonsense discourse, has already posed challenges for learners, so high stakes knowledge in L2 with its specialised discourse poses a greater challenge.

The next subsections will elaborate the planning for the pedagogic practice, which deals with the points raised above by involving an embedded literacy curriculum and selecting the Reading to Learn program developed by Rose, as a basis for planning the practice.

3.3.2.1. Embedded literacy curriculum

As previously discussed, embedded literacy places literacy learning in the specific subject domain (Rose & Martin, 2012) in that it argues that learning literacy takes place in all subject areas. This means that in any subject or curriculum unit students learn, language is used and has its own distinctive function in building knowledge. In embedded literacy program the learning of subject areas such as science, geography, history, etc. is also the learning of language. In line with this perspective, the intervention program integrates the learning of biology in a language class, in this case English. The program integrates the learning of writing a descriptive report genre with Biodiversity unit in biology curriculum focusing on an endangered bird species of Indonesia.

In the design, the practice of embedded literacy is contextualised into lessons which integrate lesson units in English and science. Thus the program developed here was science, taught in English. A starting point was to select units of study in the Indonesian science curriculum which could be taught in English. In the 2013 English curriculum, there were different types of texts needing to be taught in Year 7 and 8 (Teacher's Book VIII, Kemdiknas, 2013a, p.4) which are described as:

"Teks-teks dalam wacana interpersonal, transaksional, fungsional khusus, dan fungsional berbentuk descriptive (kelas VII & VII)..."

Texts in interpersonal, transactional, special functional, and functional discourse in the forms of descriptive.

Descriptive genres fall into the factual genre family which is to do with classifying or generalising a phenomenon. In the biological science curriculum (Teacher's Book VIII, Kemdiknas, 2013c, p.11-15), there are four skills students need to be apprenticed:

- | | |
|---|-------------------------------|
| 1. <i>Mengamati</i> | observe |
| 2. <i>Menanya</i> | inquire |
| 3. <i>Mengumpulkan & mengolah informasi</i> | collect & process information |
| 4. <i>Mengomunikasikan</i> | communicate |

These are the four skills the students need to have when learning units in science. When the students learn classification of living things (see Kemdiknas, 2014, p.78) for example, they are required to:

Observe	Identify the characteristics of living and non-living things/creatures
Inquire	Understand the procedures of classifying living and non-living things/creatures based on the characteristics being observed;
Collect & process information	Collect data and classify things, plants, and animals in the surrounding area.
Communicate	Present the results of data analysis of the observation in the form of spoken or written texts;

These four skills are in line with what the students need to learn in writing a descriptive report of a living thing. The skills and their development can be distributed through different learning stages of the R2L curriculum genre. The curriculum unit in science which was selected to be taught in English was learning

to write a report about a species. The choice of the species was Indonesian birds. This could be taught through one teaching/learning cycle.

3.3.2.2. Reading to Learn in multilingual classrooms

The intervention program adopted the Reading to Learn program (R2L). To tackle the aspects of multilingual classrooms, R2L in the intervention program is designed to integrate all aspects of bilingualism in the curriculum genres. The design of the curriculum genres involves the three-tier circle of R2L consisting of different steps (see Figure 2.9, Section 2.2.2.2). These steps are selected and sequenced following the same principles of the Sydney School.

The reading texts used in the program are in both L1 and L2. All are high stakes for Year 8 students. Two reading texts are in L1 (Bahasa Indonesia), and one reading text is in L2 (English). The L1 reading texts are to prepare the students in (i) accessing the knowledge and genre as these are expressed in the L2 text, and (ii) preparing to write L2 science reports. The L2 reading text is given the last since the students will have been prepared for accessing an English reading text after being familiarised in their L1 of the same genre.

One cycle of R2L teaching focuses on one reading text, thus there were three cycles of R2L program, repeating the same sequential and selected steps for each reading text.

3.3.3. Framing questions

Since the overarching goal of this thesis is to examine the design, implementation and results of an intervention program which involves L1 in the teaching and learning of L2, it considers two main research questions. The first question is to do with the interplay of L1 and L2 in the design and implementation of the program.

1. How can L1 be enfolded in L2 teaching and learning?

This question is addressed by a number of subordinate questions as follows:

- a. When was/were L1 and/or L2 used?

- b. What was the role of KAEL (knowledge about English language) in content learning?
- c. What were the strengths and weakness of this approach?

The second question is to do with the results of the intervention program for the students, particularly in the development of students' L2 writing.

- 2. Is there any impact on the students' L2 writing as compared with the pre-intervention writing results?

Each of these questions frames the discussion in the next analytical chapters. Question 1 is considered in Chapter 4, and question 2 is taken up Chapter 5.

3.3.4. From SFL to bilingual pedagogy programming: Conclusion

SFL has provided a theoretical framework informing the design and the implementation of the intervention program. It illuminates the discourse of classroom in several ways. First, the knowledge genres articulate the metalanguage as tools necessary to be used in teaching learning. Second, the curriculum genres assist in placing the teaching and learning of the knowledge genres into purposeful stages and sequences of lessons.

The intervention program adopted here selects the Reading to Learn program as the pedagogy in the intervention program. As a holistic pedagogy, R2L integrates the knowledge genres and curriculum genres in its methodology. R2L will however be recontextualised to suit the multilingual classrooms. In chapter 3, we will turn at first to discussion of the reading texts in both L1 (Bahasa Indonesia) and L2 (English) that were used to develop the teaching program. The discussion will also consider the data, methods and participants selected in the curriculum genre that constituted the intervention program.

3.4. Research method: Examining the intervention program

The current study examines the design of a teaching and learning program implemented in two classrooms. In this section information is provided concerning the participants, data, and data collection.

3.4.1. Participant information

Participants who were involved in the research were students and their class teachers. They were from two public junior high schools in Bandung, West Java, Indonesia. Schools in cities, such as Bandung, at the time of this study, were grouped into 'clusters' by Dinas Pendidikan Kota Bandung (The Education Office of the City of Bandung). The clusters were based primarily on the academic backgrounds of the children, though family background inevitably had an impact, in that the parents of children in the most academically advanced Cluster 1 schools tended to be better off and could pay higher fees than the parents of children in the other clusters. Children in Cluster 2 schools were classified as in the 'middle range' of ability, while those in Cluster 3 schools were academically the weakest, and their parents tended to be less economically advantaged than those in Cluster 1 schools and in at least some of the Cluster 2 schools. In this study, one Year 8 class (hereafter Class1) was drawn from a Cluster 1 school, and the students (13-14 years old) consisted of 33 male and female students. The class in the second school (hereafter Class 2), involved students who were drawn from a Cluster 3 school, and they consisted of 38 male and female students.

The two schools and classes were selected because they offered a strong contrast in academic and family backgrounds. Moreover, they were chosen because the two classes had similar numbers of boys and girls, of much the same age in the same school grade (Year 8). It was important to test the pedagogy the researcher proposed by employing it in two such contrasting schools and class groups. Would the pedagogy prove more successful, for example, with students in Class 1, who had already proved themselves successful students? Would it prove

more successful among students in Class 2, many of whom, it might be assumed, knew less about genre pedagogy than the students in Class 1? It should be noted, in addition, that School 1, a particularly well-resourced and privileged institution, had once been a pioneering school, because it functioned for some years (2003 - 2013) as one of a few “international standardized schools”, created by the Indonesian Ministry of Education. Their role originally was to provide a model of good junior secondary schools offering a high standard of teaching across all subjects, including English. The data collected in this study in Class 1 were collected before the Ministry of Education changed its regulations, after which the school no longer had its status as an international standardized school. This was because the Constitutional Court of Indonesia ruled these schools as unconstitutional on the grounds that they accorded a superior education to a few students, while denying it to other children. However, the school's status, even under the new regulations, is still very high, and parents are keen to see their children gain entrance to the school.

The class teachers were present during the researcher's teaching program to observe the teaching and learning; they sometimes provided assistance for managing students. They were also interviewed at the beginning and at the end of the program. The initial interview was intended to provide background information related to teaching and learning – i.e. an overview of curriculum genres, curriculum units and the syllabus. The interview provided the information about the distribution of knowledge genres based on the clustering system and school's status – i.e. the more privileged the school, the more knowledge genres were required to be taught in the English curriculum units.

The students from School 1 learned English in a program using an implementation of recontextualised genre-based pedagogy (GBA); in Year 7 the students had learned procedures and descriptions, and later in Year 8 they learned recounts, narratives and descriptions. Because School 1 was once a pioneering international standardized school, it had required that a wide range of genres should be taught and learned. The students from School 2, where the standard did

not apply, had learned only procedures in Year 7, while they learned descriptions and recounts in Year 8. We can also note that teachers from School 2 taught genres without implementing the GBA method. Thus in that case the students were familiar with different genres in writing but they were not necessarily familiar with GBA classroom practice.

The teachers and most of the students in both schools shared quite similar linguistic backgrounds in that they knew Indonesian, Sundanese, and English (see Alwasilah, 2006; Sobarna, 2007). This is supported by the fact that they were Year 8 students studying in Bandung, West Java. It is typical for students in the region to have experienced studying these three languages since primary school years. Bahasa Indonesia is the medium of instruction and is tested in the national exam. Sundanese is part of the students' everyday life and is a school subject in the schools. English is a subject at school and tested in the national exam.

Table 3.5: Summary of the participant information

	School 1	School 2
Students	33	38
Grade / age	Year 8 (13 -15 years old)	
Teaching	Several English teachers implementing the Genre-based Approach (see Emilia, 2011a) – as reported in Stage 1 of the research.	Implementing the teaching of Descriptions, but most probably not implementing the GBA.
Curriculum	Year 7 units covering Descriptive and Procedural genres; Year 8 units involving Recount, Narrative and Descriptive genres.	Year 7 units covering Procedural genre; Year 8 involving Descriptive and Recount genres.
Language	<ul style="list-style-type: none"> Indonesian is the medium of instruction throughout the 	<ul style="list-style-type: none"> Indonesian is the medium of instruction throughout the

background	<p>schooling years & Sundanese is learned as a subject; sometimes teachers code-switch to Sundanese during TLC* in any subjects;</p> <ul style="list-style-type: none"> • Most of the time, Indonesian is the medium of communication between students and teachers, a few students speaking Sundanese among their peers. 	<p>schooling years & Sundanese is learned as a subject; sometimes teachers code-switch to Sundanese during TLC in any subjects;</p> <ul style="list-style-type: none"> • <u>Students</u> mostly speaking Sundanese among peers, but speaking Indonesian to teachers (with a few code-switching between Sundanese – Indonesian).
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*TLC: Teaching and learning cycle

3.4.2 The research method and its goals

This research represented an action research project, initiated to explore the possibilities of a designed bilingual program using Sydney School genre pedagogy. It was argued that the study could potentially inform improved practices of bilingual education in schools in the future. Indeed, it was intended that the results of the study could be employed by the researcher on her return to Indonesia, and used to develop larger scale studies with greater numbers of schools and students. In this sense, the study reported here might be seen as a pilot study towards a more ambitious study in the future. These matters are discussed more fully in Chapter 6.

This action research study was conceived as interventionist in nature, in that its goal was to subvert typical teaching and learning practices found in many schools in Indonesia. One strength of the study is that it was positioned in a real educational context, focusing on designing and implementing intervention for real purposes. Thus, the study took place during students' regular teaching learning of subject of English in their regular class. Moreover, the design of the intervention program was iterative, as it was operated in three iterations.

As an intervention program, teacher-student relations were taken into account. The class teacher or the researcher could have enacted the program. In this study, the researcher acted as the teacher. This role had several advantages. First, it ran the minimum risk of the reinterpretation of the design of the curriculum genres by another person, such as the regular class teacher. Second, because she was in the classroom with the students, the approach allowed the researcher to observe students' learning before, during and after each lesson, being familiar with the recorded data, while also collecting a great deal of unrecorded and incidental data. The students, for example, often approached the researcher after class to consult and discuss tasks. These can be valuable data sources. Finally it gave valuable insights into the everyday challenges teachers face.

These practices are in line with the design-based research (DBR) (e.g. Anderson & Shattuck, 2012; Herrington & Reeves, 2011), particularly focusing on the 'curriculum domain' (McKenney, Nieveen & van den Akker, 2006), meaning the 'real life' curriculum context. DBR values natural test beds or 'authentic settings' and the multiple roles the researcher plays in such settings. The current study, as already noted above, took place in regular teaching/learning classes in public schools. The researcher also played several roles. She was: 1) the designer of the program, engineering and adapting the theoretical frameworks used to create teaching procedures; 2) the teacher, implementing the teaching procedures; 3) the evaluator of the program during the actual intervention, developing ways to respond to any 'natural' or real life challenges in classroom; and 4) the evaluator of the overall results of the intervention after its conclusion. Thus, this study was in accord with the DBR principles regarding the importance of the 'curriculum domain'.

In this study, data were collected from two sources: program-related data and interview data. The research mainly focused on collection of data about the program and its implementation through the transcription of selected video and audio records, and collection of photographs taken during the program as well as collection of materials from the students. In recording the program, a video camera

and an audio recorder were used. The video recorder was placed in the back of the class, or in the corner at the back of the class facing the board. The position of the video recorder captured the activities of the teacher researcher enacting the lesson plan and the students participating in the lesson or doing tasks. An audio recorder was placed as close as possible to the teacher researcher during teaching and learning, and sometimes was carried by the teacher researcher to capture particular teacher-student(s) interactions. Table 3.6 summarises the types of research data collected in this study, including texts written by children pre, during and after the intervention program. Audio, video and photographic records were also kept.

Table 3.6: Summary of data collected in 8 lessons in each of the schools

Data source	Class 1		Class 2		Total
	Teacher	Students	Teacher	Students	
Pre-intervention written texts		7 handwritten texts		34 handwritten texts	41 texts
During intervention written texts		40 handwritten texts		40 handwritten texts	80 texts
Post-intervention written texts		28 handwritten texts		35 handwritten texts	63 texts
Photographs of class activities		45 digital copies		30 digital copies	75 copies
Videos of class		±400 minutes		±419 minutes	±819 minutes
Audio of class activities		±377 minutes		±532 minutes	±909 minutes
Records of post-intervention interviews	±10 minutes	±30 minutes	±9 minutes	±15 minutes	±64 minutes

Interviews with the teachers and students were also conducted and these were recorded. The researcher conducted semi structured interviews with the class teachers and a sample of students after the intervention program was completed (see Appendix B for the interview questions). The students were selected based on the results of their pre-intervention writing texts representing the medium, high and low scores. Due to limited time allowed for the research, only a few students were interviewed, including 10 from School 1 and 7 from School 2. The interview data were not subjected to linguistic analysis, but were used to provide learners'

perspectives of learning under the program and teachers' comments about the teaching and learning.

3.4.3. Research method: Conclusion

The nature of the participants, the types of data and data collection are all important elements of the design and the implementation of any research program. The information about the participants has painted a broad picture of the teaching and learning situations, the students' prior knowledge about language, and their patterns and types of language use. Transcribed recorded data is a major source of analysis in this study, revealing how the research design was enacted and hence how the implementation of the GBA program took place. Video and images taken during the implementation will provide clarification and detailed information for the analysis. The writing materials will be used to follow the students' writing results before, during and after the program.

It is possible that the role of the researcher as teacher and the presence of recording equipment might have affected the students' attitudes and participation in the program. This was mitigated by two circumstances. First their class teachers were present during the program. Their presence helped make the classroom context as familiar as possible. Second, the tasks demanded in the program formed part of student assessment and were provided by their teachers. The program taught the units prescribed in the syllabus and the school text books, thereby making the tasks given the students relevant assessment tasks.

3.5. Conclusion

This chapter has established details of the research context and methodology of the present study. The older traditional methods of English teaching in Indonesia were introduced, and the influence of these on the introduction of the GBA teaching method was considered. Then the research context was established, paying particular attention to the classroom context for implementing the planned bilingual teaching/learning program. Specifically, this involved discussion of (i) the main challenges found in implementing the pedagogic practices of the Sydney

School genre pedagogy in the multilingual classrooms in Indonesia, (ii) in the light of these challenges, the design and development of an ideal bilingual teaching/learning program which employed Halliday's threefold language learning perspective in multilingual settings, and (iii) the theoretical framework underlying the design.

Overall then, we can note that the bilingual pedagogy programming developed here was designed as an innovative intervention program which aimed to assist students learning advanced foreign language literacy. It employed the Sydney School genre pedagogy, but took bilingualism into account. Thus, it used the Reading to Learn program as a basis for its curriculum genres, and this involved developing embedded literacy practices in the selected school subjects of science and English. The program was implemented in multilingual Indonesian classrooms.

The pedagogic practices of the intervention program followed will be analysed more fully in Chapter 4, where I shall examine the classroom curriculum genres, covering pedagogic activities, pedagogic relations, and pedagogic modalities involved in Chapter 4. This chapter will be followed by a discussion of the written texts produced by the students in the teaching program in Chapter 5.

Chapter 4 The Pedagogic Practice of the Intervention Program

4.0. Introduction

There were two main considerations in developing the intervention program. The first one has to do with the contemporary practices of bilingual education program in that there is a tendency to separate language use and language/content focus. The second is that GBA was approached in an eclectic fashion mixed with other EFL methods, and use of L1 was unsystematic. Our approach to address these considerations involves taking Halliday's threefold language learning perspective into account, and extending the perspective in Indonesian multilingual classrooms. The intervention program aims to help learners to get a full control of the L2, to access non-language content in the L2, and to learn about how the L2 works as a system. In brief, we aim to implement guidance through bilingual interaction in a context of shared experience.

The intervention program used Reading to Learn curriculum genres as the basis for developing a bilingual pedagogy, extended through the use of L1 in L2 teaching and learning. Hence it is called the Reading to Learn Bilingual Program (hereafter R2L BP). The focus of the research project was to examine the use of L1 and L2, and the role of metalanguage in embedding language learning in curriculum teaching. The pedagogic practice of the intervention program is analysed in terms of pedagogic activities, pedagogic relations and pedagogic modalities. Finally, strengths and weaknesses of the program are evaluated.

This chapter consists of five main sections. Section 4.1 (The Curriculum Genres of the Reading to Learn Bilingual Program) outlines of the intervention program, discussing the design of the curriculum genres based on the selected reading texts, and the classroom interactions involving two languages. Section 4.2 (Iterations 1 and 2) describes the curriculum genres of Iterations 1 and 2, integrated because of the similar nature and function of the iterations, using L1 reading texts. There are four steps included in the discussion, i.e. preparing for

reading, detailed reading, note making, and joint construction. Each is elaborated to gain insight in how L1 and L2 are used and KAIL and KAEL take place in the program. Some excerpts from the interview will serve anecdotally to inform the students' insights during the intervention. Section 4.3 (Iteration 3) describes the curriculum genres of Iteration 3 which used an L2 reading text. Two steps, detailed reading and joint construction will be elaborated to describe more use of L2. Data from students' interview and video record add to the documentation of the intervention. Section 4.4 (Tracing Students' L2 Talk Development) reports on the emerging patterns of learning in this multilingual context, particularly in terms of students' talk.

4.1. The Curriculum Genres of the Reading to Learn

Bilingual Program

The intervention program is the Reading to Learn bilingual program, which adopts the Reading to Learn methodology and adjusts it in relation to Indonesian multilingual classrooms. R2L BP follows the principles of R2L methodology in several ways. Firstly, reading is considered as the foundation of learning in school, thus selecting reading texts is the basis for developing the teaching/learning program. Secondly, the program adopts the steps in the three-tier R2L curriculum genres. Finally, classroom interactions are part of the lesson plan, preparing the teacher to manage her talk during the implementation of the program.

The extension of R2L is done through the deliberate involvement of L1. Reading texts in Bahasa Indonesia are selected for Iterations 1 and 2 of the program. Bahasa Indonesia is also used for in the classroom interactions: the teacher systematically talks in L1 and L2, and the students are also allowed to talk in L1.

The detail of the selected reading texts and curriculum genres is elaborated in the next sections.

4.1.1. Reading texts in L1 and L2

Three reading texts were selected for the intervention, two in Indonesian and one in English. These were 'high stakes' reading texts, selected by following three R2L selection criteria (Rose, 2012, Book 3). In terms of the field, the texts provided key

information in the curriculum unit to be taught. In terms of genre, the texts provided good models for writing. In terms of mode, the texts were at an appropriate level for the schooling year, although they were above the independent reading level of many of the students. The sequence of texts built from more familiar to less familiar topics, and from L1 to L2.

The Indonesian reading texts were about endangered birds from Indonesia, entitled *Nisaetus bartelsi* and *Ninox ios*. They were written for bird biologists and bird watchers, sourced from a website for the Indonesian national conservation, so they were challenging for most students.¹⁰ The English reading text, entitled *The Purple-crowned Fairy-wren*, was taken from an encyclopaedia about extinct and endangered birds of Australia (see Text 3.6 from Taylor, 2012, Section 3.3.1.1). This text is targeted for English speaking bird watchers and biologists, so it was particularly challenging for the Indonesian speaking students.

The texts were selected on the comparability of their topics. Both consisted of a verbal text presented as a list of information, including names, description, habitat, behaviour, voice, and range of distribution, and an illustrated image of the bird species.

The first reading text (RT1) was about *Nisaetus bartelsi*, or Javan Hawk-owl, a well-known bird in Indonesia which is often described as the inspiration of the Garuda, the Indonesian national coat-of-arms. RT1 was chosen partly to relate to the students' prior knowledge about the Garuda. This background knowledge was considered helpful for starting from students' 'common sense' knowledge about the Garuda, and move to the 'uncommon sense' knowledge of the species as it is construed in bird biology. In other words, they would learn to perceive the familiar Garuda from a scientific perspective.

The second reading text (RT2) was about *Ninox ios*, or Cinnabar Hawk-owl, an owl species that inhabits Sulawesi. It is a less familiar species than the Javan Hawk-owl, and most of the students had never heard of the species. RT2 had less

¹⁰ Burung.org is a website for the Indonesian national conservation associated with the global BirdLife International. This organisation attempts to conserve Indonesian birds and their habitat by involving local and global community. The bird data used as the reading texts can be accessed by following this link below. http://burung.org/index.php?option=com_k2&view=itemlist&layout=category&task=category&id=2&Itemid=66

information in terms of the species' identification, as there were less data recorded about the species. However, as the students would first learn about the Garuda from a scientific perspective, they would be prepared to then learn about a different bird which they had not known before. These two steps would help prepare the students for their final writing task.

The third reading text (RT3), about the Purple-crowned Fairy-wren, was selected to represent an endangered bird outside Indonesia. No student had heard about this bird species, as Australian birds are relatively unknown by the students. RT3 consisted of a verbal text containing detailed information about the species, including the history of the bird discovery, names, taxonomy, description, voice, habitat, and others, and an illustrated image. Only parts of this text were used, that were comparable to the Indonesian texts, including names, description, voice and habitat.

Differences presented in the three reading texts showed the students that not all reports contain the same amount or types of information. The information provided depends on several factors, such as the research which has been undertaken to observe particular species, and information selected to be included in the report. Since these reflect the work of scientists in writing reports in biology, analysing the reading texts is part of apprenticing students into the work of bird biologists.

4.1.2. Three iterative cycles

The selected reading texts contained significant new knowledge about language and topics for students to learn. The complexity of the KAL and the topic created a significant potential learning load for the students. On one hand, the teaching/learning program needed to tackle the density of knowledge in the reading texts, while ensuring that the students could successfully learn and accomplish learning tasks.

To address these concerns, the complexity of the context and text in the reading texts were managed systematically. This complexity was tackled by focusing on one reading text at a time. Each reading text was used as a basis for one iteration. Hence, the curriculum genres were iterated in three cycles of the intervention program. Each iteration focused on deconstructing and reconstructing the

language strata in the reading text, taking up the available options of steps in R2L methodology. The strata of language in context were focused on systematically through the sequence of activities, building students' control in manageable steps.

Each iteration of R2L BP selects five strategies from the R2L three-tier cycle: 1) preparing for reading, 2) detailed reading, 3) note making, 4) joint construction, and 5) individual construction. Preparing for reading focuses on field and genre, that is, on what the text is about and how it is organised. Detailed reading focuses on discourse and grammar, guiding students to recognise patterns of meaning and wording within and between sentences. Note making focuses on grammar, graphology, phonology in L1 and L2, as well as field. For these reasons, note making was treated as a separate step in the intervention program, while it is treated as part of reading activities in Rose & Martin (2012, p.189).

Joint construction focuses on genre and field, but also builds skills in discourse, grammar and graphology. Individual construction focuses on discourse, grammar and graphology (discussed in Chapter 5 (Section 5.3), as it is closely related to writing development and assessment). Table 4.1 summarise the sequence of teaching/learning activities and language focus.

Table 4.1: Sequence of teaching/learning activities and language focus

Preparing For Reading	Detailed Reading	Note Making	Joint Construction	Individual Construction
field & genre	field, discourse, grammar, phonology	field, discourse, grammar, graphology	genre, field, discourse, grammar, graphology	discourse, grammar, graphology

The three iterations were brought together to achieve the unit of teaching/learning the Descriptive Report genre of English and science. Each iteration was designed to scaffold listening, speaking, reading and writing¹¹ in L2 through the lesson sequences and stages. The stages of the iterations had different functions as each constituted its own genre to achieve its purposes. In other words, the curriculum

¹¹ Though not a focus of the study, viewing is also included in detailed reading activities particularly to do with identifying the appearance and the habitat of the bird species.

genres of R2L BP are realised through a sequence of embedded genres of each achieving its own purpose to complete the main goal of teaching/learning. The whole configuration of the curriculum genres can be seen in Table 4.2 below.

Table 4.2: The configuration of R2L bilingual program curriculum genres

Iteration 1 – L1 reading text

	Prepare	Task	Elaborate
Preparing For Reading	Preview text in L1	Read L1 text	Review field
Detailed Reading	Preview, Read sentences	Identify wordings,	Review field, language
Note Making	Deconstruct model	Scribe identified wordings in L1	Re-instantiate wordings in L2
Joint Construction	Plan field, Deconstruct model	Use L2 notes for a new text	Review genre, language
Individual Construction	Review genre, language	Use L2 notes for a new text	Check sentences, spelling, punctuation

Iteration 2 – L1 reading text

Preparing For Reading	Preview text in L1	Read L1 text	Review field
Detailed Reading	Preview, Read sentences	Identify wordings,	Review field, language
Note Making	Deconstruct model	Scribe identified wordings in L1	Re-instantiate wordings in L2
Joint Construction	Plan field, Deconstruct model	Use L2 notes for a new text	Review genre, language
Individual Construction	Review genre, language	Use L2 notes for a new text	Check sentences, spelling, punctuation

Iteration 3 – *L2 reading text*

Preparing For Reading	Preview text in L2	Read L2 text	Review field
Detailed Reading	Preview, Read sentences	Identify wordings,	Review field, language
Note Making	Deconstruct model	Scribe identified wordings in L2	Review, Check wordings
Joint Construction	Plan field, Deconstruct model	Use L2 notes for a new text	Review genre, language
Individual Construction	Review genre, language	Use L2 notes for a new text	Check sentences, spelling, punctuation

The R2L BP curriculum sequence in Table 4.2 can be considered as the macro-structure of the program. The next step was to plan for the enactment of the design, pushing forward the lesson plan to involve interactions as the micro-structure.

4.1.3. Classroom interactions: Analytical tools and program design

As the macro-structure of the intervention program has been described, our concern is now with the design of the micro-structure, or the classroom interactions. Designing classroom interactions is important in that it deals with our initial concern about the interplay of L1 and L2.

In R2L, lesson planning includes planning for teacher interactions which 1) incorporate the enactment of the curriculum sequence, and 2) manage teachers' talk to ensure success for all students in accomplishing a learning task. Its purpose is to subvert what Bernstein (2000) refers to as a 'hierarchy of success and failure' as a result of continuous evaluation in schools. Bernstein explains that "the key to pedagogic practice is continuous evaluation ...evaluation condenses the meaning of the whole [pedagogic] device" (2000, p.50). If students are enabled to succeed in learning tasks, then the function of evaluation is to affirm success. R2L aims to give success and affirmation to all students, subverting the school's

hierarchy of success and failure. Thus, students experience success as part of this ongoing evaluation process.

This goal had two implications for the design of the intervention program. Firstly, a program design which ensures students' success in accomplishing learning tasks depends on carefully analysing teaching/learning activities. Secondly, closely analysing teaching/learning activities means taking pedagogic exchange into account. The program was designed and evaluated by examining how the dimensions of curriculum genres are realised, from global structures down to local structures. Specifically the analysis is concerned with how lesson sequences are organised in series of lesson activities that are organised in series of learning cycles (Rose, 2014).

From the perspective of register, three dimensions of the curriculum genres were taken into account: pedagogic activities, pedagogic relations and pedagogic modalities. Pedagogic activities have to do with the field of the teaching. Pedagogic relations are concerned with the tenor of teaching and learning, considering the relations between teacher and students. Pedagogic modalities deal with the mode of the teaching and learning (the language and other modalities of communication involved in the lesson). Each dimension contributes to the pedagogic practice of R2L BP, and will be elaborated further below.

4.1.3.1. On pedagogic activities

Pedagogic activities consist of series of learning cycles, in which teachers and learners exchange knowledge. In R2L these learning cycles are designed as talk-around-text (Rose & Martin, 2012). The core phases of each cycle are Focus – Task – Evaluate. In the Focus phase the teacher demands knowledge from students, often realised as a question. The students' Task is then to propose knowledge from their experience or identify it in a text. The teacher then Evaluates whether the response is valid or not.

These core phases in learning cycles are so common in classroom discourse, often described as 'the discourse of teaching' (e.g. Cullen, 1998; Hargreaves, 2000). They are extended in R2L by adding peripheral phases, to provide more support before and after the exchange. The teachers may provide preparation for

the students (Prepare) before asking the question (Focus), and elaborate with more explanation or discussion (Elaborate) after the response is evaluated. The orbital model of the R2L learning exchange is shown in Figure 4.1.

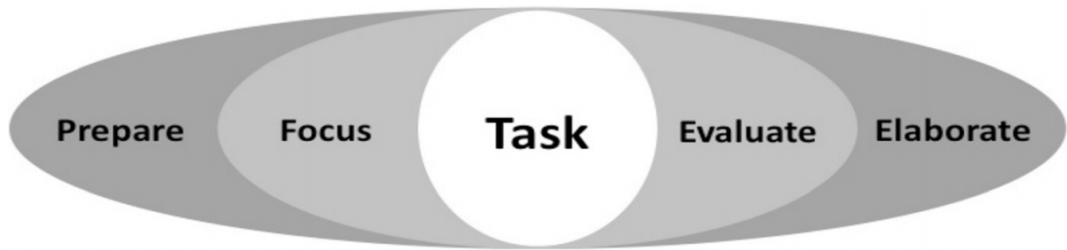


Figure 4.1: The orbital model of the learning exchange (Rose & Martin, 2012)

A particular consideration should be taken for Evaluate. The teacher has the authority to evaluate students’ responses, giving the teacher control over the learning condition of success or failure for students. Evaluations can either reject or affirm. Affirm can be realised as repeat, approve, and praise. Reject options include ignore, qualify, negate, and admonish. These options for evaluating are shown in Figure 4.2 (Rose, 2014, p.18).

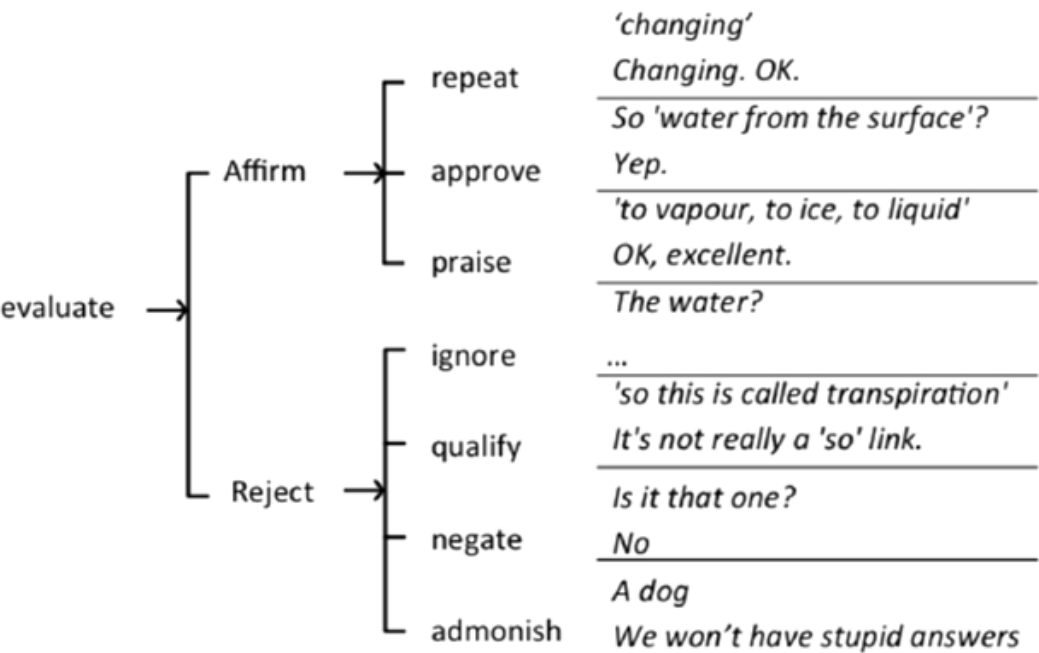


Figure 4.2: Options for Evaluate phases

In addition to the above phases in learning cycles, other functions include teachers checking students’ knowledge (Check), and students confirming (Confirm).

Confirm phases do not have the same function as Evaluate phases, as only the teacher has the authority to evaluate.

4.1.3.2. On pedagogic relations

Phases in learning cycles are also realised interpersonally by interactants' roles in exchange structures. In pedagogic exchanges, the teacher is usually the primary knower, or K1, and students are secondary knowers or K2. As the teacher has the authority to evaluate students' knowledge, the Evaluate role is K1'. Although students give information in response to teacher questions, it is the teacher who knows if the response is valid or not.

K1 is the core role in an exchange of knowledge, so an exchange may consist just of a K1 role. In a typical exchange, the teacher's K1 evaluation is anticipated but delayed by a question (dK1) and learner response (K2), so the sequence is $dK1 \wedge K2 \wedge K1$. Less often, a student may ask a question of the teacher, or the teacher may ask a student for information that she does not already know, so the sequence is $K2 \wedge K1$.

In an action exchange, the core role is primary actor or A1, while the secondary actor (A2) demands the action. The exchange may consist of just an A1 role. More often, the teacher directs students' activity or behaviour, so the sequence is teacher as A2 and student as A1. Less often, a student may ask permission for an action (dA1), the teacher gives permission (A2), and the student performs the action (A1), so the sequence is $dA1 \wedge A2 \wedge A1$. These options are shown in Figure 4.3 (from Rose 2014, p.8).

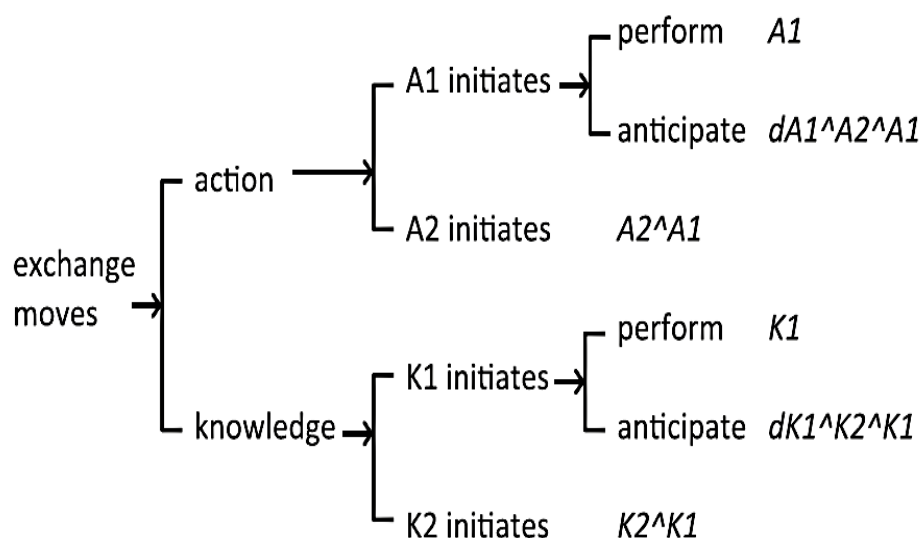


Figure 4.3: Basic options for pedagogic exchange roles

In addition to these most frequent types of pedagogic exchange roles, teachers and students may also follow up an A1 move with thanks, or follow up a K1 move with a comment (A1f/A2f; K1f/K2f). Moves may also be tracked to clarify understanding, and challenged, i.e. tracking (tr), response to tracking (rtr), challenge (ch) and response to challenge (rch).

Furthermore, tracking moves were identified in pedagogic exchanges of the R2L bilingual program, including vocalise, transcribe, pinpoint, and laughing. These tracking moves can be found at any point in the learning exchange, and they are dependent on the previous moves they track. Vocalise often follows after new L2 words are said by the teacher, as the students repeat the word after the teacher, sometimes without being asked. Transcribe is a written tracking move in which the teacher says or scribes new words on the board, and students transcribe these words in their note books. Pinpoint is a tracking move in detailed reading, that follows students identifying words in a reading text, and is often affirmed by the teacher. Laughing is a common tracking move in any pedagogic exchange. Unlike pronounce, transcribe and pinpoint, which are dependent on teacher roles, laughing may involve both student and teacher roles. These new tracking moves are used throughout the analysis of the pedagogic practice of R2L BP, abbreviated for convenience shown in Table 4.3. In the analysis, dependency arrows on the right will also be used to indicate tracking moves.

Table 4.3: Tracking moves in the pedagogic exchanges

vocalise	voc
transcribe	trn
pinpoint	pin
laughing	lgh

4.1.3.3. On pedagogic modalities

The sources of meanings are critical for teachers and students during a lesson (Rose, 2014, p.22). The sources and sourcing of meanings during teaching and learning can inform whether students successfully engage with the tasks (Rose & Martin, 2012, p.309). The analysis in the intervention involves identifying and hence facilitating choices about the sources and sourcing of meanings in classroom learning. Options for sources are either a recorded text or class discussion. A recorded text may be visual or verbal, and either shared or individual. Its meanings may be sourced into the lesson by reading a written text, or by indicating a visual or verbal text, by referring to it verbally or by pointing at it. The sources of meanings in class discussion may be either shared knowledge from previous lessons or learning cycles, or individual knowledge of the teacher or students. The teacher may present her knowledge or elicit students' knowledge, either reminding them of shared knowledge, or enquiring for their individual knowledge. Students either recall what they know, or infer what the teacher wants them to tell. Figure 4.4 outlines these options for sources of meanings in a lesson.

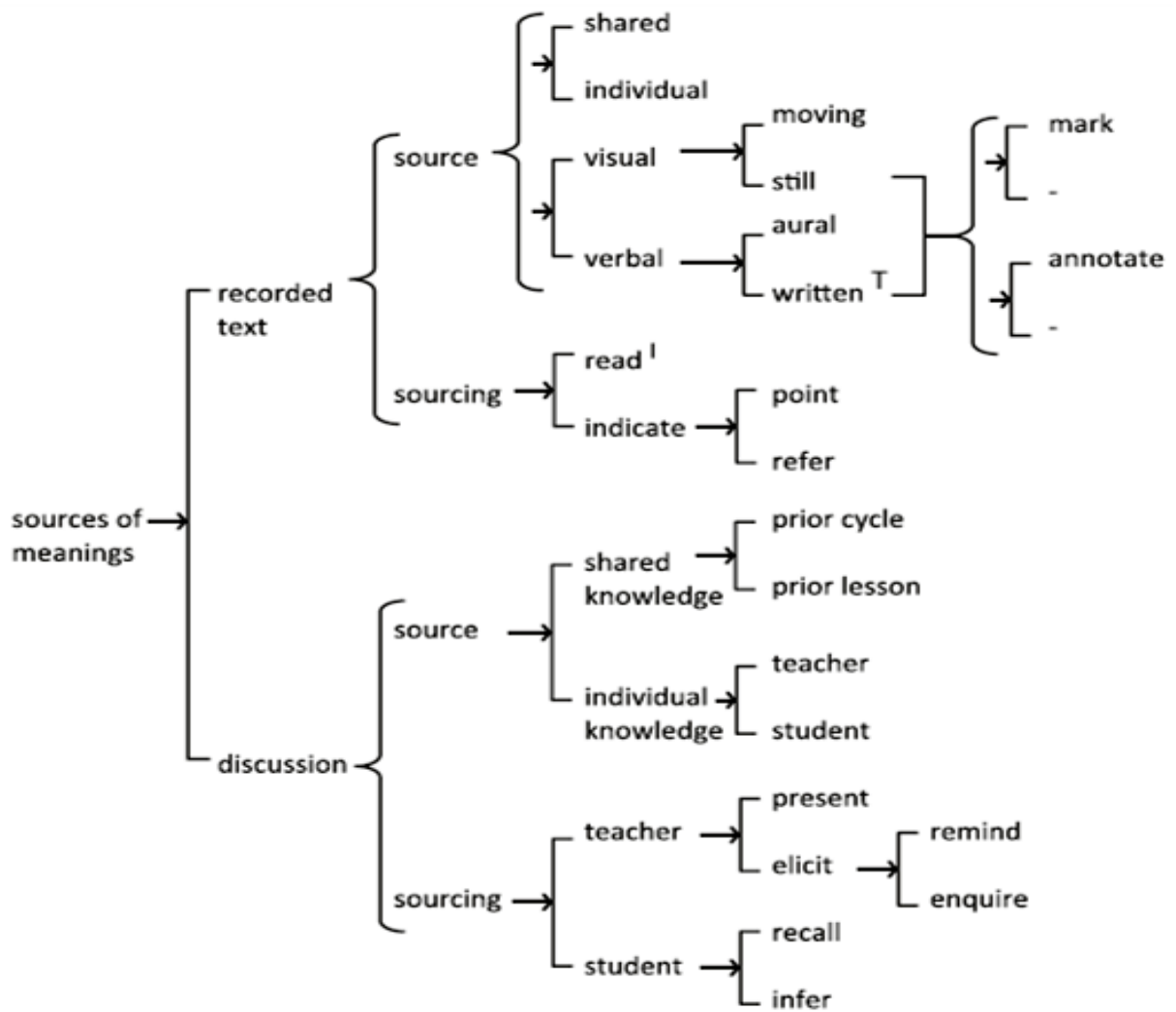


Figure 4.4: Basic options for sources of meanings

Options for students' participation in classroom interactions are shown in Figure 4.5. Students either address or speak, and the participant may be the whole class, a group of students, or an individual. According to Rose (2014, p.12) "Analysing participation shows the proportion of students who are actively included in the classroom conversation". By taking students' participation into account the roles of students and how they enact these roles can be made visible in the analysis.

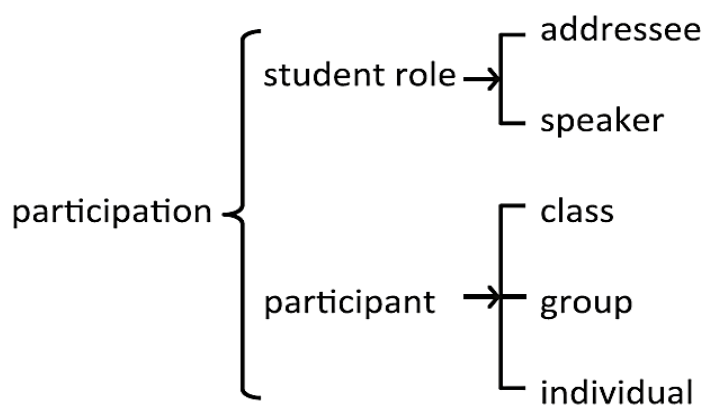


Figure 4.5: Basic participation options

4.1.3.4. Systematising L1 and L2: The language shift

Throughout the implementation of the three iterations, L1 and L2 were used to a different degree depending on the step, lesson activities in each stage, and learning exchanges in each lesson activity. In general, in Iterations 1 and 2, L1 was prioritised to be used particularly in the initiating moves, i.e. Prepare and Focus phases. This was because the reading texts were in L1. L2 then started to take part in Evaluate and Elaborate phases. In Iteration 3, L2 started to take up the initiating phases since the source of the reading text is in L2, as well as the closing phases. A turn to L1 was still done to ensure students' success in completing the tasks.

From an ideational perspective on the intervention, a system network of language shift could be drawn from the interplay of L1 and L2. Language shift is the meaning making process which is realised in two (or more) languages, involving 'translating', or bringing equivalent meaning from L1 to L2, and 'code-switching/mixing', or using two or more languages in the spoken discourse.

Language shift is built upon the phases in learning cycles and the roles in exchanges that realise these phases. In classroom discourse, K2 roles are taken by the students who do the learning task, and K1 roles by the teacher who focuses and evaluates the task. Only the students can do the task but teacher takes the K1 roles in Prepare and Focus, Evaluate and Elaborate phases. From the recurrent patterns of L1 and L2 interplay in the classroom interactions, the system network of language shift in Figure 4.6 was drawn.

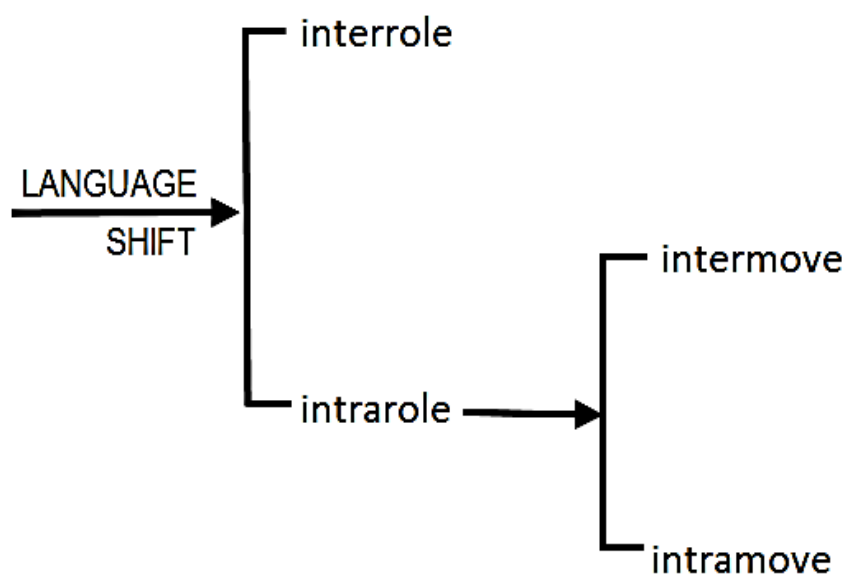


Figure 4.6: The system networks of language shift

Figure 4.6 consists of two general options, interrole and intrarole (between or within exchange roles). Intrarole has a further option of intermove and intramove (between or within exchange moves).

Interrole language shift occurs when the teacher uses L1 in Prepare and/or Focus phases, and then L2 in Evaluate and/or Elaborate phases. This means that in one learning cycle, the teacher uses two languages in her roles at the beginning and closing of the cycle. For example in Table 4.4 below, the teacher began with Prepare and Focus phases in L1 but closed by affirming in L2.

Table 4.4: Example of interrole

sp	exchange	gloss	phases	roles
T	Ini ada satu nama yang disebutnya nama Latin.	<i>There's this one name which is mentioned as the Latin name.</i>	Prepare	K1
T	Apa nama Latinnya?	<i>What's the Latin name?</i>	Focus	dK1
Ss	Nisaetus bartelsi		Identify	A1
T	OK, good Nisaetus bartelsi.		Affirm	A2

Intrarole language shift occurs from L1 to L2 or L2 to L1 within the same role. The intermove option involves shifting language from one move to another. Two examples of intermove shift are shown in Table 4.5 below. The teacher first directs students' attention to the text in L2. She then refers to the sentence in L1 but


reads in L2, within a single K1 move. In addition, student S1 first volunteers in L1 but identifies the wording in L2, within a single K2 move.

Table 4.5: Example of intermove

sp	exchange	gloss	phases	roles
T	Now I want you to focus on the first sentence.		Prepare	A2
T	Yang ini ya (reading) <i>Gould described this bird in 1858, naming it the Crowned Wren. Malurus is from the Greek for 'soft' (malocos) and 'tail' (oura), which refers to the soft tail feathers; coronatus is Latin for 'crowned', a reference to the male's purple crown.</i>	<i>This one.</i>	Prepare	K1
T	I want you to find the genus of this species.		Focus	dK1
S1	Aku tahu! Malurus!	<i>I know!</i> <i>Malurus!</i>	Identify	K2
T	OK good! Very good!		Affirm	K1'

Intramove language shift occurs within one move. For example, in Table 4.6 the class is constructing a new sentence from notes written in L2. In her K1 and dK1 moves, the teacher continually uses L1 to refer to the notes, but quotes the notes in L2, within the same move.

Table 4.6 Example of intramove

sp	exchange	gloss	phases	roles
T	Dengarkan	<i>Listen,</i>	Direct	A2
T	Ini kalimatnya sudah mulai 'The female is like the non-breeding male'	<i>This sentence has started with <<The female is like the non-breeding male>></i>	Prepare	K1 
	Kalimat selanjutnya akan menerangkan the female.	<i>The next sentence will explain <<the female>>.</i>	Prepare	
T	Apa deskripsi yang dimiliki the female, yaitu large chestnut ear coverts?	<i>What description does <<the female>> have, that is <<large chestnut ear coverts>>?</i>	Focus	dK1
Ss	The female has large chestnut ear coverts.		Propose	K2
T	Good, very good!		Affirm	K1'

This analysis of options in language shift is a potential base for use of L1 and L2 in teaching and learning, particularly in the multilingual classroom interactions. However, it is important to note that relying solely on language shift is not sufficient. There are other important pedagogic considerations, such as the elements of the learning exchange and learning phases, which must be considered to achieve successful bilingual education.

4.2. Iterations 1 and 2

The two iterations using L1 reading texts are presented together in this section. These iterations have the same functions and nature. These iterations aimed to i) focus on the field of the texts by using L1, ii) provide a basis of multilingual re-instantiation from L1 to L2, iii) familiarise the pattern of teacher/learning interactions in detailed reading, and iv) model ways of phrasing writing in L2. Iterations 1 and 2 used Indonesian reading texts and were mainly conducted in L1 with L2 being carefully introduced in the lesson cycle.

Deconstruction of the reading texts begins with L1 texts, enabling the students to attend to the meaning making process in biology, without struggling with L2. The steps in deconstructing the language strata in the L1 texts are preparation for preparing for reading and detailed reading. Reconstruction aims to re-build the

language strata, taking up re-instantiation from L1 to L2. The steps in reconstruction are note making and joint construction. Each step will be elaborated further below, including consideration of the realisation of language strata.

4.2.1. Preparing for reading

Preparing for reading aims to support all students in a class to follow a text as it is read aloud, focusing on the genre and the field of the text. The stages of preparing for reading are Preview text ^ Read text ^ Review field. The Preview stage is crucial in preparing students to follow the text as it is read, by orally providing knowledge about the field, and the sequence in which it will unfold through the genre. The Preview is followed by the Read text stage, with the teacher reading the text aloud. The last stage is Review field, involving a discussion of the topic in the reading text.

4.2.1.1. Centred on the teacher

In the intervention, preparing for reading began with the teacher distributing handouts of the reading texts and printed images to the students (see the reading text for Iteration 1 in Figure 4.7). The reading texts were for students to highlight, and printed image texts were to label. In Class 1, students sat at individual desks. Class 2 was a big class (38 students), so students were asked to sit in groups of five or six, which made it easier for the teacher to move around and check the students during the lesson activities.

The teacher's role in preparing for reading is to explain the genre and field of the reading text in terms that all students can understand. The students' task is then to listen and follow as the text is read. This may appear to be a 'teacher-centred' activity but as in all R2L activities, the focus is actually on the students' learning task. To this end, previewing the field in the reading text reduces students' semiotic load, enabling them to attend to a high stakes reading text such as these bird reports. Preparing for reading is kept as clear and concise as possible, so that listening to the teacher's preparation does not become the task. The timing for the preview is no longer than 5 minutes before reading.

In negotiating the texts, L1 was prioritised to be used in all of the exchanges. The point was to provide access to the genre and field. As these were high stakes

reading texts, L1 was used to reduce students' semiotic load in the Preview and Review stages.

In both classes, in the Preview stage, teacher explicitly deconstructed the text in terms of visible elements, such as title, image, and headings, by naming the genre of the text, its stages and phases, and by previewing the knowledge content of the text. In the Read text stage, teacher read the text aloud, but sometimes appointed a student to read a few sections in the text which were not considered too challenging (e.g. containing everyday or already learnt words).

Nisaetus bartelsi

Ukuran huruf

Cetak



Berukuran besar (60 cm), dengan jambul menonjol. Dewasa: jambul, mahkota dan garis kumis hitam; bagian sisi kepala dan tengkuk coklat berangan. Punggung dan sayapnya coklat gelap, ekor coklat bergaris-garis hitam, tenggorokan putih dengan setrip hitam di tengahnya. Bagian bawah yang lain keputih-putihan, bercoretan coklat gelap pada dada dan bergaris tebal coklat gelap pada perut. Burung muda: kepala dan bagian bawah kuning tua kemerahan. Terdapat burung dengan bulu peralihan antara muda dan dewasa. Iris biru-abu-abu (muda) dan kuning mas (dewasa), paruh kehitaman, sera gelap, kaki kuning, tungkai berbulu dan bergaris-garis melintang.

Informasi Lainnya

Nama Latin	: <i>Nisaetus bartelsi</i>
Nama Inggris	: Javan Hawk-eagle
Nama Indonesia	: Elang jawa
Ketinggian	: -
Ekstralimal	: 0 - 2000 m
Endemik	: Jawa
Endemik Indonesia	: Ya
Daerah Sebaran	: Jawa
Status IUCN	: EN
Tahun Status	: 2012
Jenis Dilindungi	: Ya
Burung Sebaran	: Ya

Figure 4.7: Reading text in Iteration 1 (extract)¹²

Preparing for reading began in L1, by relating the current topic with the previous lesson. The teacher initiated the lesson by relating the text to the previous lesson they had learned with their English subject teacher, telling them the genre, and

¹² The reading text was taken from Indonesian bird database: burung.org/Database-Burung/Nisaetus-bartelsi.html

explaining the generic structure of descriptive reports. While most of the discussion was in L1, L2 words were used to refer to the KAL terms in English (*descriptive report texts, Identification, Description*). The students were already familiar with these words, which had been previously introduced by their English teacher.

Tables 4.7 to 4.9 exemplify typical exchanges in the Preview stage of preparing for reading. These exchanges were taken from Day 1 of the intervention in Class 2. First the original exchange is presented then each analysis focuses on the pedagogic activity, pedagogic relations and pedagogic modalities in turn. Text 4.1 below shows the initial exchange in the Preview stage. L1 is in bold font with a gloss provided here in L2 in italic font.

Text 4.1: Initial exchange in the Preview stage (Appendix D)

speaker	exchange	gloss
T	OK hari ini kita akan belajar tentang Descriptive Report text.	<i>OK today we will study about a <<Descriptive Report text>>.</i>
T	Sebelumnya sudah pernah belajar ya tentang Descriptive text?	<i>Before this, you have learned about <<Descriptive text>>, right?</i>
Some S	Iya bu	<i>Yes, ma'am.</i>
T	Yang ada Identification dan Description.	<i>The one with <<Identification>> and <<Description>>.</i>

Table 4.7 shows the structuring of pedagogic activity in preparing for reading. The analysis includes two columns. In the first column, **phases** in lesson cycles are labelled in the second column the matter of each phase is specified, i.e. what the phase is about. The teacher first prepares the task by explicitly telling the students the genre of the reading text (Prepare: task). This is followed by a question checking their knowledge of the relevant metalanguage (Check: metalanguage). Some students confirm that they have learnt it before (Confirm). The teacher then elaborates by naming the stages of the genre (Elaborate: metalanguage).

Table 4.7: Pedagogic activities in Text 4.1 (Appendix D)

speaker	exchange	gloss	pedagogic activities	
			phases	matter
T	OK hari ini kita akan belajar tentang Descriptive Report text.	<i>OK today we will study about a</i> .<<Descriptive Report text>>.	Prepare	task
T	Sebelumnya sudah pernah belajar ya tentang Descriptive text?	<i>Before this, you have learned about</i> .<<Descriptive text>>, right?	Check	metalg
Some S	Iya bu	<i>Yes, ma'am.</i>	Confirm	
T	Yang ada Identification dan Description.	<i>The one with <<Identification>> and</i> .<<Description>>.	Elaborate	metalg

In Table 4.8, pedagogic relations are analysed in two columns. The first column identifies the **roles** of the teacher and the students in the pedagogic exchange, and the second column identifies which students are **participants**, either as speakers or addressees of the teacher. The Prepare phase is realised by the teacher (K1) addressing the whole class. In the Check phase the teacher becomes K2, as she asks the whole class a question that they know and she does not. The students who respond are hence K1, as they confirm the teacher's question. The teacher then reasserts her K1 role, to elaborate with further knowledge. The structure is an exchange complex, $K1 // K2 \wedge K1 // K1$, where $//$ indicates a boundary between each exchange in the complex. This structure is shown in the table, with a line between each exchange in the sequence.

Table 4.8: Pedagogic relations in Text 4.1 (Appendix D)

speaker	exchange	gloss	pedagogic relations	
			roles	participants
T	OK hari ini kita akan belajar tentang Descriptive Report text.	<i>OK today we will study about a <<Descriptive Report text>>.</i>	K1	class
T	Sebelumnya sudah pernah belajar ya tentang Descriptive text?	<i>Before this, you have learned about <<Descriptive text>>, right?</i>	K2	class
Ss	Iya bu	<i>Yes, ma'am.</i>	K1	some students
T	Yang ada Identification dan Description.	<i>The one with <<Identification>> and <<Description>>.</i>	K1	class

Table 4.9 analyses pedagogic modalities in two columns. The second column labels the **sources** of meanings in the exchange, and the first column labels how they are sourced, their **sourcing**. In this case, the sources of meanings are primarily a prior lesson. The teacher first prepares by referring to the reading text. In terms of the options in Figure 4.4 above, the source is shared & verbal: written, and the sourcing is indicate: refer (to the reading text). The teacher then enquires whether the students have learnt the genre before (source: shared knowledge: prior lesson; sourcing: teacher: elicit: enquire). In responding, the students recall their knowledge from the previous lesson (sourcing: student: recall). In the elaboration, the teacher presents more knowledge about the genre, as though it is shared knowledge, ‘Yang ada...’ *The one with...* (source: shared knowledge: prior lesson; sourcing: teacher: present). The function of referring to the prior lesson is to relate the present lesson with what students already know. The students’ confirmation from all students becomes the step for the teacher to associate it with the current lesson.

Table 4.9: Pedagogic modalities in Text 4.1 (Appendix D)

speaker	exchange	gloss	pedagogic modalities	
			sourcing	source
T	OK hari ini kita akan belajar tentang Descriptive Report text.	<i>OK today we will study about a <<Descriptive Report text>>.</i>	refer	reading text
T	Sebelumnya sudah pernah belajar ya tentang Descriptive text?	<i>Before this, you have learned about <<Descriptive text>>, right?</i>	remind	prior lesson
Some S	Iya bu	<i>Yes, ma'am.</i>	recall	prior lesson
T	Yang ada Identification dan Description.	<i>The one with <<Identification>> and <<Description>>.</i>	present	prior lesson

As the teacher has just begun the Preview stage, she continues the exchange by deconstructing the text in terms of genre and field, still using L1. Tables 4.10 to 4.12 analyse the next exchange in the Preview stage, using the same sequence of analyses.

Text 4.2: Initial exchange (2) in the Preview stage (Appendix D)

speaker	exchange	gloss
T	Nah untuk hari ini kita belajar Nisaetus bartelsi.	<i>So for today we'll study Nisaetus bartelsi.</i>
	Teks ini terdiri dari dua bagian penting.	<i>This text consists of two important parts.</i>
	Yang pertama di bagian atas ada judul, ada gambar.	<i>The first one is the upperpart which has a title and a picture.</i>
	Yang kedua, ini nanti kita lewati dulu aja ya (pointing) karena ini ternyata isinya sama dengan di 'bagian deskripsi'.	<i>The second one, we'll skip this part (pointing) because apparently it has the same content with 'bagian deskripsi' (description section).</i>
	Nah di dalam bagian informasi lainnya ada nama, lalu tentang tempat di mana kita bisa menemukan Elang jawa atau Nisaetus bartelsi.	<i>So in the 'informasi lainnya' (other information), there are names, then about the place where we can find Elang jawa or Nisaetus bartelsi.</i>

Table 4.10 shows a sequence of Prepare phases, in which the focus is first on the field of study, then on the generic structure the text, and finally on the field in one section of the text.

Table 4.10: Pedagogic activities in Text 4.2 (Appendix D)

speaker	exchange	gloss	phases	matter
T	Nah untuk hari ini kita belajar Nisaetus bartelsi.	<i>So for today we'll study Nisaetus bartelsi.</i>	Prepare	field
T	Teks ini terdiri dari dua bagian penting. Yang pertama di bagian atas ada judul, ada gambar. Yang kedua, ini nanti kita lewati dulu aja ya (pointing) karena ini ternyata isinya sama dengan di 'bagian deskripsi'.	<i>This text consists of two important parts.</i> <i>The first one is the upperpart which has a title and a picture.</i> <i>The second one, we'll skip this part (pointing) because apparently it has the same content with 'bagian deskripsi' (description section).</i>	Prepare	genre
T	Nah di dalam bagian informasi lainnya ada nama, lalu tentang tempat di mana kita bisa menemukan Elang Jawa atau Nisaetus bartelsi.	<i>So in the 'informasi lainnya' (other information), there are names, then about the place where we can find Elang Jawa or Nisaetus bartelsi.</i>	Prepare	genre & field

Table 4.11 analyses the exchange as a single K1 role, in which the teacher addresses the whole class. This single K1 role consists of a move complex, with four K1 moves. Expanding relations between each K1 move are shown with an equals '=', indicating elaboration, and connected with dependency lines on the left (see Martin & Rose, 2007).

Table 4.11: Pedagogic relations in Text 4.2 (Appendix D)

speaker	exchange	gloss	roles	sts
T	Nah untuk hari ini kita belajar Nisaetus bartelsi.	<i>So for today we'll study Nisaetus bartelsi.</i>	K1	class
	Teks ini terdiri dari dua bagian penting.	<i>This text consists of two important parts.</i>	=K1	
	Yang pertama di bagian atas ada judul, ada gambar.	<i>The first one is the upperpart which has a title and a picture.</i>	=K1	
	Yang kedua, ini nanti kita lewati dulu aja ya (pointing) karena ini ternyata isinya sama dengan di 'bagian deskripsi'.	<i>The second one, we'll skip this part (pointing) because apparently it has the same content with 'bagian deskripsi' (description section).</i>	=K1	
	Nah di dalam bagian informasi lainnya ada nama, lalu tentang tempat di mana kita bisa menemukan Elang jawa atau Nisaetus bartelsi.	<i>So in the 'informasi lainnya' (other information), there are names, then about the place where we can find Elang jawa or Nisaetus bartelsi.</i>	=K1	

Table 4.12 shows pedagogic modalities. The teacher begins by verbally referring to the shared reading text, then points to it, and finally refers to it again. This shows the multimodal function of projecting the text, so that the teacher may point to it and all students can see.

Table 4.12: Pedagogic modalities in Text 4.2 (Appendix D)

speaker	exchange	gloss	sourcing	source
T	Nah untuk hari ini kita belajar Nisaetus bartelsi.	<i>So for today we'll study Nisaetus bartelsi.</i>	refer	reading text
	Teks ini terdiri dari dua bagian penting.	<i>This text consists of two important parts.</i>	refer	reading text
	Yang pertama di bagian atas ada judul, ada gambar.	<i>The first one is the upperpart which has a title and a picture.</i>	point	reading text
	Yang kedua, ini nanti kita lewati dulu aja ya (pointing) karena ini ternyata isinya sama dengan di 'bagian deskripsi'.	<i>The second one, we'll skip this part (pointing) because apparently it has the same content with 'bagian deskripsi' (description section).</i>	point	reading text
	Nah di dalam bagian informasi lainnya ada nama, lalu tentang tempat di mana kita bisa menemukan Elang jawa atau Nisaetus bartelsi.	<i>So in the 'informasi lainnya' (other information), there are names, then about the place where we can find Elang jawa or Nisaetus bartelsi.</i>	refer	reading text

The exchanges shown in Tables 4.10 to 4.12 are typical in the Preview text stage of preparing for reading. They illustrate the complexity of pedagogic exchanges in general, that typically involve continual rapid switches in phases of learning cycles, focusing on the field and genre, in the negotiation of exchange roles, from the teacher to students, and in the sources and sourcing of meanings, from the text to teacher's knowledge to students' knowledge.

4.2.1.2. Reflections on preparing for reading activities

In R2L BP, it is primarily the teacher who speaks in preparing for reading activities. This is necessary to provide supports for students in several ways. Firstly, since the teaching is strongly classified (in Bernstein's (2000) terms), it is the teacher who presents her knowledge about the field and genre. Compared to some practices which include asking the students about their personal knowledge, the teacher herself deconstructs the text, using L1 and familiar KAL terms to explicitly tell the students about the genre and the field of the text. The use of L1 reduces

the semiotic load in learning a new technical field and written genre. This practice attempts to subvert a common practice of ranking students in a hierarchy of knowledge, by distributing the necessary knowledge for all students. This is effective enough to prepare the students to access the reading text, without overloading them.

Secondly, the teacher guides the students to follow the presentation by checking their prior learning, and referring and pointing to the shared reading text as she discusses it. This enables the students to follow, pay attention to particular parts, and make connections between what is tangible in the text and the metalanguage used for its structure. Third, since preparing for reading was carried out as briefly as possible (3-5 minutes), it ensures the students can succeed with the lesson activities as their lesson task in this step is primarily to listen to the teacher's presentation, minimising the chance for the students to get distracted, confused, or bored. As indicated in the video data from both classes, all students listen attentively to the teacher. They do not make any noise or talk to their peers, but instead follow the teacher's reading by looking at their own texts.

4.2.2. Detailed reading

After preparing for reading, the next step in R2L BP program is to implement detailed reading. Detailed reading aims to support all students to read passages from the reading text with detailed comprehension of its field, and to recognise the author's language choices. In factual texts, the goal of detailed reading is "to support students to read and write technical and abstract language, and to comprehend the field in depth and detail" (Rose & Martin, 2012, p.185). The language strata in focus are field, discourse semantics, and lexicogrammar. As the texts used in the intervention were relatively short, detailed reading was conducted for the whole texts, focusing on identifying and unpacking:

1. Key elements of the text,
2. Dense technical or abstract language used in the text,
3. The placement of the key elements, and the technical language in the text.

The teacher aims to assist the students in identifying the key terms of the field in the reading text through various initiating and closing moves in the talk. The students' task is to identify the key terms realised in recursive verbal and intermodal tasks. Each detailed reading lesson cycle involves the teacher previewing a sentence, and reading it, and then preparing students to identify each wording, with a simple meaning cue. One student is asked to identify the wording aloud, in order to affirm all students in turn, and its meaning is then elaborated. All students highlight the identified wordings in their own copies of the text. These cycles continue for each sentence in the selected text passage. The generic structure is thus recursive, i.e. Preview, Read sentences ^ Identify wordings ^ Review field, language.

4.2.2.1. Patterns of learning exchange

Detailed reading is carefully planned by the teacher before the lesson. In the lesson plan, the learning exchange is sequenced as Prepare ^ Focus ^ Identify ^ Affirm ^ Elaborate. Prepare, Focus, Affirm, and Elaborate moves are teacher's moves. Prepare and Elaborate moves are often realised as move complexes. Prepare and Focus moves are realised in L1, particularly in the early lesson activities. L2 is used when L2 wordings are recognised or have been prepared. The students' task is to Identify particular wordings in the reading text after being guided by the teacher. A further task is to Highlight the wordings after identifying them.

Table 4.13 is a typical example of a lesson cycle in detailed reading, taken from detailed reading record in Class 2. Prior to this, the teacher first explained to the students that the lesson activity was called detailed reading, that they would look at the text in depth and in detail, and identify wordings as instructed by the teacher. The focus of attention is the heading *Informasi Lainnya* 'other information', and the subheading *Nama Latin* 'Latin name' (see [Figure 4.7]).

Informasi Lainnya*Other information***Nama Latin:** *Nisaetus bartelsi**Latin name: Nisaetus bartelsi***[Figure 4.7]**

In this exchange, the teacher prepares the identifying task in L1. She first directs students' attention to the title and reads it (Prepare sentence), then tells them that *Nisaetus bartelsi* 'has a lot of names', and that this is a 'Latin name' (Prepare wording). She then asks what the Latin name is (Focus wording), the students identify *Nisaetus bartelsi* (Identify wording), and she affirms the answer, by both approving and repeating the response in L2 (Affirm: approve, repeat).

Table 4.13: Pedagogic activities in detailed reading (Appendix E)

Speaker	exchange	gloss	phases	matter
T	Sekarang bagian judulnya ya, judulnya Nisaetus bartelsi, kita ke bagian informasi lainnya, fokus di situ.	<i>Now in the title part, the title is Nisaetus bartelsi, we get to the 'other information' section, let's focus on that.</i>	Prepare	sentence
	Nah sekarang kita, mengenai nama-nama Nisaetus bartelsi karena dia punya banyak nama.	<i>So now it's about names of Nisaetus bartelsi, because it has a lot of names.</i>	Prepare	wording
	Ini ada satu nama yang disebutnya nama Latin.	<i>There's this one name which is mentioned as the Latin name.</i>	Prepare	wording
	Apa nama Latinnya?	<i>What's the Latin name?</i>	Focus	wording
Ss	Nisaetus bartelsi		Identify	wording
T	OK, good Nisaetus bartelsi.		Affirm	praise, repeat

This series of Prepare moves and Focus move in L1 enable all students to identify the Latin name. Their success is affirmed by praising the students in L2 and repeating the words.

Table 4.14 analyses pedagogic relations in the exchange. The Prepare phase is realised in a K1 complex, and the Focus by a dK1 question. The students' K2

response is followed by the teacher's affirmation (K1' – the prime symbol is used to indicate K1 as praise).

Table 4.14: Pedagogic relations in detailed reading (Appendix E)

speaker	exchange	gloss	roles	sts
T	<p>Sekarang bagian judulnya ya, judulnya Nisaetus bartelsi, kita ke bagian informasi lainnya, fokus di situ.</p> <p>Nah sekarang kita, mengenai nama-nama Nisaetus bartelsi karena dia punya banyak nama.</p> <p>Ini ada satu nama yang disebutnya nama Latin.</p>	<p><i>So now it's about names of</i> <i>Nisaetus bartelsi, because it has a</i> <i>lot of names.</i></p> <p><i>There's this one name which is</i> <i>mentioned as the Latin name.</i></p>	<p>K1</p> <p>=K1</p> <p>= K1</p>	class
	Apa nama Latinnya?	<i>What's the Latin name?</i>	dK1	
Ss	Nisaetus bartelsi		K2	ss
T	Ok, good Nisaetus bartelsi.		K1'	class

K1' indicates an expected move, following the students' correct K2 correct answer. The pedagogical purpose of K1' affirmation is to boost students' confidence, and as it is in L2, to start introducing L2 in a positive way. Indeed, in the intervention the first use of language shift is when the teacher takes up the role to affirm, hence it is interrole.

Table 4.15 shows the pedagogic modalities at risk in the exchange. The source of meanings is the reading text. Students' word identification is assisted by pointing to the relevant part of the text on the reading text ('bagian informasi lainnya' *other information section*), followed by referring to the wordings which need to be identified. As the source can be seen, the students can easily locate the wordings in the text, supporting the challenging task of identifying the Latin name.

Table 4.15: Pedagogic modalities in detailed reading (Appendix E)

speaker	exchange	gloss	sourcing	source
T	Sekarang bagian judulnya ya, judulnya Nisaetus bartelsi, kita ke bagian informasi lainnya, fokus di situ.	<i>Now in the title part, the title is</i> <i>Nisaetus bartelsi, we get to the 'other</i> <i>information' section, let's focus on</i> <i>that.</i>	point	text
	Nah sekarang kita, mengenai nama-nama Nisaetus bartelsi karena dia punya banyak nama.	<i>So now it's about names of Nisaetus</i> <i>bartelsi, because it has a lot of</i> <i>names.</i>	refer	text
	Ini ada satu nama yang disebutnya nama Latin.	<i>There's this one name which is</i> <i>mentioned as the Latin name.</i>	refer	text
	Apa nama Latinnya?	<i>What's the Latin name?</i>	point	text
Ss	Nisaetus bartelsi		read	text
T	OK, good Nisaetus bartelsi.			

This pattern of the learning cycles was carried out repetitively for identifying information in the text. As students became familiar with the discourse pattern, they were prepared for L2 use in the beginning moves of the last iteration. The explicit sources of meanings played an important role in reserving the semiosis.

4.2.2.2. Dense elaboration

The students' success in identifying wordings in the reading text provides a foundation for elaborating their meanings. Table 4.16 to 4.20 show how the students' successful identification of the Latin name was elaborated in terms of pronunciation and scientific terminology.

Table 4.16 analyses the pedagogic activity in elaboration (see Appendix E). *Nisaetus bartelsi* is a technical term in Latin which is foreign for the students. it is thus considered important for the students to be able to pronounce the names, simultaneously preparing by saying them. The students' pronunciation in response is termed Rehearse which the teacher affirms by praising and repeating, and scribes the words on the board.

Table 4.16: Pedagogic activities in elaboration (Appendix E)

speaker	exchange	gloss	phases	matter
T	Coba diulangi Nisaetus bartelsi.	<i>Please repeat Nisaetus bartelsi.</i>	Prepare/Focus	pronunciation
Some S	(pronouncing) Nisaetus bartelsi		Rehearse	pronunciation
T	Good that's very good! Nisaetus bartelsi!		Affirm	praise, repeat
T	(scribing <i>Nisaetus bartelsi</i> on board)		Scribe	

Table 4.17 shows the pedagogic relations in the exchange. The focus phase is realised as dK1, Rehearse as K2, and the affirmation as K1'. The teacher scribing is an additional A1 role.

Table 4.17: Pedagogic relations in elaboration (Appendix E)

speaker	exchange	gloss	roles	sts
T	Coba diulangi Nisaetus bartelsi.	<i>Please repeat Nisaetus bartelsi.</i>	dK1	class
Some S	(pronouncing) Nisaetus bartelsi		K2	class
T	Good that's very good! Nisaetus bartelsi!		K1'	class
T	(scribing <i>Nisaetus bartelsi</i> on board)		A1	class

Table 4.18 shows the pedagogic modalities involved. The teacher first presents her knowledge of pronunciation. In repeating it, the students recall what they have just heard, and the teacher presents the written words on the board.

Table 4.18: Pedagogic modalities in elaboration (Appendix E)

speaker	exchange	gloss	sourcing	source
T	Coba diulangi Nisaetus bartelsi.	<i>Please repeat Nisaetus bartelsi.</i>	present	knowledge
Some S	(pronouncing) Nisaetus bartelsi		recall	knowledge
T	Good that's very good! Nisaetus bartelsi!			
T	(scribing <i>Nisaetus bartelsi</i> on board)		present	knowledge

Table 4.19-20 analyse how the scientific terminology is elaborated, following the pronunciation. Here re-instantiation of L1 to L2 emerges. Table 4.19 analyses both pedagogic activity and modalities. The teacher first points to the words she has scribed on the board, and elaborates the use of Latin names for all animals. She then points to each word, and elaborates in L1 that one word denotes *genus* (pronounced *geh-noos* in Indonesian) and the other denotes *species*. This is followed by re-instantiating the word *genus* with English pronunciation, and Indonesian 'spesies' as English *species*. After the teacher pronounces the words, the students rehearse the L2 pronunciation without being asked.

Table 4.19: Pedagogic activities and modalities in elaboration (2) (Appendix E)

speaker	exchange	gloss	phases	matter	sourcing	sources
T	Itu nama Latin.	<i>That's the Latin name.</i>	Elaborate	scientific terminology	point & refer	board
	Semua binatang yang diketahui punya nama Latin.	<i>All animals which are known have Latin names.</i>			present	knowledge
	Ini disebut genus, di sini spesies.	<i>This is genus, here is species.</i>			point	board
	Bahasa Inggrisnya 'genus'.	<i>In English it is genus</i>	Elaborate	L2 pronunciation	present	knowledge
Some S	(pronouncing) genus		Rehearse	L2 pronunciation		
T	Bahasa Indonesia kita bilang 'spesies', but in English we call it 'species'.	<i>In Bahasa Indonesia we call it 'spesies', but in English we call it 'species'.</i>	Elaborate	L1 -> L2 pronunciation	present	knowledge
Some S	(pronouncing) species		Rehearse	L2 pronunciation		

Table 4.20 shows the pedagogic relations in the exchange. The teacher first presents her knowledge in a K1 complex. As the teacher pronounces the L2 word, the students take the pronunciation of the re-instantiated words as part of the exchange, rehearsing words without being asked. This pattern can be traced back to the previous exchange (Table 4.16-18) in which the teacher explicitly asks them to repeat the L2 pronunciation after her. Following the same pattern, the students rehearse the pronunciation of new L2 words without being asked. This keeps going without requiring a follow up (e.g. K1 or K1') as the teacher does not respond to the students' rehearsal.

Table 4.20: Pedagogic relations in elaboration (2) (Appendix E)

speaker	exchange	gloss	roles	sts
T	Itu nama Latin, semua binatang yang diketahui punya nama Latin.	<i>That's the Latin name, all animals which are known have Latin names.</i>		class
	Ini disebut genus, di sini spesies.	<i>This is genus, here is species.</i>	K1	
	Bahasa Inggrisnya 'genus'.	<i>In English it is genus</i>	=K1	class
			=K1	Ss
Some S	(pronouncing) genus		voc	
T	Bahasa Indonesia kita bilang 'spesies', but in English we call it 'species'.	<i>In Bahasa Indonesia we call it 'spesies', but in English we call it 'species'.</i>		class
			K1	
Some S	(pronouncing) species		voc	Ss

In detailed reading, deconstructing L1 reading texts involves both reading the field, and re-instantiating some wordings in L2. Elaboration involves extending students' understanding, with various kinds of learning foci. Elaboration extends knowledge in two ways. First, abstraction and technicality is unpacked and made sensible for students. In this case, this is the content knowledge of biology, exemplified by the topic *Nisaetus bartelsi*. Second, re-instantiation from L1 to L2 is perceived by the students as new knowledge, even when the teacher does not construe it in a learning cycle. It seems that the re-instantiation within dense elaboration creates a space for students to access KAEL. Thus, the students independently make a conscious effort to practise L2 pronunciation.

4.2.2.3. Query and Extend: Students' initiative

The main tasks for the students in detailed reading are to identify and mark wordings, following the teacher's preparation and focus questions. Students sometimes also initiate with a K2 question for the teacher. In terms of pedagogic activity, this type of K2 is labelled as a Query, and teacher's responses are labelled as Extend.

Throughout Iterations 1 and 2, most Query moves are to do with KAEL. Table 4.21 shows an example from Iteration 1 with Class 2. After discussing the English name of *Nisaetus bartelsi*, *the Javan Hawk-eagle*, and its endemic habitat, Java, a student asks the difference between the English words *Javan* and *Java*.

The exchange is initiated by a student (S3), asking for explanation of the difference in L2 morphology, *Javan/Java* (Query L2 grammar). The teacher confirms the difference (Extend), and the student asks a further question. The teacher's affirmation construes the Query as a learning task that is presented for evaluation. The teacher then goes on to elaborate in a K1 complex, addressed to the whole class. First she explains the L2 grammar, then compares it with L1 grammar, then gives other examples in L2 and L1. Table 4.21 combines the analysis of pedagogic activity and pedagogic relations of the exchange.

This exchange illustrates how learning cycles may be initiated by students, but the teacher maintains the authority to evaluate, and the knowledge to elaborate.

Query moves in detailed reading were mostly to do with KAEL. This is not surprising as a lot of wordings and sentences were re-instantiated into L2 during the lesson activities.

Table 4.21: Pedagogic activities and modalities in Query – Extend phases (Appendix E)

	exchange	gloss	phases	specify	roles	sts
S3	Ibu, kalau 'the Javan' sama 'the Java' beda?	<i>Ma'am, are 'the Javan' and 'the Java' different?</i>	Query	L2 grammar	K2	S3
T	Beda.	<i>(They are) different.</i>	Extend		K1	S3
S3	Kalau Javan apa artinya gitu?	<i>What's the meaning of Javan then?</i>	Query	L2 grammar	K2	S3
T	Nah pertanyaan bagus!	<i>That's a good question!</i>	Affirm	praise	K1'	S3
	Javan ini artinya menerangkan si Hawk eagle jadi harus pakai "n", tapi kalau "Java" artinya 'island'-'pulau', kayak Sumatera.	<i>Javan means to tell the Hawk-eagle, so it needs "n", but if "Java" means island-pulau, like Sumatera.</i>	Extend	L2 grammar	K1	class
	Ketika kalian bilang Harimau sumatra bahasa Indonesianya.	<i>When you say Harimau sumatra (it is) in Bahasa Indonesia.</i>		L1 grammar	= K1	class
	Bahasa Inggrisnya Sumatran tiger, karena dia menerangkan si tigernya.	<i>In English Sumatran tiger, because it explains the tiger.</i>		L2 grammar	= K1	class
	Jadi karena dibalik dia harus pakai "n".	<i>So because it is reversed it takes "n".</i>		L2 grammar	= K1	class
	Kalau bahasa Inggris ininya dulu ya, Javan hawk eagle - Elang jawa.	<i>In English, Javan Hawk-eagle - Elang jawa, Sumatran tiger - Harimau sumatra.</i>		L1/L2 grammar	= K1	class

Query moves in detailed reading, which were mostly to do with KAEL, are not surprising. This is because a lot of wordings and sentences were re-instantiated into L2 during the lesson activities.

4.2.2.4. Reflection on detailed reading activities

In interviews, both students and English teachers made a number of comments about the detailed reading activities. Students were enthusiastic to engage in the activities, particularly in identifying the wordings. One student commented that this was the kind of learning English he would want to experience more of lessons which involved a lot of what he called 'games'.

Text 4.3: Interviews: Students' comments on detailed reading activities

Student 1	Harusnya bahasa Inggris dikasih game gitu supaya nggak bosen.	<i>English lessons are supposed to involve games.</i>
Student 2	Enak, rame! Terus beda. Belajar bahasa Inggris dengan miss Harni bikin seneng, nggak bikin bosen, nggak bikin ngantuk soalnya aktif kan.	<i>Enjoyable, fun! Different too. Learning English with miss Harni made me feel happy, and not boring, not sleepy, because (the activities made me) active.</i>
Student 3	Menyenangkan sama ibu sih. Mudah mengerti apa yang dibahas.	<i>It was fun to learn with you really. I understood easily what you explained.</i>

The video data also shows that there were always a number of students raising hands to respond to the teacher in the activity. As shown in the exchanges above, several students often respond at the same time.

The English teacher from Class 2 commented that it was quite unusual to observe a particular group of students who were known to be very quiet, being actively engaged in the activities (personal communication). In detailed reading activities, those students were often seen raising hands and being appointed to answer. This shows that despite the complexity of the reading texts and the density of the activities, the students were confident to engage in the activities, and in fact, could do each task successfully. The teachers also noticed a changing dynamic in the pedagogic relations during the lesson activities, in that more students were included than usual.

The origin of students' reluctance to participate actively in class discussion is illustrated in Table 4.22 below. This exchange is from Iteration 1 with Class 2. The

class is discussing the physical appearance of *Nisaetus bartelsi*, the bird species in focus. This exchange occurred after the students identified and highlighted the item *60 cm*, which was the size given for *Nisaetus bartelsi*. The teacher attempted to elaborate the size of the bird through an unprepared question to the class *Sebesar apakah itu enam puluh cm?* ‘How big is sixty cm?’ Unlike most of the responses in detailed reading, this question asked for students to propose responses from their individual knowledge. Students propose several different responses, none of which are affirmed, so all are implicitly rejected.

Table 4.22: Pedagogic modalities: student knowledge source (Appendix E)

speaker	exchange	gloss	phase	mode	source
T	Sebesar apakah itu enam puluh cm?	<i>How big is sixty cm?</i>	Focus	enquire	student knowledge
S3	Lebih panjang dari penggaris.	<i>Longer than this ruler.</i>	Propose	recall	knowledge
T	(ignore)		Reject		
S8	Segini nih (hand gesture)	<i>This big.</i>	Propose	recall	knowledge
T	(ignore)		Reject		
Some S	Besar.	<i>Big.</i>	Propose	recall	knowledge
T	(ignore)		Reject		

Here the teacher assumed the size of *60 cm* to be common knowledge among Year 8 students. However, the exchange shows that this assumption was incorrect. It is a very common practice for teachers to ask such questions of their classes, which demand that students display their individual knowledge. In terms of pedagogic activity, the intention is that the teacher will then be able to elaborate with new knowledge for the whole class. However, in terms of pedagogic relations, if students’ responses are rejected, they are less likely to risk responding. This appears to be a major factor in the difficulty that teachers experience in engaging their students in class discussion (Rose, 2004; Rose & Martin, 2012).

Where the goals of the lesson are to build both knowledge and successful learner identities, it is important that all students are continually successful. This is assured in detailed reading by carefully preparing students to identify wordings. When their meanings are elaborated, the teacher must make a choice between elaborating from her own knowledge, or asking students for their own knowledge. In this example, the teacher could have directly told the students the importance of measurement in describing birds, and what 60 cm means for this particular species, compared to other species. This would have been more effective and meaningful, and rejection need not occur.

4.2.3. Note making

Note making is the beginning of reconstruction of the language skills introduced in preparing for reading and detailed reading. Students taking turns to scribe information from the reading text on the class board, while other students take turns to dictate the wordings they have highlighted.

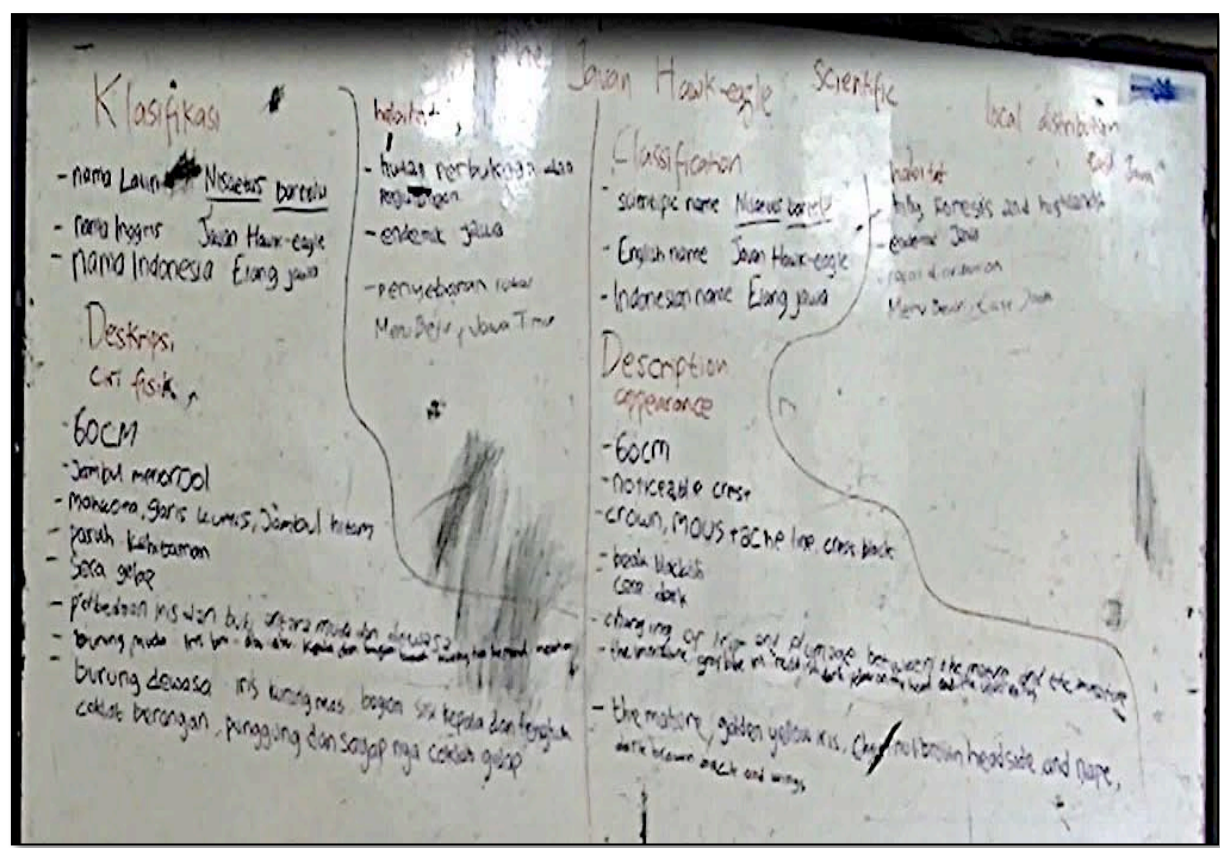
In the intervention program, the main goal of note making was to prepare for joint construction. Note making has a distinct function designed for bilingual pedagogy (in addition to its original functions in R2L). Hence note making is analysed as a step with its own stages, separated from joint construction, with an additional activity re-instantiating key terms from L1 to L2. In Iterations 1 and 2 of the intervention program, it consisted of three stages, i.e. Deconstruct genre ^ Scribe wordings in L1 ^ Re-instantiate wordings in L2.

4.2.3.1. Lesson activities: Realising re-instantiation

In note making, the lesson activities began with the Deconstruction stage. The teacher firstly took the lead by setting out the text organisation. The organisation in this case is the generic structure of descriptive reports, which included the title on top of the board, the stages of reports, Classification ^ Description, and phases within the Description stage, appearance – habitat. These labels were scribed on the board, using initial capitals for generic stages, and lower case for text phases, using a different colour from the notes, to indicate metalanguage. A line was drawn to create two columns: the left column for the notes in L1 (Indonesian), and

the right column for re-instantiated notes in L2 (English). The metalanguage terms (KAIL) were also re-instantiated into L2 (KAEL).

This text organisation was used as a guideline to scribe the notes, and, at the same time, a plan for jointly constructing a report in L2. Typical scribing on the board, including notes, can be seen in Figure 4.8.



[transcribed]

L1 notes	Re-instantiated L2 notes
	The Javan Hawk-eagle
Klasifikasi	Classification
-nama Latin: <u>Nisaetus bartelsi</u>	-scientific name: <u>Nisaetus bartelsi</u>
-nama Inggris: Javan Hawk-eagle	-English name: Javan Hawk-eagle
-nama Indonesia: Elang jawa	-Indonesian name: Elang jawa

Deskripsi	Description
ciri fisik	appearance
-60 cm	-60 cm
-jambul menonjol	-noticeable crest
-mahkota, garis kumis, jambul hitam	-crown, moustache line, crown black
-paruh kehitaman	-beak blackish
-sera gelap	-cere dark
Habitat	habitat
[...]	[...]

Figure 4.8: The two language notes on the board

Following the Deconstruct genre stage, in which the teacher scribed on the board, the students began to take more control in the Scribe wordings and Re-instantiate wordings stages. Students' roles were to scribe the notes on the board, as another student dictated the highlighted wordings from the detailed reading text. I will use the terms **scribe** and **reciter** for these roles.

Students took turns in these roles, either appointed by the teacher or by volunteering to scribe or recite. In appointing the scribe and reciter, the teacher may select a struggling learner, or a student who was not paying attention in the class. This was to ensure that all students are actively involved in this crucial learning activity. While students take turns to scribe and recite, the other students transcribe what is written on the board into their note books. Figure 4.9 illustrates typical note making activities. One student is scribing on the board while the teacher provides guidance, and other students transcribe into their note books.

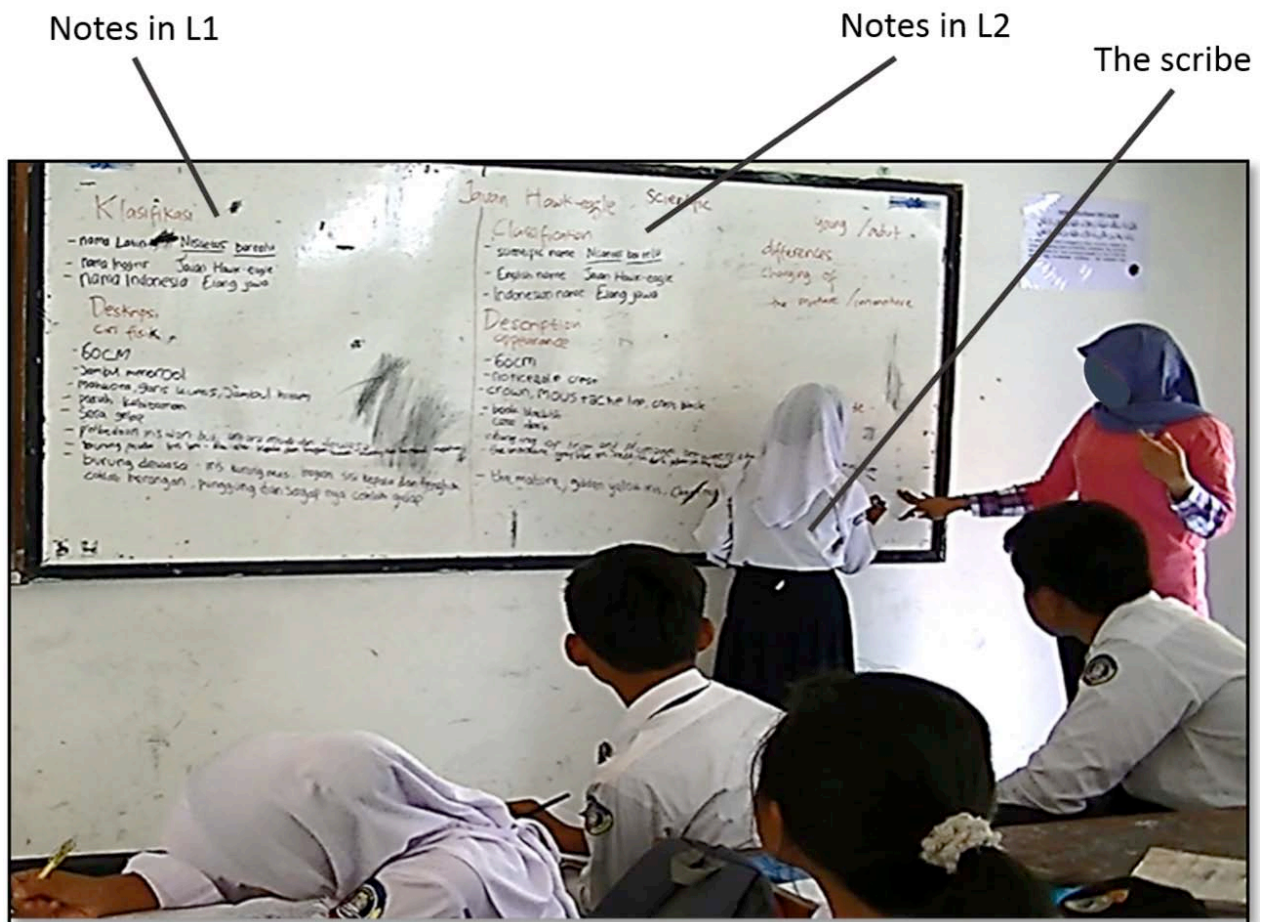


Figure 4.9: Typical note making activities in Iterations 1 & 2

Re-instantiation in note making is a significant departure from traditional approaches to building 'vocabulary' in bilingual education. Rather than presenting lexical items in isolation, as in a dictionary or thesaurus, the items are first encountered in a meaningful text, embedded in the lexical relations that construct the field of a text. Higher level components of the language task, at the levels of field and discourse semantics are addressed first in L1, and this provides a supportive framework for the next step, of learning the L2 lexis that realises the same field and lexical relations. Students could now focus easily on learning the L2 items, their pronunciation, and spelling.

4.2.3.2. Intermodal exchange

Note making is an intermodal learning activity, as the reciter reads from the text, and orally dictates, the scribe writes on the board, and the teacher guides both orally and by pointing and reading the notes. It is through these intermodal activities that the students are supported to take control of the knowledge. Such

intermodal exchange plays an important part in supporting learning in the R2L bilingual program.

As indicated in the previous section, note making begins with the teacher preparing an outline by scribing the title, stages, and phases. The students' task is then to scribe the wordings within each phase. The teacher plays a managerial role, guiding the discussion about which wordings to scribe, and appointing the scribe and reciter. For this reason, note making activities involve negotiating the actions of reciting and scribing. The teacher starts, either by negotiating the wordings, or by appointing a student to be the scribe or reciter.

Table 4.23 is taken from Iteration 2, Class 2, in Day 3 of the program. It illustrates a simple action exchange in which the teacher appoints a scribe. She directs a student to come to the board (S1) in L1. The student responds by coming up and holding a marker pen (A1). S1 implicitly understands that the teacher calling her makes her the scribe.

Table 4.23: Pedagogic relations: action exchange (Appendix F)

Sp	exchange	gloss	roles	part
T	Mana S1? Sini S1.	<i>Where is S1? Come here S1.</i>	A2	S1
S1-sr	(coming up & holding a marker)		A1	T

After S1 is appointed as the scribe, the next exchange negotiates which wording is to be scribed in the notes. Table 4.24, taken from the same source of data, analyses this exchange in terms of the pedagogic activities and modalities. The teacher guides the reciter to identify the next highlighted wording in the text. The reciter dictates this wording to the scribe who writes it on the board. The teacher initiates with a Focus on the wording, that gives both the position 'Selanjutnya, habis Ninox' *Next, after Ninox ios*, and the type of meaning 'ada nama apa lagi' *what are the other names*. The reciter identifies this wording, and the scribe writes it on the board. This kind of exchange is typical in note making with L1 wordings. As the reciter identifies the wording, the scribe recognises it as the wording to be scribed.

Table 4.24: Pedagogic activities and modalities in note making (Appendix F)

sp	exchange	gloss	phases	matter	sourcing	source
T	Selanjutnya, habis Ninox ios ada nama apa lagi?	<i>Next, after Ninox ios, what are the other names?</i>	Focus	wording	refer	text
S3	Nama Inggris.	<i>English name</i>	Identify	wording	read	text
S1-sr	(scribing 'nama Inggris')		Scribe	wording		

Interpersonally, what is negotiated here is an exchange of knowledge. Knowledge is embedded in the exchange since 'nama Inggris' *English name* is a key term in naming the Classification stage in L2. Thus, in Table 4.25, the teacher's question to the class is treated as dK1. Student S3 answer as K2, and S1 scribes as K2*. The asterisk is used to indicate a response in the written form.

Table 4.25: Pedagogic relations in note making (Appendix F)

sp	exchange	gloss	roles	sts
T	Selanjutnya, habis Ninox ios ada nama apa lagi?	<i>Next, after Ninox ios, what are the other names?</i>	dK1	class
S3	Nama Inggris.	<i>English name</i>	K2	S1
S1-sr	(scribing 'nama Inggris')		=K2*	

Implicitly, the knowledge exchange in Table 4.25 could also be interpreted as an action exchange (as proposed by Martin, Zappavigna & Dwyer, 2009), since identifying the wording and scribing it could be interpreted as actions. However, this interpretation would then require every pedagogic exchange to be 'double coded' as both an action exchange and a knowledge exchange. For example, Focus questions implicitly demand that students display their knowledge, and students' responses comply, so they could arguably be interpreted as $A2 \wedge A1$.

The criterial issue is what is being exchanged – i.e. knowledge or actions. In Table 4.23, the exchange is simply about an action, there is no exchange of knowledge.

In contrast, the exchange in Tables 4.24-5 is first and foremost about knowledge, so it is analysed as a knowledge exchange. Furthermore, the realisation of the dK1 role as a question or command does not determine the exchange role. The dK1 role in Table 4.25 could have been realised by a command such as *sebutkan nama lainnya* ‘tell us the other names’, but this is still a demand for knowledge.

The next exchange in Table 4.26 illustrates this point. In this part of the reading text, the highlighted wording is in L2, which is now to be scribed in note making. There are two learning cycles here. In the first cycle, the teacher asks the English name of the bird (Focus wording), students identify the bird’s English name in the text (Identify wording), and the teacher affirms. The teacher realises that spelling these words could be a challenge for the scribe, so she tells the reciter to spell it. This is interpreted as Focus spelling, because the reciter identifies the spelling, which the scribes writes on the board.

Table 4.26: Pedagogic activities in note making (2) (Appendix F)

sp	exchange	gloss	phases	matter
T	Nama Inggrisnya apa?	<i>What's its English name?</i>	Focus	wording
S2, S4	Cinnabar Hawk-Owl.		Identify	wording
T	OK, Cinnabar Hawk-Owl.		Affirm	approve, repeat
T	Tolong eja.	<i>Please spell it.</i>	Focus	spelling
S4	C-I-N-N A-B-A-R H-A-W-K O-W-L		Identify	spelling
S1-sr	(scribing <i>Cinnabar Hawk-owl</i>)		Scribe	wording

Table 4.26 is similar to Table 4.25 above, in which the reciter identifies the wording, which the scribe writes, but in 4.25 there are two learning cycles. In the first cycle, the Focus is realised as a question (‘selanjutnya habis Ninox ios ada apa lagi?’ *next after Ninox ios what are the other names?*), and in the second cycle the Focus is realised as a command (‘tolong eja’ *please spell it*). But both have the same function in the learning cycle, to focus the task.

Table 4.27 shows the pedagogic relations in the exchange. Interpersonally, the two cycles in Table 4.26 are both exchanges of knowledge. The first is knowledge about wording and meaning ‘*its English name*’, and the second is knowledge

about spelling. The first exchange negotiates the identification of *the Cinnabar Hawk-owl* from the reading text. The teacher initiates with a question (dK1), two students (S2, S4) say the words (K2), and the teacher affirms (K1). The second exchange negotiates the spelling of *Cinnabar Hawk-owl* to assist the scribe. The teacher initiates with a command (dK1), the reciter (S4) says the letters (K2), and the scribe (S1) writes them (K2*). In the first exchange, the dK1 role was realised as a question. In second exchange the dK1 is realised as a command. But both have the same function in the exchange, to elicit knowledge.

Table 4.27: Pedagogic relations in note making (2) (Appendix F)

sp	exchange	gloss	roles	sts
T	Nama Inggrisnya apa?	<i>What's its English name?</i>	dK1	class
S2, S4	Cinnabar Hawk-Owl.		K2	S2, S4
T	OK, Cinnabar Hawk-Owl.		K1	S2, S4
T	Tolong eja.	<i>Please spell it.</i>	dK1	S4
S4	C-I-N-N A-B-A-R H-A-W-K O-W-L		K2 =K2*	S1
S1	(scribing <i>Cinnabar Hawk-owl</i>)			

The bird's English name is considered graphologically challenging, but is manageable enough to be tackled by the student reciter and the student scribe. This is because the English name of the bird is written in the reading text, and has been discussed previously in detailed reading. Asking the students to spell and scribe the words provides opportunities to practise and learn the words together. The reciter assists in reducing load for the scribe in writing L2 words. At the same time, the reciter, the scribe and the other students in the class are consciously attending to the spelling. Thus, although spelling and scribing could be interpreted as a 'linguistic service' (as proposed by Martin, Zappavigna & Dwyer, 2009), the function of the exchange is primarily about knowledge.

4.2.3.3. Handing over the control to students

Note making is a cooperative activity, in which students take control of the learning activity (with the teacher's guidance), with one students reciting, another scribing, and the other students watching, listening and transcribing into their own books. The teacher's guidance varies from task to task.

Most wordings are relatively easy for students to recite and scribe, so it is sufficient for the teacher to ask or direct the reciter to identify wordings and spelling. In this case, the teacher simply hands over the responsibility to the class members to recite for the scribe. On other occasions, there are wordings, particularly technical terms, that are more challenging to scribe, even when they are in L1. In these cases, the teacher may need to direct the reciter's attention to particular features of the wording.

Table 4.28 shows one such exchange. There are three cycles here. In the first, the teacher directs a student (S7) to recite a wording to the scribe (S6). Note that this is a demand for action (A2), that initiates the activity (like the exchange in Table 4.25 above). It is not a request for knowledge.

Next the teacher focuses the attention of the reciter (S7) on the initial letter cases in each word (dK1). The reciter does not immediately respond, but the scribe (S6) begins writing the first word. The scribe knows that *Punggok* starts with the capital *P* (K2), but is not sure about the next word, and looks expectantly at the reciter. In the third cycle, the teacher again focuses the reciter's attention on the initial letter case of the word (dK1). This time, the reciter identifies the small case *m* (K2), the scribe writes the word (K2*), and the teacher simultaneously affirms the reciter and the scribe.

Table 4.28: Pedagogic activities and relations in note making (3) (Appendix F)

sp	exchange	gloss	phases	matter	roles	sts
T	Bantu S6 untuk menulis Punggok minahasa.	<i>Help S6 to write Punggok minahasa.</i>	Direct	Activity	A2	S7
T	Coba cek 'p' dan 'm'-nya besar atau kecil.	<i>Please check whether the 'p' and 'm' are capital or small letter.</i>	Focus	letter case	dK1	S7
S7	(no response)					
S6	(scribing <i>Punggok</i> , stopping, and looking at S7)		Scribe		K2	
T	M-nya besar atau kecil?	<i>Is the 'm' capital or small?</i>	Focus	letter case	dK1	S7
S7	Kecil	<i>Small</i>	Identify	spelling	K2	S6
S6	(scribing minahasa with small 'm')		Scribe		=K2*	
T	OK!		Affirm	approve	K1	S6, S7

On some occasions, the scribe may incorrectly write an item, and other students may react to the error. Table 4.29 shows an example. This exchange is taken from Iteration 2, Class 2. After the reciter dictates the wordings, the scribe incorrectly scribes 'berangan' *chestnut*. The class laughs at this mistake. The teacher steps in and asks the reciter to take responsibility for dictating correctly.

Table 4.29: Pedagogic activities and relations in note making (4) (Appendix F)

sp	exchange	gloss	phases	matter	roles	sts
T	S19, warnanya apa?	<i>S19, what's the colour?</i>	Focus	wording	dK1	S19
S19	Coklat berangan kemerahan	<i>Reddish chestnut brown.</i>	Identify/ Dictate	wording	K2	S19
S17	(scribing <i>berangan</i> (chestnut) incorrectly)		Scribe	wording	=K2*	S17
Ss	(laughing)				lgh	Ss
T	Tadi siapa yang eja?	<i>Who did the spelling?</i>	Reject	behaviour	K1	class
T	Tanggung jawab.	<i>Be responsible.</i>	Direct	behaviour	A2	class
S19	B-E-R-A-N-G-A-N		Identify/ Dictate	spelling	K2	S17
S17	(correcting)		Scribe	wording	=K2*	
T	Good!		Affirm	praise	K1'	S17, S19

There are two learning cycles and four exchanges in this extract. In the first cycle, the teacher asks the reciter to identify a wording (dK1), the reciter identifies/dictates (K2), but the scribe spells one word incorrectly (K2*), and the class follows up by laughing (lgh).

The teacher responds by rejecting this behaviour with a rhetorical question, implicitly meaning that 'no one dictated the spelling', i.e. it was not the scribe's fault (K1). Then she directs the class to behave responsibly (A2). In the final cycle, the reciter interprets the teacher's rhetorical question 'Tadi siapa yang eja?' *who did the spelling?* as an implicit Focus. The reciter then spells the word again (K2), and the scribe corrects it (K2*). The teacher affirms both. Again, this K1' evaluation confirms this as a learning cycle, in which the students' roles are K2.

4.2.2.4. Reflection on note making activities

The strata in focus in note making include genre, field and discourse, as well as graphology and phonology. The organisation of stages and phases, set out by the

teacher, provide a scaffold for students learning to plan writing the report genre. The field is realised by the wordings scribed on the board, through cooperation between the reciter and the scribe, with the teacher's guidance, along with spelling and pronunciation.

During note making, L1 is used most of the time, to support the students in successfully doing the task. L2 was used for affirming or re-instantiating lexical items that the students did not know, particularly with interrole language shift. One purpose for using more L1 is to concentrate on re-instantiating KAIL to KAIL, such as giving the equivalent translation of *Klasifikasi* to 'Classification'. Another purpose is to translate L1 key terms to L2 key terms, such as *nama Indonesia* into 'Indonesian name'. In addition, the teacher's role is to manage the students' roles, realised in Direct and Focus phases. L1 is often used in these phases to avoid an unnecessary burden of understanding the question or command, and slow down the lesson activities.

Note making is a key step in handing over control of learning to the students. The framing is weakened to give students agentive roles as reciters and scribes of knowledge. This has several benefits for building knowledge and learner identities. First, during the exchange of reciting and scribing, knowledge is repeated and reinforced intermodally. The reciter reads and pronounces wordings and spellings, the scribe listens and writes them, and the class listens, watches and transcribes on their own books. As many students as possible are actively involved in taking turns to scribe and dictate, engaging all students, but particularly those who are usually struggling or disengaged.

Second, activities in note making encourage cooperation and communication among class members, and give them confidence to actively participate. Several students commented during interviews that they enjoyed being involved in this kind of activity, as it helped them get to know and befriend other students. They also experienced less fear when being asked by the teacher, as they were fully aware the teacher would assist them.

Thirdly, as the students' confidence raised in doing the tasks, the class became less noisy and disruptive. For example, there were 38 students in Class 2, which was a major challenge to maintain attention. Appointing scribes and reciters in turn

taking roles ensured that all students got an opportunity, which helped to keep the teaching/learning activity under control. While two students dictated and scribed, other students quietly focused on correctly transcribing the notes in their own books.

The teacher researcher also noted the advantages of involving struggling learners to be scribes. In the intervention, it was most often the noisier students who were asked to fill the role, which focused on managing behaviours. However, note making could also be managed by involving both struggling and disengaged students. In Class 2, in particular, most of the struggling learners were very quiet. Sometimes their peers had to tell the teacher that these students had not got a chance to be scribes. This showed that the students were aware of the benefit of being scribes. Distributing the roles equally among the students can maximise both achievement and engagement.

4.2.4. Joint construction

Joint construction aims to support all students to organise their writing in appropriate genres for assessment tasks, so they can demonstrate what they have learnt from reading. The step further reconstructs all strata of language deconstructed in preparing for reading and detailed reading, and follows up the reconstruction from note making.

In the intervention, the stages of joint construction consisted of Plan field, Deconstruct genre ^ Use L2 notes for a new text ^ Review genre, language. Since the lesson dealt with a factual genre, the information from note making was used for constructing a report. The teacher guides the students to jointly construct a report about an Indonesian bird in English. This in part is a way to model the independent writing in that the students will need to read and research from Indonesian reading sources. The jointly written report used the same source of information, in terms of the wordings that had been identified and highlighted in detailed reading, and then scribed in L1 and re-instantiated in L2 in note making. The staging, phases and the information had been organised in note making.

4.2.4.1. Situating joint construction

In joint construction, the teacher guided the class to use the re-instantiated notes from note making in L2, to construct new texts in L2. As the genre, field, lexical relations and lexical items were addressed in preceding activities, students could now focus on learning the L2 grammar needed to construct the new text.

As with note making, joint construction is an intermodal activity, and the classroom is organised similarly to facilitate this. The board used for joint construction is positioned beside the board with the notes. This positioning allows the teacher to manage the intermodal activity, to refer and point to the note making board, making the source of meanings in joint construction concrete and visible for the students. It also allows students to check and keep track of the text organisation and the wordings in the notes, so they can explicitly negotiate the L2 wordings into new sentences. If joint construction is conducted in a separate lesson after note making, the teacher first transfers the notes onto butcher paper which is positioned beside the joint construction board. Figure 4.10 shows typical organisation in joint construction.

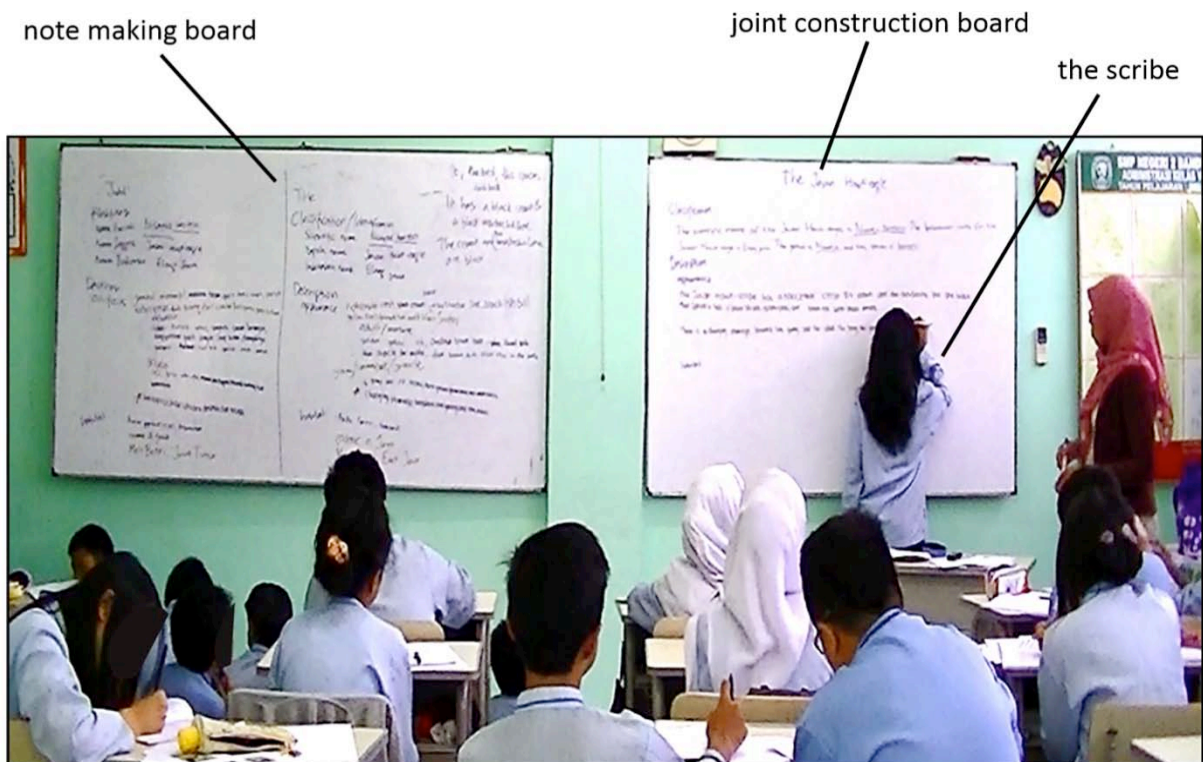


Figure 4.10: Joint construction activities in Iterations 1 & 2

The distribution of students' roles in joint construction is also similar to note making, although more extended. Students take turns as scribe and reciter, but now the reciter may be proposing a new wording for the joint construction. This is guided by the teacher, so there is usually a discussion about new wordings before the scribe writes them. During the scribing, other students copy the jointly constructed text to their own note books.

4.2.4.2. Negotiating L2 wordings and sentences for the joint text

Joint construction starts with the teacher previewing the organisation of the new text at the levels of genre and register. This preview uses the metalinguistic terms in L2, or KAEL built up in note making, to indicate the title (e.g. *The Javan Hawk-eagle*, *Ninox ios*), stages (e.g. Classification, Description), and phases (e.g. appearance, habitat). The teacher and students then discuss how to construct new sentences in each phase of the new text, using the notes.

Typical interactions in joint construction start with the overall meaning of the sentence to be written, followed by the appointment of a student to scribe. Table 4.30 shows a typical example. It starts with the teacher directing students to pay attention. She then guides the students to recognise what the next sentence

should be about, in two steps. First she refers to the notes, using L1 *kita bahas genus dan spesiesnya* ‘we talk about the genus and the species’, then she reminds the students that these terms classify *Ninox itu apanya, ios itu apanya* ‘What Ninox is, what is ios’. This guidance is sufficient for one student to infer an appropriate wording for the English sentence ‘Ninox is the genus, ios is the species’. The student has inferred this wording from shared knowledge, that has been discussed in the prior detailed reading lesson (Section 4.2.2 above). The teacher affirms with praise.

Table 4.30: Pedagogic activities, modalities and relations in joint construction (Appendix G)

sp	exchange	gloss	phases	matter	sourcing	source	roles	sts
T	Sekarang dengarkan.	<i>Now listen.</i>	Direct	attention			A2	class
T	Kalimatnya sekarang kita bahas genus dan spesiesnya.	<i>In the next sentence now we talk about the genus and the species.</i>	Prepare	sentence	refer	notes	K1	class
T	Ninox itu apanya, ios itu apanya.	<i>What Ninox is, what ios is.</i>	Prepare	wording	remind	prior lesson	=K1	class
S4	Ninox is the genus, ios is the species.		Propose	wording	infer	prior lesson	K2	S4
T	Pintar!	<i>Smart!</i>	Affirm	praise			K1'	S4

Table 4.30 illustrates the significance of analysing sourcing and sources, to see how meanings are indicated, presented or elicited by teachers, and read, recalled or inferred by students (Figure 4.4 above). The analysis shows the effectiveness of carefully preparing for students to propose appropriate responses, by referring to shared texts (the notes) and reminding about shared knowledge (highlighted key terms from detailed reading). This is sufficient for S4 to propose an appropriate response, without needing a dK1 Focus. By this stage of the lesson, students are familiar with the pattern of interaction in the R2L bilingual program, and can predict their roles in learning cycles, without being explicitly focused.

In the next exchange, the wording proposed by S4 is scribed in the new text. In Table 4.31, the teacher begins by appointing a scribe (S5). She then initiates as

dK1, realised by a command addressed to the whole class '*Let's write what S4 said*'. The reciter interprets this a Focus, and again Proposes the wording, which the scribe writes on the board.

Table 4.31: Pedagogic activities and relations in joint construction (2) (Appendix G)

sp	exchange	gloss	phases	matter	roles	sts
T	Sekarang ibu mau S5.	<i>Now I want S5.</i>	Direct	activity	A2	S5
S5	(coming up)				A1	
T	Kita coba tadi yang kata S4.	<i>Let's write what S4 said.</i>	Focus	wording	dK1	class
S4	Ninox is the genus.		Propose	wording	K2	S5
S5	(scribing)		Scribe	scribing	=K2*	

Learning cycles in joint construction resemble those in note making. The difference is that the reciter proposes wordings to write in the joint construction, instead of identifying wordings in the text to scribe in note making.

Table 4.30-1 are examples of joint construction interactions, in which the wording proposed by the student is accepted by the teacher and scribed into the new text. On other occasions, more scaffolding is necessary to assist in creating sentences. One way to provide more scaffolding in the R2L bilingual program is by comparing and contrasting the different grammatical realisations of meaning in L1 and L2.

In Table 4.32, the class is discussing the next sentence in the appearance phase of the Description, which describes the size of the bird, *Ninox ios*. The teacher begins by directing the activity, drawing students' attention to the new sentence they are writing, and the note they are using. She then prepares the students to propose appropriate L2 grammar by contrasting grammatical differences between verbal groups in L1 and L2, finishing with an example of a relational verb in L1. This is sufficient scaffolding for one student to propose a verb in English, which the teacher approves and repeats for the class to hear.

Table 4.32: Pedagogic activities, modalities and relations in joint construction (3) (Appendix G)

sp	exchange	gloss	phases	matter	sourcing	sources	roles	sts
T	Kita mulai dengan Ninox ios dulu, coba yang Ninox ios, ukurannya.	<i>Let's start with Ninox ios first. Let's get into this Ninox ios part, its size.</i>	Direct	activity	refer	new text	A2	class
					refer	notes	=A2	class
	Nah dalam bahasa Indonesia kan bisa bilang 'Ninox ios ukurannya', dalam bahasa Inggris kan nggak bisa "Ninox ios its size", harus punya verb group , verbnya , 'memiliki' misalnya.	<i>So in Indonesian we can say 'Ninox ios its size' In English we can't say 'Ninox ios its size', It needs a verb group, its verb, to have for example.</i>	Prepare	grammar	present	knowledge	K1	class
							=K1	class
							=K1	class
S3	Has		Propose	wording	infer	prior move	K2	S3
T	OK, good! Has!		Affirm	approve, repeat			K1'	S3

The teacher guides the students by contrasting the grammar of a relational clause in L1 (Bahasa Indonesia) and L2 (English). In Bahasa Indonesia, the use of verbal group to construe a Process in relational clauses is not required, but in English a verbal group is required. As in Table 4.30, a dK1 Focus was not required here, for a student to infer an appropriate wording from the teacher's preparation. Eventually, the sentence '*Ninox ios has a small size*' was negotiated through several further exchanges like Table 4.32.

4.2.4.3. Student participation in sentence construction

As can be seen from the previous exchanges, the teacher carefully scaffolds the construction of sentences in Joint Construction, by preparing each wording in turn, and evaluating and elaborating what students propose. However, as sentences

are constructed, students also frequently propose elaborations of their own, to improve the sentence.

In Table 4.33, the teacher first repeats the sentence proposed in a previous exchange, that she has already approved. However, one student challenges this sentence structure, proposing that the word *Indonesian* should be the Theme. The student has inferred this structure from his own knowledge. The teacher then asks the student 'Atau gimana?' Or *how is it?*, which the student interprets as a Focus on grammar structure, and proposes a whole new sentence structure, which the teacher approves and is followed by scribing the sentence on the board (trn)

Table 4.33: Pedagogic activities, modalities, and relations in joint construction (4) (Appendix G)

sp	exchange	gloss	phases	matter	sourcing	source	roles	sts
T	Tadi S1 punya usul lagi, bilangnya 'Punggok Minahasa is the Indonesian name of Ninox ios'.	<i>S1 suggested again, he said 'Punggok minahasa is the Indonesian name of Ninox ios'.</i>	Prepare	sentence	prior	move	K1	class
S3	Mending Indonesianya dulu bu.	<i>Better use the word Indonesian first, ma'am.</i>	Propose	grammar	infer	student knowledge	ch	S3
T	Atau gimana?	<i>Or how is it?</i>	Focus	grammar	elicit	knowledge	dK1	S3
S3	The Indonesian name of Cinnabar Hawk-owl is Punggok minahasa.		Propose	sentence	infer	knowledge	K2	S3
T	OK. (scribing)		Affirm Scribe	approve sentence			K1 trn	S3

Such cases, when two different wordings have been proposed, provide additional opportunities for discussing language. The teacher may scribe both wordings on the board, close by the jointly constructed text. The two proposed wordings may then be compared to consider which is most appropriate for the text, with the

teacher explaining their language features. When both wordings seem equally appropriate, the class may vote for one or the other.

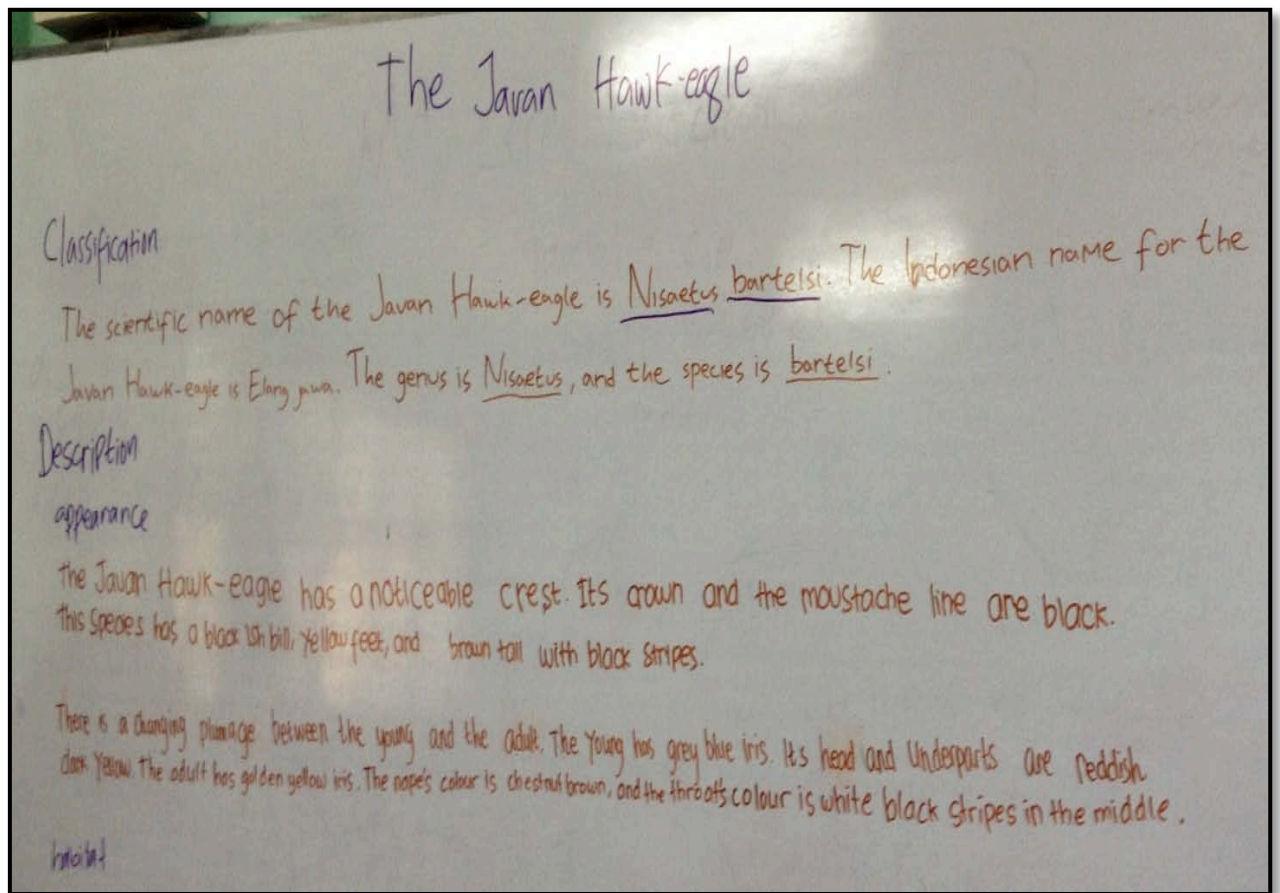
In this case, the class decided that repeating the English name '*Cinnabar Hawk-owl*' was unnecessary, and proposed instead '*the Indonesian name is Punggok minahasa*'. The teacher then explained that the possessive '*its*' was a more appropriate determiner than '*the*', in order to make clear the thematic identify with the previous sentence. Finally, the sentence '*Its Indonesian name is Punggok minahasa*' was written in the new text.

4.2.4.4. The jointly constructed texts

In each iteration, the lesson activities in joint construction resulted in one jointly constructed report in English. The jointly constructed texts were considered the writing standard that students were to aim for in their final task, i.e. their independent writing. Each class produced a joint report following the same stages of Classification ^ Description, with appearance and habitat phases in the Description stage. Together with differences in the particular bird being described (field), the major differences in each iteration were the patterns of L2 grammar and discourse, that students learnt through the discussion during joint construction.

Four texts from two iterations and classes are presented here. In Iteration 1, Texts 4.4 and 4.5 report *Nisaetus bartelsi* or *the Javan Hawk-eagle*. The former is from Class 1, and the latter from Class 2. In Iteration 2, Texts 4.6 and 4.7 further below report *Ninox ios* or *the Cinnabar Hawk-owl*. The former is from Class 1, and the latter from Class 2. The comparison of the two texts from each iteration shows that joint construction is a significant step, allowing both classes to produce high stakes writing texts in L2 as long as R2L BP is concerned.

Text 4.4: The Jointly Constructed Text of Class 1 – Iteration 1



[Text 4.4] transcribed

The Javan Hawk-eagle

Classification

The scientific name of the Javan Hawk-eagle is Nisaetus bartelsi. The Indonesian name for the Javan Hawk-eagle is Elang jawa. The genus is Nisaetus, and the species is bartelsi.

Description

appearance

The Javan Hawk-eagle has a noticeable crest. Its crown and its moustache line are black. The species has a blackish bill, yellow feet, and brown tail with black stripes.

There is a changing plumage between the young and the adult. The young has grey blue iris. Its head and underparts are reddish dark yellow. The adult has golden yellow iris. The nape is chestnut brown, and the throat is white black stripes in the middle.

habitat¹³

The Javan Hawk-eagle can be found in hilly forest (sic.) and highlands. It is endemic in Java. It is often found in Meru Betiri, East Java

Text 4.5: The Jointly Constructed Text of Class 2 – Iteration 1¹⁴

The Javan Hawk-eagle

Classification

The scientific name of the Javan Hawk-eagle is Nisaetus bartelsi. Nisaetus is the genus, and bartelsi is the species. The Javan Hawk-eagle is called Elang jawa in Indonesia (sic.).

Description

appearance

The Javan Hawk-eagle is 60 cm long. It has a noticeable crest. Its crown, its moustache line, its crest are black. Its beak is blackish, and its cere is dark.

The iris and the plumage change between the young and the adult. The young has grey blue iris. Its head and its underparts are reddish dark yellow. The adult has golden yellow iris. Its head side and its nape are chestnut brown. It also has dark brown back and wings.

habitat

The Javan Hawk-eagle inhabits hilly forests and highlands. The endemic area is Java. The local distribution is Meru Betiri, East Java.

Table 4.34 compares the Classification stage of Texts 4.4 and 4.5. Both texts start with the same sentence *The scientific name of the Javan Hawk-eagle is Nisaetus bartelsi*. However the second and third sentences are different. Text 4.4 starts with the Indonesian name and the taxonomic rank of the bird. Text 4.5 starts with the taxonomic rank then the Indonesian name. These differences derive from the discussion during the lesson activities.

¹³ The sentences for the habitat phase were transcribed from the video transcript. This was because the photo of the joint text was poor in that the sentences, as can be seen, were cut off.

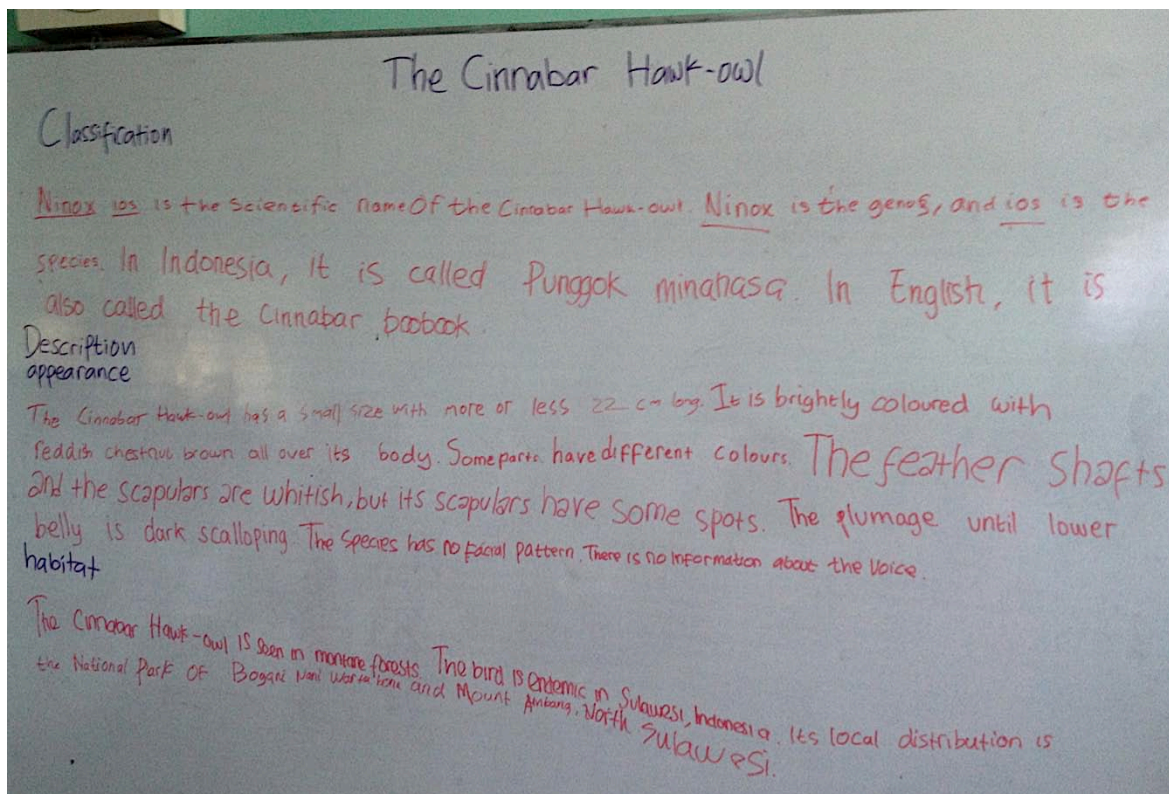
¹⁴ No photograph could be taken at the time of joint construction in Class 2 due to technical error. Data from this step was entirely from the audio recorder placed in the class. Thus the jointly constructed text was a result of transcribing.

Table 4.34: Comparison of sentences in Texts 4.4 and 4.5

[Text 4.4]	[Text 4.5]
The scientific name of the Javan Hawk-eagle is <u>Nisaetus bartelsi</u> .	The scientific name of the Javan Hawk-eagle is <u>Nisaetus bartelsi</u> .
The Indonesian name for the Javan Hawk-eagle is Elang jawa.	Nisaetus is the genus, and bartelsi is the species.
The genus is <u>Nisaetus</u> , and the species is <u>bartelsi</u> .	The Javan Hawk-eagle is called Elang jawa in Indonesia (sic.).

Texts 4.6 and 4.7 are from Iteration 2, in which *Ninox ios*, the *Cinnabar Hawk-owl* was studied. As in Iteration 1, the texts in Iteration 2 also differ between Class 1 and Class 2.

Text 4.6: The Jointly Constructed Text of Class 1 – Iteration 2



[Text 4.6] transcribed

The Cinnabar Hawk-owl

Classification

Ninox ios is the scientific name of the Cinnabar Hawk-owl. Ninox is the genus, and ios is the species. In Indonesia, it is called Punggok minahasa. In English, it is also called the Cinnabar boobook.

Description

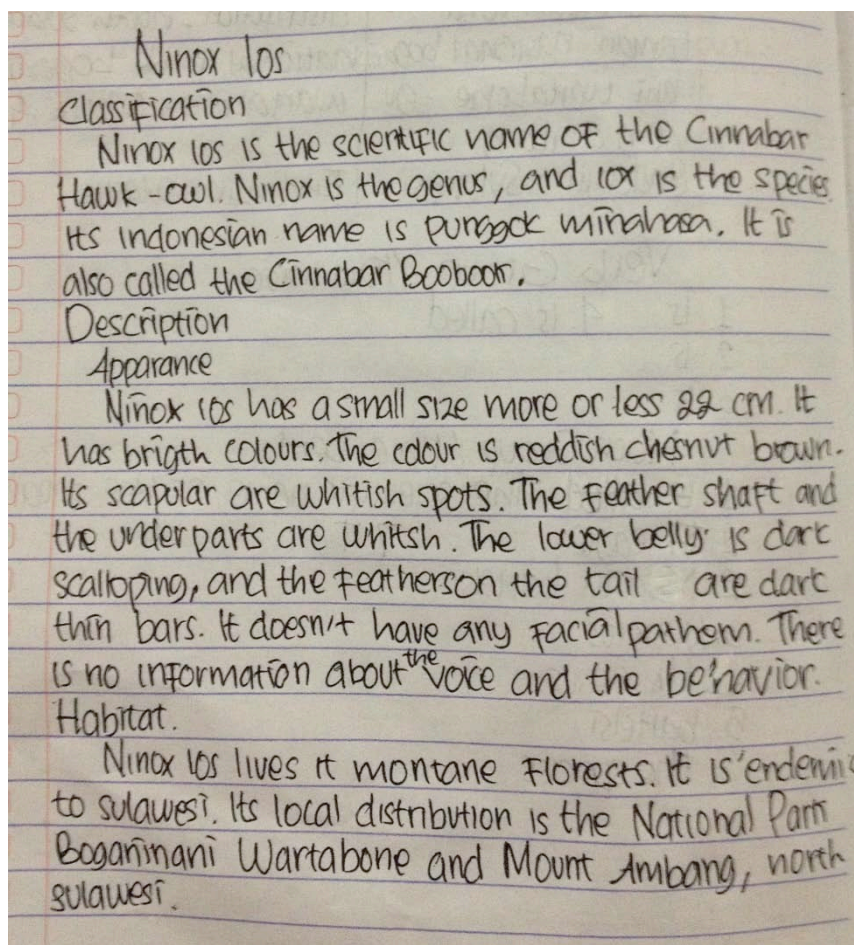
appearance

The Cinnabar Hawk-owl has a small size with more or less 22 cm long. It is brightly coloured with reddish chestnut brown all over its body. Some parts have different colours. The feather shafts and the scapulars are whitish, but its scapulars have some spots. The plumage until lower belly is dark scalloping. The species has no facial pattern. There is no information about the voice.

habitat

The Cinnabar Hawk-owl is seen in montane forests. The bird is endemic in Sulawesi, Indonesia. Its local distribution is the National Park Bogani Warthon and Mount Ambang, North Sulawesi.

Text 4.7: The Jointly Constructed Text of Class 2 – Iteration 2¹⁵



[Text 4.7] transcribed

Ninox ios

Classification

Ninox ios is the scientific name of the Cinnabar Hawk-owl. *Ninox* is the genus, and *ios* is the species. Its Indonesian name is Punggok minahasa. It is also called the Cinnabar Boobook.

Description

appearance

Ninox ios has a small size more or less 22 cm. it has briggh (sic.) colours. The colour is reddish chestnut brown. Its scapulars are whitish spots. The feather shaft and the underparts are whitish.

¹⁵ The jointly constructed texts are transcribed by the students into their note books as part of the lesson activity. On this occasion the bell rang immediately after the last sentence was finished, and the joint text was erased by a student before being photographed. So Text 3.4 is taken from a student's note book.

The lower belly is dark scalloping, and the feathers on the tail are dark thin bars. It doesn't have any facial pathem (sic.). There is no information about the voice and the behaviour.

habitat

Ninox ios lives it (sic.) montane florests (sic.). It is endemic to Sulawesi. Its local distribution is the National Park Boganinani Wartabone and Mount Ambang, North Sulawesi.

4.2.4.5. Reflection on the Joint Construction lessons

In the intervention, Joint Construction was the step that students were most enthusiastic about. They would come closer to the board, even sitting on the floor to get closer to the joint writing activity. In examples recorded on video, Class 1 ran out of time but the students simply did not want to stop, and expressed sustained disappointment when told to go to the next lesson. In Class 2 all students were actively engaged in taking turns to scribe and recite, and supported each other to ensure all got a chance to scribe.

In this way, the entire task of language learning was addressed in manageable steps. But rather than practising each component of the language task in isolation, as in vocabulary and grammar exercises, they are learnt in the context of whole meaningful texts, that realise curriculum topics in the school.

In student interviews, students commented that the use of metalinguistic terms, such as the terms used as headings and subheadings for stages and phases have helped them organise and shape their writing.

Text 4.8: Interviews: metalinguistic terms

Student 1	Lebih mudah. Dari kayak membuat paragraf, dimasukkan hal-hal kayak verb. Yang gitunya udah bisa sekarang.	<i>(Writing) becomes easier. From making paragraphs, we put things like verbs. I can do that now.</i>
Student 2	Ya ada (bedanya). Bisa mengenal heading, kayak gitu.	<i>Yes, there's this difference. I can know about (use of) headings, like that.</i>

Others commented on social aspects of Joint Construction activities, that had helped them communicate and cooperate with their friends, and get to know other students better.

Text 4.9: Interviews: social aspects

Student 3	Ya bagus, jadi rame gitu. Bisa bersosialisasi sama murid lainnya, jadi kita nggak malu gitu. Kalau disuruh ke depan juga terbiasa.	<i>It was good, because it was fun. We can be sociable with other students, so we don't feel shy. I will get used to being called to the front class when the teacher asks me.</i>
Student 4	Soalnya bisa lebih rame. Sama teman jadi lebih dekat.	<i>Because it can be fun. I can get closer with friends.</i>

This was more than the researcher expected, as the social aspects of the activities were not in focus, but demonstrated the positive impact of the joint activities on developing a supportive classroom community (Rose, 2005).

On reflection, one aspect of the Joint Construction activities that could be improved is to allow more time for checking and editing, either in the same or the next lesson. There were several occasions when grammatical or spelling errors remained unchecked due to time limitations. For example, Text 4.4 contains errors such as *briggth*, *patherm*, *Ninox ios lives it montane florests*. These issues could be resolved by the class reading each sentence aloud as it is written, and the whole text when it is finished, followed by checking and revising.

4.2.3. Sentence making (additional strategy in Class 2)

In Iteration 1, the implementation of the intervention program was very similar in Class 1 and Class 2, including the lesson stages, activities and learning exchanges. However, the results of the Individual Construction in Class 2 still indicated significant problems in students' writing. In Individual Construction, students practise writing their own text using the same notes as the Joint Construction activity, while the teacher circulates and supports as needed. This is a valuable supportive step towards independent writing, as it allows students to practise using their own resources for discourse and grammar, without struggling

with genre, field and lexis. Joint construction provides many resources for discourse and grammar that students can then use in individual construction, and the teacher provides other resources as she circulates and supports, and in written comments on completed texts.

However, most of the individual construction texts in Class 2 showed L2 language problems that were not sufficiently helped by teacher consultation during individual construction, or by written comments and feedback on completed texts. Rather, these language problems required more supportive lesson activities which could include all students. It was therefore decided that the R2L strategy of sentence making would be undertaken to assist the students in dealing with their L2 language problems. The outcome of these activities in students' writing results will be discussed in the next chapter (Section 5.3), which focused on students' L2 writing development. In this section, the pedagogic practice of sentence making activities is in focus.

Sentence making follows detailed reading in the R2L curriculum sequence. One or more sentences from the detailed reading text are written or printed on strips of cardboard or paper. The teacher guides students to cut the sentences into chunks of meaning, then into individual words, and students manually manipulate the words and wording, mixing them up, re-ordering them, and re-arranging them into new orders. Sentence making serves several pedagogic functions. It enables learners to take control by arranging wordings creating meaningful sentences on their own, and it "intensifies the discussion of meanings and wordings" (Rose, 2012, Book 6, p.2). These activities are particularly powerful for students learning to control grammar and lexis in L2. To achieve these functions in the bilingual intervention program, sentence making was fine-tuned and adapted to the steps of the intervention program.

In the second iteration with Class 2, sentence making was conducted after note making, and before Joint Construction. The sentences used for sentence making came from the Joint Construction text written in Iteration 1 (Text 4.5). The students' familiarity with this text reduced their learning load, enabling them to focus in detail on the patterns of grammar in the sentences. To further reduce the learning load, the teacher used L1 throughout the implementation.

The text was printed on A4 paper, in a sufficiently large font for students to cut up and then paste into the note books. As the lesson activities included cutting, sticking and writing, the students were told to bring scissors and glue to the lesson.

Text 4.10: The sentence making text for Class 2

The scientific name of the Javan Hawk-eagle is Nisaetus bartelsi. Nisaetus is the genus, and bartelsi is the species. The Javan Hawk-eagle is called Elang jawa in Indonesia (sic.).

The Javan Hawk-eagle is 60 cm long. It has a noticeable crest. Its crown, its moustache line, its crest are black. Its beak is blackish, and its cere is dark.

The iris and the plumage change between the young and the adult. The young has grey blue iris. Its head and its underparts are reddish dark yellow. The adult has golden yellow iris. Its head side and its nape are chestnut brown. It also has dark brown back and wings.

The Javan Hawk-eagle inhabits hilly forests and highlands. The endemic area is Java. The local distribution is Meru Betiri, East Java.

The stages of sentence making in the intervention program were iterated for each sentence, including Preview sentence ^ Identify L2 grammar structures ^ Rearrange sentences. In the stage Identify L2 grammar structures, the teacher introduced names for types of word groups, such as noun group, verb group, preposition phrase, and conjunction (following the labels suggested in Rose, 2012; 2015; Humphrey, Droga, & Feez, 2012). This was done with a 'top-down' approach, in that the teacher gradually oriented the students, from the title, to the Classification stage, to the first paragraph, and then to the first sentence. At this point, the teacher introduced the metalinguistic terms by comparing KAIL with KAEL. After introducing KAIL terms, such as *kata kerja*, *kata benda*, these are then re-instantiated into KAEL, i.e. verbs for *kata kerja*, and noun for *kata benda*. It was to make them aware that metalinguistic terms exist in both L1 and L2.

The teacher first guided the students to highlight each word group in the sentence, and then to label them as noun group, verb group, preposition phrase, or conjunction. After highlighting and labelling all the sentences in the first paragraph, the students cut the paper into lines of sentences, then into groups which had

been marked. Figure 4.11 shows a student cutting off the word group *in Indonesian*, which has been classified as a preposition phrase.

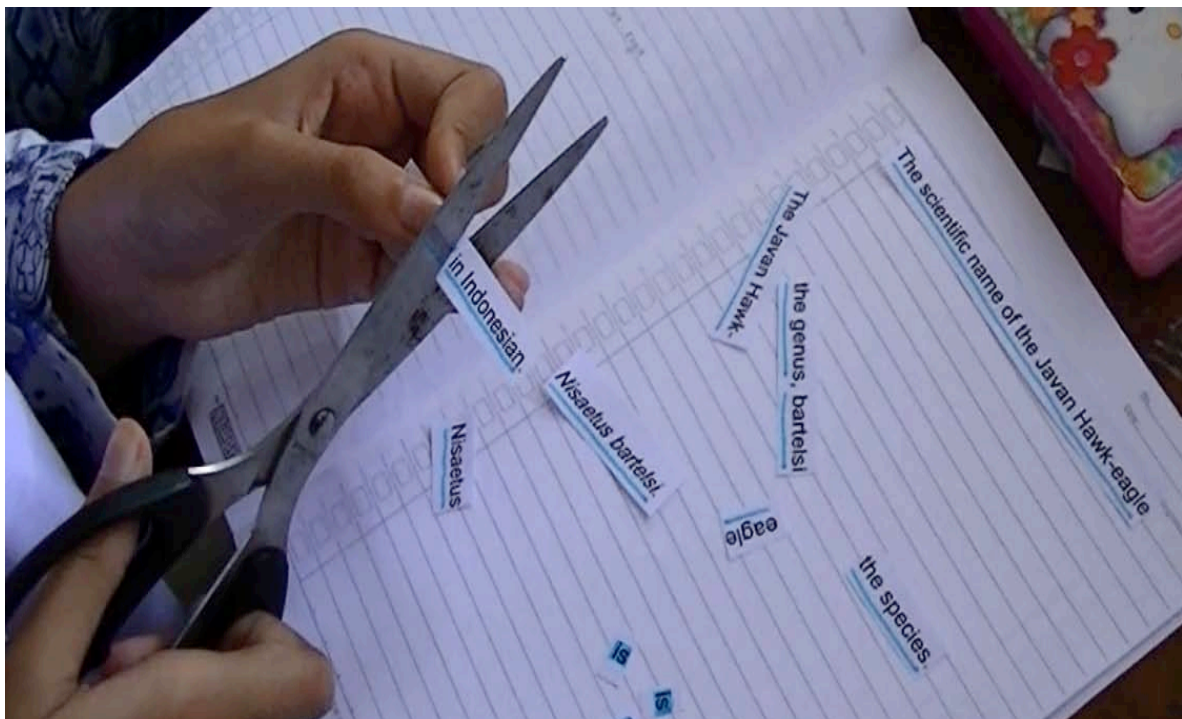


Figure 4.11: Sentence making activities

At the end of the stage, the students classified wordings from the first paragraph into different types of word groups, that they pasted in their note books. Figure 4.12 shows noun groups that have been pasted into a student's note book.

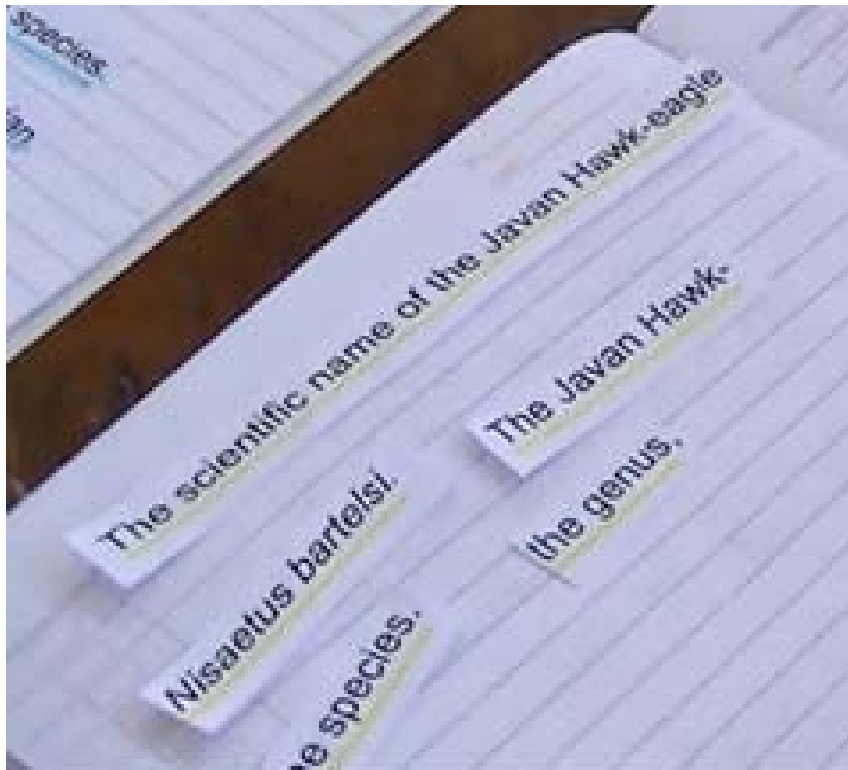


Figure 4.12: Noun groups in a student's note

In the stage, Rearrange sentences students created new sentences based on the collections of noun groups and verb groups, manipulating the wordings and meanings that they had already learnt. They then pasted the newly arranged sentences in their note books and wrote on their note books.

Sentence making activities were repeated for each paragraph of the text. Students sat in groups of five and six, and the teacher spent time with each group. With each table group, the teacher helped one student with her task and the rest of the group members followed. Students also assisted each other.

Table 4.35: An example of a student's task in sentence making activities

No.	Original sentences	Re-arranged sentences
1	The scientific name of the Javan Hawk-eagle is Nisatus bartelsi.	Nisaetus bartelsi is the scientific name of the Javan Hawk-eagle.
2	Nisaetus bartelsi is called Elang jawa in Indonesian.	In Indonesian it is called Elang jawa
3	Nisaetus is the genus, bartelsi is the species.	The genus is Nisaetus. The species is bartelsi

As the need for sentence making activities in the intervention were unexpected, the time to prepare was limited. As a result, there were some difficulties in managing lesson planning, teaching and recording the lesson. While the preparation and planning did not affect the implementation of the step in the program, the data collected for this step relied on the video and audio recording, and notes taken during the implementation. However, analysis of students' writing in the subsequent Individual Construction showed a significant impact that will be discussed in Chapter 5, section 5.3.

4.2.4. Towards Iteration 3

Through these first two iterations of the R2L bilingual cycle, students built up knowledge about the genre of reports about animals, the field of bird classification, the discourse patterns that construct this knowledge in texts, and lexis and grammar in both L1 and L2.

Language shift emerges in the closing moves, particularly in the Evaluate and Elaborate phases. More specifically enfolding is done through interrole, and sometimes, intramove moves.

The accumulated knowledge of language and topic then formed the basis for the third iteration, which began with reading a new text in L2, about a different bird. This was the final iterative cycle for the students before they were asked to write independently. It aimed to enable students to access the discourse of science in L2, through reading and writing about the field in L2.

4.3. Iteration 3

Unlike Iterations 1 and 2, Iteration 3 of the intervention started with a reading text in English (Text 4.9). The curriculum sequence, from the preceding L1 iterations to this L2-oriented Iteration aimed to prepare the students to access the L2 reading text. The L1 iterations made them thoroughly familiar with the genre and field, together with L2 discourse, grammar and graphology through note making, joint construction and sentence making activities.

The L2-orientation in Iteration 3 impacts in several ways on lesson staging, and the use of L1 and L2 in the interactions. While the strata and language features in

focus remain the same for most steps, the significant changes are that the reading text is already in L2, so re-instantiation from L1 to L2 is reduced, and L2 is more involved in the interactions.

Text 4.11: L2 reading text used in Iteration 3¹⁶

PURPLE-CROWNED FAIRY-WREN (WESTERN SUBSPECIES)

Malurus coronatus coronatus

Gould described this bird in 1858, naming it the Crowned Wren. *Malurus* is from the Greek for 'soft' (*malocos*) and 'tail' (*oura*), which refers to the soft tail feathers; *coronatus* is Latin for 'crowned', a reference to the male's purple crown.

The size of a sparrow, the Purple-crowned Fairy-wren is the largest and most robust of all the fairy-wrens. It is about 15 centimetres in length, which is mostly tail. It is warm brown on the back and white beneath, with a long, dark upright tail. The male does not retain his lilac crown all year round but dons it for the breeding season. The female has large chestnut ear coverts. She is easily confused with non-breeding male, although his ear coverts are not such a bright chestnut and his crown is greyer. Juvenile birds resemble the adult female and non-breeding male but have noticeably longer tails.

The habitat of the Purple-crowned Fairy-wren is restricted to between 5 and 10 metres each side of permanent rivers, in the far north of the continent, between latitude 14° and 19° South. It inhabits pandanus, canegrass, mangroves and any dense vegetation that gives good protection from predators. Its preferred habitat is well-developed mid-storey shrubs under a dense canopy of eucalyptus and melaleuca trees. Along the Victoria River, however, it is usually associated with areas of dense river grass.

The main call of the Purple-crowned Fairy-wren is a succession of high-pitched shrill notes, 'cheepa, cheepa, cheepa', which may be performed by a pair as a duet. The contact call is a short 'drrt'.

In this section, two steps of the Iteration 3, detailed reading and joint construction, are the focus of examination. The L2 reading text was deconstructed through detailed reading and reconstructed in L2 writing through joint construction. These

¹⁶ Text 4.11 is taken from Taylor, S. 2012. *John Gould's Extinct and Endangered Birds*. Sydney: National Library of Australia, displayed in Text 2.6 above.

two steps are the focus of analysis here, due to greater incidence of L1 and L2 interplay than in preparing for reading and note making.

4.3.1. Detailed reading

The goal of detailed reading in Iteration 3 was to identify and comprehend items that are now realised in L2. As in Iterations 1 and 2, the language focus in detailed reading is still on discourse and grammar patterns of the reading text, but now in L2. The teacher used L2 more throughout the interactions. In iterations 1 and 2, L2 was primarily used at the end of each learning, particularly in Evaluate and Elaborate phases. In Iteration 3, Prepare and Focus phases also involve significant use of L2.

The lesson stages in detailed reading Iteration 3 consist of Preview, Read sentences ^ Identify wordings ^ Review field, language. It was found that after the two L1 iterations, the students were sufficiently familiar with the discourse patterns of the interactions that they are able to do the learning task through Prepare and Focus phases in L2. Students also often verbally concurred with another student's identification in detailed reading.

4.3.1.1. The interplay of L1 and L2 in the beginning moves

The interplay of L1 and L2 in detailed reading of the L2 text was designed to ensure students' continual success in identifying L2 wordings. As they had previously learned much of the lexis through re-instantiation from L1, L2 could be used more broadly in the learning exchanges. In principle, L2 was used in Prepare and Focus phases, sometimes using intermove language shift, when the L2 lexical items had been previously learned, and the field was familiar for students. However, L1 was used in Prepare and Focus phases when the field was less familiar for students, using interrole language shift.

In Table 4.36 Class 1 is negotiating the genus of *the Purple-crowned Fairy-wren* (see Text 4.11). The teacher first directs students' attention by referring to the sentence in L2, then prepares the sentence by referring to it in L1, and reading it aloud. She then focuses the task in L2, by asking students to '*find the genus of this species*'. This is a potentially difficult task, as genus and species are not explicitly mentioned in this long sentence, but students were prepared because

the genus and species had been previously identified in the title. One student volunteers in L1, but identifies the genus in L2, and the teacher praises in L2.

Table 4.36: Pedagogic activities, modalities and relations in detailed reading Iteration 3 (Appendix H)

sp	exchange	gloss	phases	matter	sourcing	source	roles	sts
T	Now I want you to focus on the first sentence.		Prepare	sentence	refer L2	text	A2	class
T	Yang ini ya (reading) <i>Gould described this bird in 1858, naming it the Crowned Wren. Malurus is from the Greek for 'soft' (malocos) and 'tail' (oura), which refers to the soft tail feathers; coronatus is Latin for 'crowned', a reference to the male's purple crown.</i>	<i>This one.</i>	Prepare	sentence	refer L1 read L2	text text	K1	class
T	I want you to find the genus of this species.		Focus	wording	refer L2	text	dK1	class
S1	Aku tahu! Malurus!	<i>I know!</i> <i>Malurus!</i>	Identify	wording			K2	S1
					read L2	text		
T	OK good! Very good!		Affirm	praise			K1'	S1

The layering of L2 and L1 within the teacher's role is an example of intermove language shift. Intermove was done to ensure that students could attend to the task of reading the sentence along with the teacher, without struggling to interpret the L2 instruction. Interestingly, the responding student uses L1 for the interpersonal function of volunteering, but the teacher uses L2 for the interpersonal function of affirming.

In the next exchange in Table 4.37, the students need to identify the species of the bird. This time, the teacher first directs attention to the next task in L1, *Selanjutnya* 'next', then to the sentence in L2. She focuses the task in L2, students identify the

wording in L2 and she affirms in L2. Student S9 is the first to identify the species, then other students concur, indicating that the exchange has been successful, as genus and species are familiar terms that they already know.

Table 4.37: Pedagogic activities, modalities, and relations in detailed reading Iteration 3 (2)
(Appendix H)

sp	exchange	gloss	phases	matter	sourcing	source	roles	sts
T	Selanjutnya	Next	Prepare	sentence			A2 =A2	class
					refer L2	text		
T	I want you to focus on the same sentence.							
T	I want you to find the species.		Focus	wording	refer L2	text	dK1	class
S9	Coronatus		Identify	wording	read L2	text	K2	S9
Ss	Coronatus		Concur	wording	read L2	text	=K2	ss
T	That's very good!		Affirm	praise			K1'	class

The genus and the species of birds were a consistent part of the Classification stage of the reading texts. These items had already been learnt and re-instantiated in the previous iterations, establishing familiarity of the topic for the students, so L2 could be used to begin the exchange. However, when unfamiliar fields and lexical items appeared, L1 was used in Prepare and Focus phases.

In Table 4.38, the topic is less familiar, so L1 is used to reduce learning load. The students' task is to identify the L2 name of a language in the text. The teacher prepares and focuses in L1, several students identify the language name in L2, and one student follows up (K2f) by re-instantiating the L2 language name in L1, and the teacher strongly praises them all in L2.

Table 4.38: Pedagogic activities, modalities, and relations in detailed reading Iteration 3 (3)
(Appendix H)

sp	exchange	gloss	phases	matter	sourcing	source	roles	sts
T	Ini dari satu bahasa.	<i>This is from one language.</i>	Prepare	wording	refer L1	text	K1	class
T	Bahasa apa?	<i>Which language?</i>	Focus	wording	refer L1	text	dK1	class
S2, S3, S8	Greek		Propose	wording	read L2	text	K2	S2, S3, S8
S1	Yunani	<i>Greek.</i>	Propose	wording	re-instantiate L1	prior move	K2f	S1
T	OK, that's very good!		Affirm	praise			K1'	ss

This pattern of using L1 and L2 in layering the exchange, particularly intermove, was used throughout Iteration 3. Such practice supports the students to tackle a high stakes L2 text without struggling, keeping them actively engaged in the lesson activities.

4.3.1.2. L2 in Elaborate phases

In Iteration 1 and 2, L2 was used in Elaborate phases of learning cycles, to build understanding and metalanguage through re-instantiation. In Iteration 3, L2 was used in Elaborate phases to discuss meanings in the reading text. For example in Table 4.39 the class had previously identified that the male bird has a purple crown. There is no explicit sentence referring to the female crown, but the teacher elaborates by negotiating knowledge that is implicit in the text. She prepares by restating the sentence, emphasising *Only the male*, and asks the class to interpret its implied meaning. One student proposes the implied meaning as *doesn't have*, which the teacher affirms by repeating, and then further elaborates by putting it in a sentence.

Table 4.39: Pedagogic activities, modalities, and relations in detailed reading Iteration 3 (4)
(Appendix H)

sp	exchange	phases	matter	sourcing	source	roles	sts
T	OK it's purple, purple crowned, Only the male has the purple crowned.	Prepare	wording	refer L2	text	K1	class
T	What about the female?	Focus	meaning	refer L2	knowledge	dK1	class
S7	doesn't have	Propose	meaning	infer L2	knowledge	K2	S7
T	doesn't have	Affirm	repeats			K1'	S7
T	So you can say 'the female doesn't have the purple crown'.	Elaborate	wording			K1f	class

As the whole elaborating learning cycle was conducted in L2, this not only supports students to comprehend the L2 reading text, but helps prepare them for writing L2 sentences.

In other cases, inferring meanings in L2 may not be sufficient for students to comprehend the field, so L2 wordings are sometimes necessary to be re-instantiated in L1. In Table 4.36, the class has just read the sentence in detail from Text 4.9 *'The size of a sparrow, the Purple-crowned Fairy-wren is the largest and most robust of all the fairy-wrens. It is about 15 centimetres in length, which is mostly tail.'* Now the teacher elaborates the meaning of *'mostly tail'*. She starts by pointing at the image of the bird, and re-instantiates the L2 wording *'mostly tail'* in referring to the image *'you can see mostly tail.'* She then re-instantiates this in an L1 sentence, and again explicitly re-instantiates it in L2.

Table 4.40: Pedagogic activities, modalities and relations in detailed reading Iteration 3 (5)
(Appendix H)

sp	exchange	gloss	Phases	matter	sourcing	source	roles	sts
T	[pointing at the picture on the projector]		Prepare	wording	point	image	K1	class
	Now you can see mostly tail.				refer L2	image	=K1	class
	Panjang tubuhnya didominasi oleh ekor.	<i>The length of its body is dominated by its tail.</i>			re-instantiate L1	prior move	=K1	class
	We call it 'mostly tail'.				re-instantiate L2	prior move	=K1	class

Table 4.40 illustrates the significance of the intermodal practice for managing L2 learning. As can be seen in the registerial analysis, meanings and wordings are negotiated between modalities and moves in the exchange. The teacher prepares the students by pointing at the picture, providing a concrete source for students. This concrete source reserves the semiotic source for what is written in the L2 text, *mostly tail*. Since the L2 items are already visualised through the sources, the teacher then re-instantiates to L1 *panjang tubuhnya didominasi oleh ekor* 'the length of its body is dominated by its tail', and back again to the original wordings in L2 *mostly tail*. The interplay of the visual and written modalities, and the oral modalities of L1 and L2 (intermove) provides powerful support for students to construe meaning in L2 wordings.

4.3.1.3. Reflections on detailed reading in Iteration 3

In terms of language use, it can be argued that the greater use of L2 in the Prepare and Focus phases was successful in detailed reading of the L2 text. As the video indicated, the students remained actively engaged in the learning activities, successfully identifying wordings. In elaborating phases, they could also take an active part in L2 interactions as shown above.

Students' comments and questions during detailed reading tended to centre on the field rather than on metalanguage. For example, in Class 1 when the teacher displayed the bird's image, a student commented on the colourful plumage of the bird compared to the previous birds the class had studied. On another occasion in Class 1 a student asked the teacher whether the male Purple-crowned Fairy-wren showing his crown meant that he was single. As the student asked in commonsense terms, the teacher restated it more scientifically, in that the male was looking for a potential mate (see Text 4.12).

Text 4.12: A student's query on topic

S5	Berarti yang jantannya masih jomblo ya bu ya?	<i>So that means the male is still single, ma'am?</i>
T	Ya	<i>Yes</i>
T	Mungkin cara menarik perhatian, ya?	<i>Perhaps, it's a way to attract (female's) attention, right?</i>

One issue that emerged during detailed reading in Iteration 3 was that some students tended to dominate in answering teacher questions, leaving fewer chances for others. It was sometimes difficult to manage these students as they would answer the question faster than the student appointed by the teacher. This practice is a result of the normal competitive environment of the classroom. In general this problem was managed in the intervention, but it could be improved by stipulating that only students named by the teacher are allowed to answer. In particular, the 'hands up' practice should be disallowed for identifying wordings in detailed reading, so that all students have an equal opportunity to succeed and be affirmed. In this way classroom behaviour can be managed at the same time as equalising the learning. Hands up can then be allowed in elaboration phases, so that competitive students get chances to shine as well.

4.3.2. Joint construction

A critical difference between Iteration 3 and Iterations 1 and 2 was that the notes made on the board were already in L2, so there was no need to re-instantiate them from L1 to L2.

The goal of joint construction in Iteration 3 was different from joint construction in Iterations 1 and 2. The function in Iteration 3 was to re-express the L2 notes with different L2 wordings, and practise writing to rewrite a report directly from L2. The stages in joint construction are Deconstruct model, Rewrite wordings ^ Reconstruct wordings into a new text ^ Review genre, language. In the Deconstruct model, Rewrite stage, the teacher sets out the stages and phases for the joint text. The stages for the text are Classification ^ Description; the Description stage consists of appearance and habitat.

The activities in the joint construction were relatively similar to joint construction in Iterations 1 and 2. The teacher firstly guided the students to discuss the sentence to be written in the joint text. After a sentence was approved, the students took turns to be the scribe and the reciter, scribing the approved sentence on the board (see Figure 4.13).

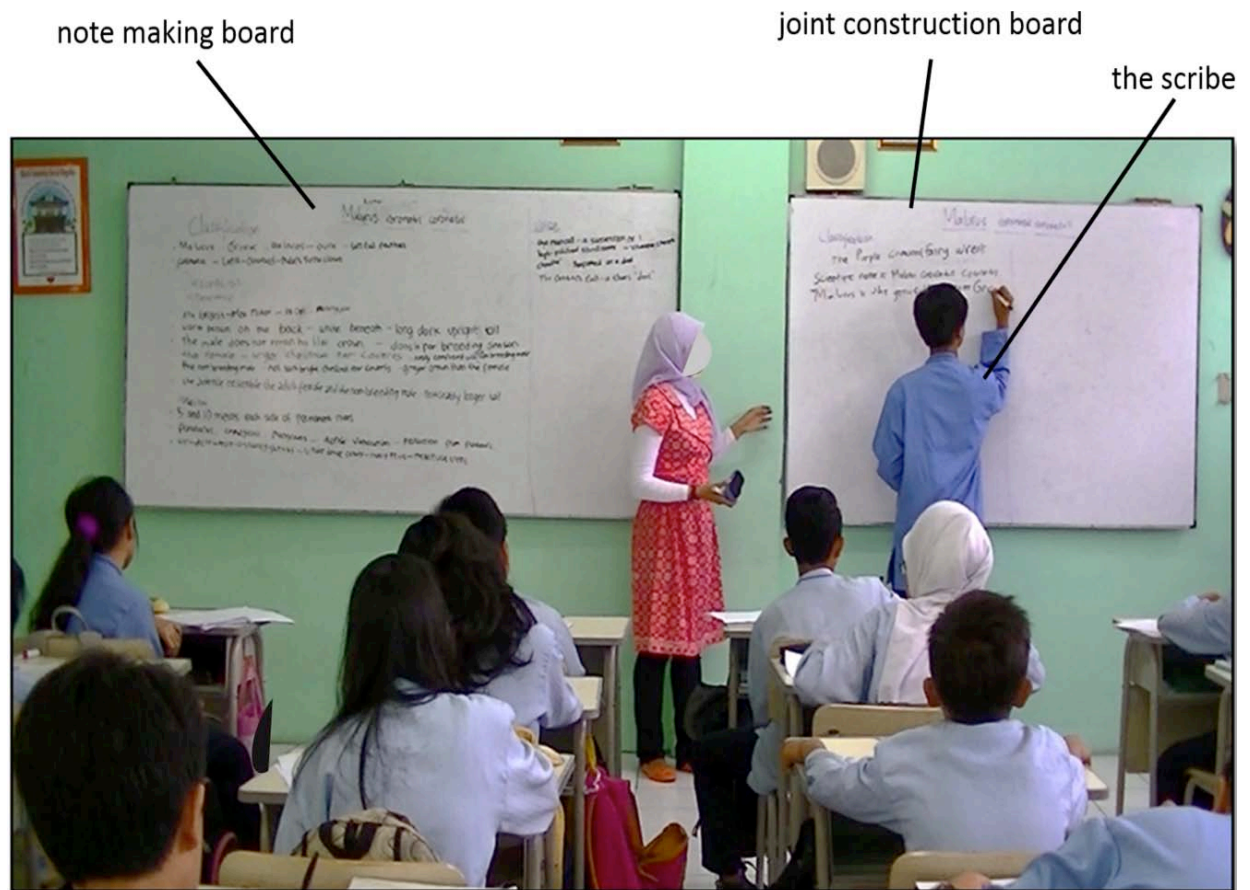


Figure 4.13: Typical activities in joint construction Iteration 3

The difference from Iterations 1 and 2 is twofold. First the wordings from the note making step are already in L2. Hence their re-instantiation in the jointly constructed text becomes re-expressing L2 wordings.

4.3.2.1. Re-expressing L2 wordings

During joint construction, the teacher guided students to construct new sentences by maintaining the key terms from the notes but changing some wordings. As this was a relatively new way of doing joint construction, the teacher often used Bahasa Indonesia and sometimes intramove language shift to support students' understanding.

In Table 4.41 the class is working from the L2 notes '*the female – large ear coverts – easily confused with the non-breeding male*'. The teacher begins by re-instantiating the note '*easily confused*' in L1 *mudah tertukar*, and explains that this means '*similar*'. She then focuses the task in three steps, using L1. She starts with a general Focus eliciting students' knowledge of L2 that '*don't use these words*'. She then reads from the L2 notes, and then gives an L1 equivalent '*similar*'. The

knowledge exchange is interrupted with negotiating hands up and appointing (illustrating why this is unnecessary in detailed reading), and the appointed student proposes an L2 re-instantiation of the teacher's L1 Focus, which is approved.

Table 4.41: Pedagogic activities, modalities and relations in joint construction Iteration 3 (Appendix I)

sp	exchange	gloss	phases	matter	sourcing	source	roles	sts
T	Kalau mudah tertukar biasanya ia disebut sama.	<i>If it's easily confused usually it's said 'similar'</i>	Prepare	L1 wording	re- instantiate L1	L2 notes	K1	class
T	Bagaimana kalian bilang supaya tidak menggunakan kata ini ya? Gimana caranya kita bisa bilang the female and the non-breeding male itu sama?	<i>So how can we say so that we don't use these words? How can we say <<the female and the non- breeding male>> are similar?</i>	Focus	L2 wording	elicit L1 read	L2 knowledge L2 notes	dK1 =dK1	class class
T	Pakai kata apa, yang 'sama'?	<i>What words will we use, which say 'similar'?</i>			elicit L1	L2 knowledge	=dK1	class
S7	(raising hand)		Direct	activity			A1	S7
T	S7?						A2	S7
S7	Same		Propose	wording	restantiate L2	L2 knowledge	K2	S7
T	OK!		Affirm	approve			K1'	S7

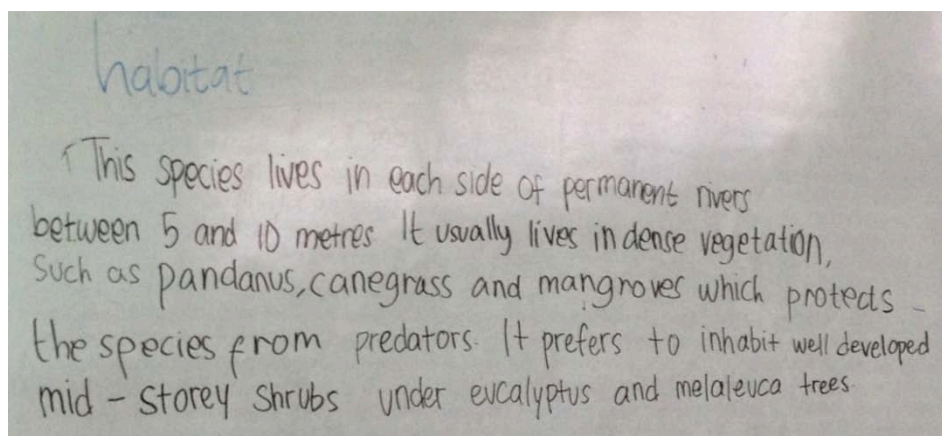
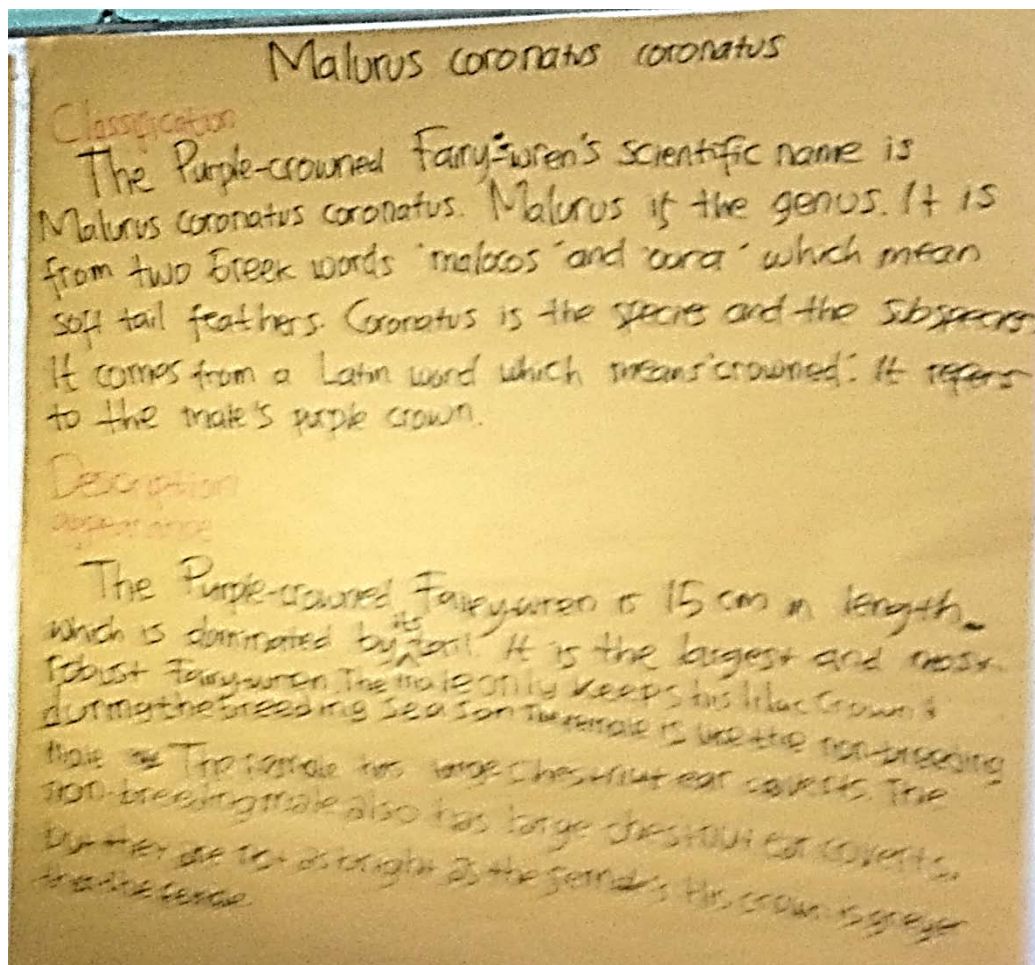
L1 is used to prepare and focus in this exchange because the task is particularly difficult. The L2 note is a metaphorical expression '*easily confused with*' that needed to be re-interpreted in more accessible terms, so the note is first re-instantiated and then re-interpreted in L1, before asking students to propose an L2 wording for the joint construction. Intramove is indicated when the teacher refers to *the female and the non-breeding male*, setting out the beginning of the sentence.

4.3.2.2. The joint construction texts in Iteration 3

As could be expected, joint construction produced quite different texts in Class 1 and Class 2. As the students in Class 1 were more advanced, the whole text was jointly constructed, whereas Class 2 only reached the appearance phase of the Description. However, this difference in pacing did not affect the overall implementation of the program, as the students in Class 2 were still required to write an Individual Construction based on the joint text.

The joint text from Class 1 (Text 4.13) consisted of a Classification and Description stage with appearance and habitat phases.

Text 4.13: The jointly constructed text from Class 1 - Iteration 3



[Text 4.13] transcribed

Malurus coronatus coronatus

Classification

The Purple-crowned Fairy-wren's scientific name is Malurus coronatus coronatus. Malurus is the genus. It is from two Greek words, malocos and oura which mean soft tail feathers. Coronatus is the species and subspecies. It comes from a Latin word which means crown. It refers to the male's purple crown.

Description

appearance

The Purple-crowned Fairy-wren is 15 centimeters in length which is dominated by its tail. It is the largest and most robust fairy-wren. The male only keeps his lilac crown during the breeding season. The female is like the non-breeding male. The female has large chestnut earcoverts, but they are not as bright as the female's. His crown is greyer than the female.

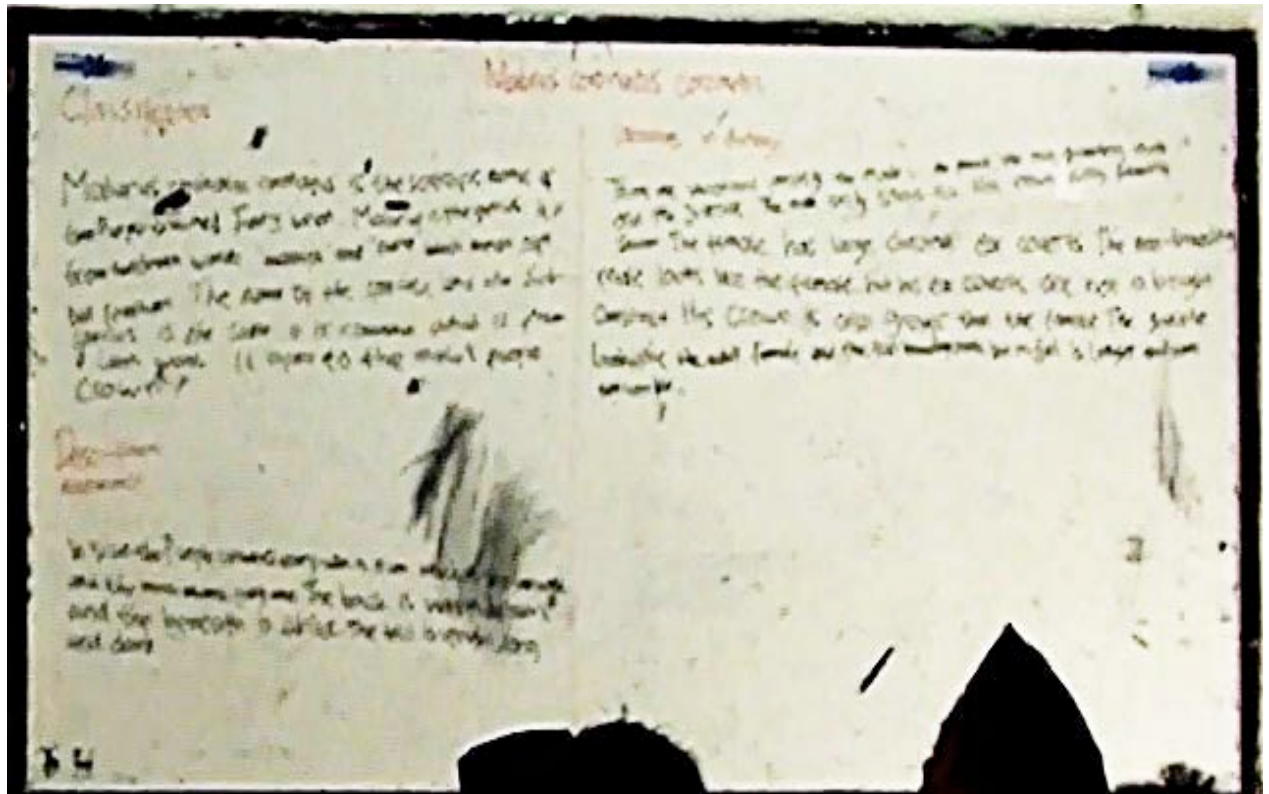
habitat

This species lives in each side of permanent rivers between 5 and 10 meters. It usually lives in dense vegetation, such as pandanus, canegrass, and mangroves which protects the species from predators. It refers to inhabit well developed mid storey shrubs under eucalyptus and melaleuca trees.

Text 4.13 was jointly constructed in two different lessons. The first section was transcribed onto butchers paper that was positioned beside the board in the second lesson so the students could continue working on the habitat phase.

In Class 2, the jointly constructed text included a Classification and Description stage that only included an appearance phase, although the notes went as far as the voice phase (Text 4.14). This was due the time allowed by the school for the intervention.

Text 4.14: The jointly constructed text from Class 2 – Iteration 3



[Text 4.14] transcribed

Malurus coronatus coronatus

Classification

Malurus coronatus coronatus is the scientific name of the Purple-crowned Purple-wren. *Malurus* is the genus. It is from two Greek words 'malocos' and 'oura' which mean soft tail feathers. The name of the species and the subspecies is the same. It is *coronatus* which is from a Latin word. It refers to the male's purple crown.

Description

appearance

In size, the Purple-crowned Fairy-wren is 15 cm which is the largest and the most robust. The back is warm brown, and the beneath is white. The tail is upright, long, and dark.

There are variations among the male, the female, the non-breeding male, and the juvenile. The male only shows his lilac crown during the breeding season. The female has large chestnut ear coverts. The female looks like the non-breeding male, but his ear coverts are not a bright chestnut.

His crown is also greyer than the female. The juvenile looks like the adult female and the non-breeding male, but its tail is more noticeable.

4.3.2.3. Reflections on the joint constructions in Iteration 3

Again, joint construction remained the step that students were most enthusiastic about. In Iteration 3 in particular, more students wanted to scribe, and the more challenging the wordings, the more students wanted to scribe. They also wanted to be directly guided by the teacher during the scribing as they knew the teacher would closely look at their writing. In Class 1, a list of students to scribe was required to manage behaviour as students were clamouring to be the scribe (see Text 4.15). The students in Class 2, on the other hand, helped the teacher to select some students who had not got the chance to be scribe.

Text 4.15: Students proposing to be the scribe (see Appendix I)

T	Who's next?	
S5	S5!	
Some S	(noisy) Aku!	<i>Me!</i>
T	OK, sebentar dulu ya , S7, S5,	<i>OK, wait, S7, S5, S11, S12,</i>
	S11, S12, OK?	<i>OK?</i>
	Lanjut!	<i>Let's continue!</i>
T	S7!	

One issue was that the joint construction was at the last day allowed for the intervention, so there was not much time to finish the text. Such time constraints impact the possibilities for exploring L2 during joint construction. On the other hand, L2 could be used more in the interactions, as the students were already used to the discourse patterns of the step, which increased the pacing.

4.4. Tracing Students' L2 Talk Development

Throughout the implementation of the program, students' participation in interactions was remarkable. There are two notable learning behaviours indicating characteristics of the multilingual context which may provide insights about L2 development in the classroom talk. The first related to the teacher's L2 evaluations and the second to students rehearsing new L2 words. These emerged during the interactions and may serve as evidence that students L2 learning was enhanced through carefully designed L1/L2 interactions.

4.4.1. Negotiating praise

In the R2L methodology, students are continually affirmed for success, to encourage their learning and participation in the lesson activities. In the intervention, L2 was first used for affirming in detailed reading. In the later steps, other tasks were also given praise, such as successful cooperation between a reciter and a scribe in scribing difficult wordings, or a student proposing an L2 sentence. As items like ‘good’ and ‘OK’ were familiar to them, students understood that they were being affirmed for their success in tasks. An example is Table 4.42 below.

Later in different steps, the teacher used various praising words in English such as *beautiful*, *fantastic*, and *brilliant*, along with *good*. Table 4.42 shows an example of praise for a student proposing a wording during joint construction.

Table 4.42: Example of praise (Appendix F)

sp	exchange	gloss	phases	matter
T	Bagaimana supaya pembaca tidak jenuh?	How to make the readers not bored?	Focus	wording
S3	Its		Propose	wording
T	Its!		Affirm	repeat
T	Beautiful!			praise

However, this strength of praise was challenged by a group of students since *beautiful* was considered to be used too often by the teacher. The teacher responded by changing *beautiful* into *brilliant*, followed by a joyful exclamation in the class (Table 4.43 – see Appendix F). This kind of challenge, in both Classes 1 and 2, indicated students’ growing understanding as they demanded better evaluative words

Table 4.43: Expanding resources for praise

sp	exchange	gloss	roles
Some S	Beautiful <u>wae</u> . (laughing)	<i>It's always beautiful.</i>	ch
T	OK, ibu ganti.	<i>OK, I'll change it.</i>	rch
T	Brilliant!	Brilliant!	K1'
Ss	Horeee. (laughing)	<i>Hurray.</i>	lgh

Praise was also often demanded by individual students. Table 4.44 shows an example from the video data, when a student was not satisfied with simple approval.

Table 4.44: Demanding praise

sp	exchange	roles
S9	Not beautiful?	K2
T	Yes, beautiful.	K1
S9	Yay, I'm beautiful!	K2f

Such demands for better evaluative words serve as evidence of interpersonal L2 development through interactions. First the students demand for 'better' evaluative words showed they understood the meaning of L2 evaluative words, as L1 equivalents were rarely provided and students did not ask for them. Secondly they also learned which L2 words give higher evaluation, e.g. from *good* to *beautiful* to *brilliant*, showing they were learning patterns of graduation in L2.

4.4.2. Rehearsing new L2 words

Pronunciation was included in the program because it is an important part of L2 learning. Modelling pronunciation of unfamiliar new words was usually undertaken in Elaborate phases. The teacher modelled the pronunciation first, followed by the students rehearsing the pronunciation, exemplified in Table 4.16, reproduced below.

[Table 4.16] Modelling pronunciation

sp	exchange	gloss	roles
T	Coba diulangi Nisaetus bartelsi.	<i>Please repeat Nisaetus bartelsi.</i>	dK1
Some S	Nisaetus bartelsi		K2
T	Good that's very good! Nisaetus bartelsi!		K1'

As discussed earlier, although the dK1 move is realised by a command, this is a knowledge exchange, in which the teacher models knowledge at the level of phonology, students display their knowledge (K2), and the teacher evaluates (K1').

Rehearsing as knowledge exchange occurred in various lesson activities, even when the teacher did not plan pronunciation practice. Students often rehearsed to themselves without the teacher's direction. In Table 4.45 (see Appendix E), the teacher changed the praise from beautiful to brilliant as demanded by the students. Some students then rehearsed *brilliant* in a low voice.

Table 4.45: Practising pronunciation

sp	exchange	phases	matter	roles
T	Its Indonesian name is...	Focus	wording	dK1
Some S	(interrupting) is Punggok minahasa	Identify	wording	K2
T	Beautiful.	Affirm	Praise	K1'
	Sorry, brilliant!			K1f
Some S	Brilliant	Rehearse	pronunciation	voc



Table 4.46 (see Appendix E) shows another example in joint construction, when one student asked the teacher to model the pronunciation for a bird's name. After the teacher pronounced it, all students repeated without being asked.

Table 4.46: Querying pronunciation

sp	exchange	gloss	phases	matter	roles
S2	Gimana dibacanya Bu?	<i>How is it (boobok) pronounced, Ma'am?</i>	Query	pronunciation	K2
T	Boobook		Extend	pronunciation	K1
Ss	(pronouncing) Boobook		Rehearse	pronunciation	voc

Rehearsing L2 pronunciation is perhaps a regular part of multilingual culture. There is a need for multilingual speakers to be able to say the words correctly to achieve precision in verbal communication. The fact that rehearsing in the program is done by the students whether intended as practice or not indicates that they were more conscious in the differences and willing to internalise it through rehearsing. This may suggest what Painter (1986) describes as children learning through what they see and hear from the scaffolding adult before growing out of this stage. In the context of mid-adolescent L2 learners, the intervention program had scaffolded the students to learn what to 'hear' and how to 'say' new L2 words.

4.5. Conclusion

This chapter set out to answer the first research question:

How can L1 be enfolded in L2 teaching and learning?

In the intervention program, L1 was enfolded in L2 teaching and learning through a process of building up resources. L1 was first used to familiarise the students with the field and the discourse patterns, then the discourse carefully shifted towards L2 as it became familiar.

Enfolding throughout the implementation is best explained by elaborating the following three sub-questions:

a. When were L1 and/or L2 used?

b. What was the role of KAEL (knowledge about English language) in content learning?

c. What were the strengths and weakness of this approach?

As described in this chapter, L1 was used as a scaffold at the beginning of the intervention, and this scaffold was gradually withdrawn as students' L2 resources expanded. At the level of the curriculum sequence, L1 was used first for reading texts in Iterations 1 and 2, and writing in L2 was introduced in the note making and joint construction steps. Reading in L2 was then introduced in Iteration 3. At the level of classroom discourse, L2 was introduced first in Evaluate phases of learning cycles, then in Elaborate phases, and finally in Prepare and Focus phases.

With respect to KAEL (knowledge about English language), KAEL terms were primarily used, though sometimes KAIL (knowledge about Indonesian language) terms were also used (which were then re-instantiated into KAEL). As R2L BP is a reading oriented pedagogy, KAEL assists students in deconstructing the reading texts and provides a way to interact in reconstructing a new text, through the explicit and implicit use of metalinguistic terms. In deconstructing the reading texts, KAEL terms were used in the explicit sense for labelling the name of genre and the generic structure of the reading texts and several traditional grammar terms such as verbs and nouns. Metadiscourse (see Martin, 2006) in the forms of commonsense terms (headings, parts) and exophoric reference (*that* and *this*), was also used throughout the iterations; this assisted the students in identifying what the teacher was referring to. In reconstructing a new text, particularly in joint construction steps, KAEL terms became 'the lingua franca' for talking about creating a new text, identifying what was required in a text or a sentence, and what to re-instantiate.

With respect to the strengths of this approach, planning for teaching and learning is specific and detailed, and covers all language strata. However during the implementation, concerns over re-instantiation could also be managed from the design, and adjustment to varying situations was possible. Managing behaviours is also an additional strength of the pedagogy. Stage 1 of the research found that teachers continually invest time in disciplining the students and directing them to pay attention (see Chapter 3, Section 3.3.2), whereas this problem occurred far less in the intervention program. The students were also more involved in the

lesson activities, than in the lesson observed in Stage 1. Even though classes were sometimes noisy, the students were actually discussing their work and what was going on in the classroom, rather than chattering unrelated to teaching and learning.

One potential weakness of the program is the difficulty of familiarising teachers into the new pedagogic practice. Even the researcher found it difficult in the beginning to change into the new ways of designing and teaching lessons. The pedagogy is quite challenging in the beginning, and takes continuous awareness of changing the view of teaching in order to be consistent.

While the result of the intervention should not be overstated, the 3 to 4 week program demonstrated that enfolding L2 in L1 learning indicates a promising approach. It is certainly necessary for students to speak in L2. But directly enveloping learners in L2 without adequately scaffolding them in L1 may be counter-productive. In this 3 to 4 week intervention program, students' L2 talk developed considerably, not only through reading and writing L2, but through the highly supportive talk-around-text that accompanied it. The way enfolding was designed in the program ensured that the students were able to cope not only with everyday talk in L2, but scientific talk in L2. Crucially this was enfolded in learning about curriculum knowledge through reading and writing. In particular, students were able to respond in L2 during joint construction, proposing wordings that clearly indicated their increasing ability to construe meanings in English.

Chapter 5 The Impact of the Pedagogy: Students' Writing Development in L2

5.0. Introduction

A major goal of the intervention program was to prepare the students for independently reading and writing a descriptive report about an Indonesian endangered bird species. The intervention program was implemented to assist them in preparing to do the complex tasks of writing high-stakes factual texts. It will be recalled that the two classes studied were in two schools selected because of their marked socioeconomic differences and the relative privileges enjoyed by the students. The students in School 1 were privileged in many ways, both in terms of enjoying good school facilities and in terms of having prosperous parental backgrounds, while those in School 2 were less privileged in the school resources they had at their disposal, and in the incomes of their parents. The discussion in this chapter will review in some detail the texts written by the students in the two schools, and among other matters, the impact of the pedagogy will be considered. While many students in School 1 performed reasonably well at the start of the teaching cycle, those in School 2 tended to perform less well. Both groups of students, it will be argued, performed in improved ways by the end of the teaching cycle, but, as will be demonstrated, those in School 2 showed considerable gains in their performance.

The impact of the program can be traced by analysing the students' writing texts following the three different phases of the intervention: before, during and after the intervention. Before the intervention phase commenced, pre-texts were written by the students and they provided a base-line perspective on the students' science literacy level, including evidence of the challenges they faced in writing in L2. During the intervention phase, involving three iterations, the writing texts collected provided information about the impact of the particular pedagogic activities used to address the challenges, and also information about how to 'fine-tune' the design in the implementation (see de Silva Joyce & Feez, 2012). The post-texts, which represent the results of the intervention program, were analysed to demonstrate

the outcomes of the program, and the extent to which control of content and language was achieved. Accordingly, the pre- and post-texts will be used below to interpret and understand the developmental trajectory of these students' writing in L2, potentially providing recommendations for implementation of similar programs in the future.

This chapter is organised into four main sections. Section 5.1 (R2L Assessment Criteria) provides details about the assessment criteria used in assessing all texts collected, in the pre - and post-intervention phases. Section 5.2 (Pre-intervention Text Assessment), outlines the analysis of the pre-intervention texts, revealing some of the challenges for the students in writing. Section 5.3 (Assessing Individual Construction: Supported Task Assessment) discusses the texts collected after each iteration, during which the researcher had taught students to develop a joint construction of the target genre, on the basis of which she had asked them to write individual constructions (see Chapter 4, sections 4.1.2). The teaching strategies adopted in the two schools differed to the extent that, after the first iteration it was decided to introduce intensive teaching about English sentences and their structure to the students in School 2. The evidence, as will be explained below, was that this additional intensive teaching proved effective, so that, by the end of the third iteration, the students in School 2 were performing as well as those in School 1. Section 5.4 (Post-intervention Text Assessment), examines the final written texts, the production of which constituted the main task in the program.

5.1. R2L Assessment Criteria

R2L methodology has been explained in some detail in Chapter 2 (sections 2.2.2.2). Here the assessment criteria are explained in more detail, while some additional criteria developed by the researcher are explained. As noted in Chapter 2, the assessment adopted is in conjunction with the text-in-context model, which uses 14 criteria involving context and language. In this rubric context consists of genre and register; and language consists of discourse semantics, lexicogrammar, and graphology.

In the assessment, each criterion is simply scored 0-3 (0: absent/ 1: weak/ 2: good/ 3: excellent), so the total possible score is 42. Students' writing is assessed by comparison with exemplars for each stage of school that have been assessed and scored at a high level for the stage. When assessing a text, guiding questions for each criterion are used to assist in giving scores. These guiding questions are designed specifically for each genre family. Table 4.1 summarises the R2L assessment tools for the factual genre family. It will be noted that guiding questions are provided for: Context (Purpose, Staging, Phases, Field, Tenor, and Mode); Discourse (Lexis, Appraisal, Conjunction, Reference); Grammar; Graphic Features (Spelling, Punctuation and Presentation). For each of Context, Discourse Grammar and Graphic Features, a general direction is given, followed by more focussed directions for the marker to follow.

Table 5.1: R2L marking criteria for factual texts (from Rose, 2012; Book 4. p.9)

Criteria	Guiding questions	Score
CONTEXT	<i>What is your quick first impression of the text? Does it achieve the intended purpose?</i>	
Purpose	Is the factual genre appropriate for the writing task?	0-3
Staging	Does it go through appropriate phases for the genre and field?	0-3
Phases	Is each stage organised in appropriate phases for the genre and field?	0-3
Field	How well does the writer understand and explain the topic?	0-3
Tenor	Is it appropriately objective?	0-3
Mode	Is there an appropriate use of technical and abstract language?	0-3
DISCOURSE	<i>Mark the discourse criteria in the text, to give an accurate picture.</i>	
Lexis	Is the field well-constructed by sequences and abstract language?	0-3
Appraisal	Is appraisal judiciously used to evaluate things, processes and relations? (If no appraisal score 2, as it is simply factual.)	0-3
Conjunction	Are logical relations between each step clear, e.g. time, comparisons, cause? (Note: conjunction is often implicit, particularly in reports.)	0-3
Reference	Is it clear who or what is referred to?	0-3
GRAMMAR	<i>Make quick judgments about grammar and graphic criteria.</i>	
	Are the grammatical conventions of written English used accurately? Is there an appropriate variety of sentence and word group structures for the school stage, or is it too simple?	0-3
GRAPHIC FEATURES	<i>What is your first quick impression of these features?</i>	
Spelling	How accurately spelt are core words (frequent) and non-core words (less-frequent)?	0-3
Punctuation	How appropriately and accurately is punctuation used?	0-3
Presentation	Are paragraphs used? How legible is the writing? Is the layout clear? Are illustrations/diagrams used appropriately?	0-3

5.1.1. Considerations in assessing L2 writing texts

Since the differences between L2 and L1 learning are considerable, a particular goal of the study is to consider carefully the particular problems the students had in learning English as their L2. Two main aspects of language and its learning will be in focus. These are the use of technical terms and grammatical differences; both of these are important for assessment purposes. In assessment terms, the technical terms are dealt with in the lexis criterion. Lexis focuses on content words (Rose, 2012; 2015) – field specific technical terms, or entities (Martin, 1992; Martin & Rose, 2007). Technical terms, or entities, can be categorised as concrete (everyday or specialised) or abstract (technical, institutional, semiotic) (Martin & Rose, 2007, p.114). Examining the use of technical terms in the pre- and post-texts is important since it indicates how content knowledge is realised in texts through the use of appropriate technical terms. However, since in this context we are working with English and Bahasa Indonesia, two languages which have developed specialised discourse, the differences in realising L1 technical terms from L2 can pose a challenge. This is particularly true when most students look up a regular dictionary in order to re-instantiate terms. As students develop their knowledge in the field, they will use technical terms which are probably typically sourced from L1. This is monitored closely in assessing lexis, taking advantage of the fact that the researcher assessing the texts understands both L1 and L2. To some extent, the re-instantiation of technical terms found in the students' texts can offer valuable information for L2 writing development.

In R2L marking criteria, the question on grammar focuses on the use of technical grammar and accuracy. Technical grammar in L2 (the grammatical resources used in science) was taught during the intervention; but L1 technical grammar can influence the technicality and accuracy of L2 grammar. The sentences may attempt to construe L2 by using L2 wordings, but the structure may be somewhat awkward. This phenomenon is often referred to as 'interference from L1'¹⁷. Interference in this study is not regarded as negative; instead it is taken as

¹⁷ The term 'interference from L1' is chosen to refer to a phenomenon found in the students' texts, (i.e. students' predilection for word-by-word translation from L1). Other terms such as interlanguage (e.g. Selinker & Rutherford, 2013), cross-language transfer (e.g. Latkowska, 2010), or variation (e.g. Kachru, 1986) reflect the preferred usage by particular traditions. The present term is considered as a more general term, and thus used throughout this thesis.

information related to the development of a student's grammatical abilities. It is also treated as providing information on the impact of the intervention program (including whether the interference from L1 is less visible). This concern with grammar will not however be a major focus on discussing L2 writing development, because other strata will also offer a great deal of relevant information.

Re-instantiation of technical terms and interference from L1 will be used as a starting point to look at L2 writing development. These considerations, while not major foci, extend two criteria in the R2L assessment by adding a question for each criterion as shown in bold font in Table 5.2.

Table 5.2: R2L assessment with additional criteria for L2 in lexis and grammar

Criteria	Guiding questions	Score
CONTEXT	<i>What is your quick first impression of the text? Does it achieve the intended purpose?</i>	
Purpose	Is the factual genre appropriate for the writing task?	0-3
Staging	Does it go through appropriate phases for the genre and field?	0-3
Phases	Is each stage organised in appropriate phases for the genre and field?	0-3
Field	How well does the writer understand and explain the topic?	0-3
Tenor	Is it appropriately objective?	0-3
Mode	Is there an appropriate use of technical and abstract language?	0-3
DISCOURSE	<i>Mark the discourse criteria in the text, to give an accurate picture.</i>	
Lexis	Is the field well-constructed by sequences and abstract language? Are the technical terms re-instantiated appropriately?	0-3
Appraisal	Is appraisal judiciously used to evaluate things, processes and relations? (If no appraisal score 2, as it simply factual.)	0-3
Conjunction	Are logical relations between each step clear, e.g. time, comparisons, cause? (Note: conjunction is often implicit, particularly in reports.)	0-3
Reference	Is it clear who or what is referred to?	0-3
GRAMMAR	<i>Make quick judgments about grammar and graphic criteria.</i>	
	Are the grammatical conventions of written English used accurately? Is there an appropriate variety of sentence and word group structures for the school stage, or is it too simple? Is there any interference from L1?	0-3
GRAPHIC FEATURES	<i>What is your first quick impression of these features?</i>	
Spelling	How accurately spelt are core words (frequent) and non-core words (less-frequent)?	0-3
Punctuation	How appropriately and accurately is punctuation used?	0-3
Presentation	Are paragraphs used? How legible is the writing? Is the layout clear? Are illustrations/diagrams used appropriately?	0-3

5.2. Pre-intervention text assessment

There were 42 pre-intervention texts collected from two schools – 35 from School 2, and 7 from School 1 (not all students in School 1 submitted their pre-texts). The average score for School 1 was 19 (out of 42); the highest was 23 and the lowest was 8. In School 2, the average was 13 (out of 42); the highest score was 19, and the lowest was 9.

Six examples from the pre-texts are presented by firstly showing the original text in each case, then typing the text, laying it out clause by clause. There are several levels of realisation hierarchy taken into consideration in analysing the texts: genre and register, indicating the extent to which the texts achieve their purpose; managing tenor, field and mode; grammar, covering aspects of the congruent nature of the grammar used, as well as any interference from L1; and graphology and punctuation considered as the more ‘mechanical’ dimensions of the texts.

5.2.1. Genre and register

For the pre-text writing task, teachers in School 1 instructed the students to write what they called a ‘descriptive text’ about animals that they liked, and teachers in School 2 instructed the students to write a descriptive text about friends or places that they liked. The schematic structure that the teachers taught for descriptive texts was Identification ^ Description. However, the teachers did not make a distinction between description genres, which describe specific entities, and report genres, which classify and describe general types of entities.

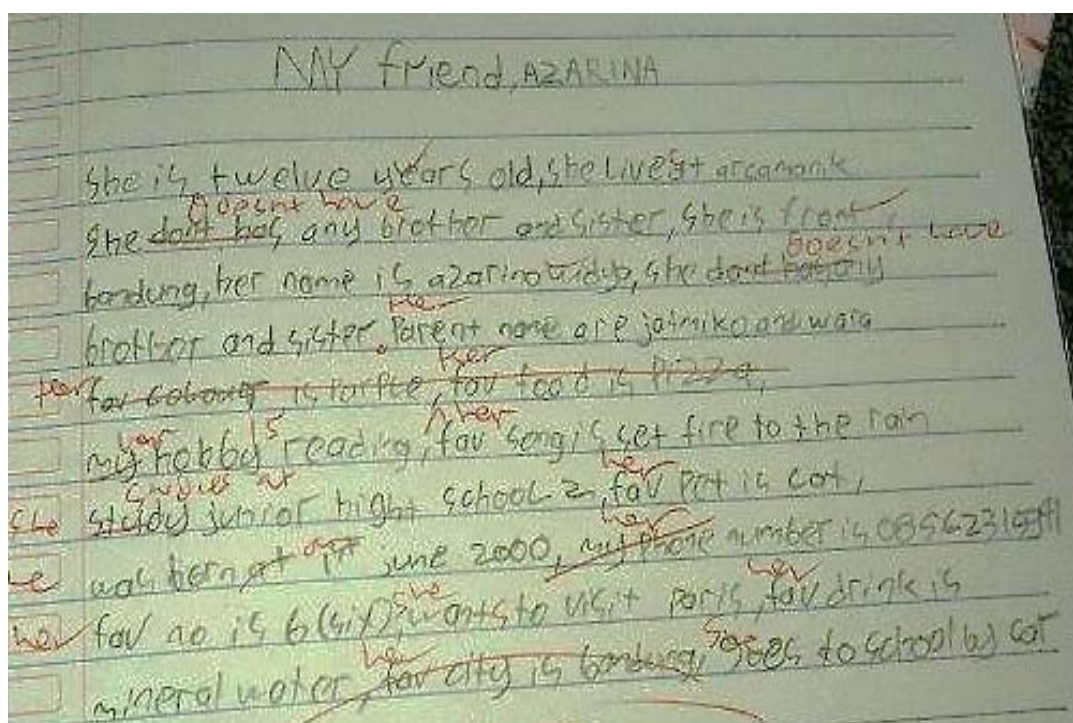
Two genres are found in the pre-texts, i.e. descriptions and descriptive reports, even though the teaching was ostensibly about descriptions. Rose and Martin (2012, p.56) define the schematic structure of descriptions as Orientation ^ Description. The Orientation stage functions as the statement of what is being described. It is followed by the Description stage which gives the detail of parts and attributes.

In general the pre-texts are relatively simple, consisting of short sentences, most of them in one or two paragraphs. The effect for genre and register realisation is that stages and phases are mostly realised by one or two sentences. The purpose

of writing a description is generally achieved, though the purpose is not always effectively achieved because of the short length of the text. The Orientation stage is generally achieved through a sentence or two, involving either a personal comment, or sometimes an objective statement. The Description stage includes a series of phases, each realised in a simple sentence. However in the weakest texts, stages and phases may not be apparent. Field, tenor and mode mostly reflect the everyday and common sense understanding of the topic in focus.

Text 5.1 is an example of a description lacking clear stages and phases.

Text 5.1: A pre-text: My Friend, Azarina



MY friend, AZARINA

She is twelve years old, she live at arcamanik
she don't has any brother and sister, she is from
bandung, her name is azarina widya, she don't has any
brother and sister. Parent name are Jatmiko and Wara
fav colour is purple, fav food is pizza,
my hobby reading, fav song is set fire to the rain
study junior high school 2, fav pet is cat,
was born at 1st june 2000, my phone number is 0856231971
fav no is 6 (six), wants to visit paris, fav drink is
mineral water, fav city is bandung, goes to school by car

Text 5.1 is one of the lowest ranked texts, scoring 8/42. The description of the writer's friend Azarina covers various aspects of her age, personal information, and favourite things. This information is what the teacher told students to include in the description (e.g. age, address, and favourite things), but is not organised in stages and phases. It is simply a random list with no logical sequence to organise information. [Text 5.1] further outlines the analysis of Text 5.1, separating each clause into different rows.

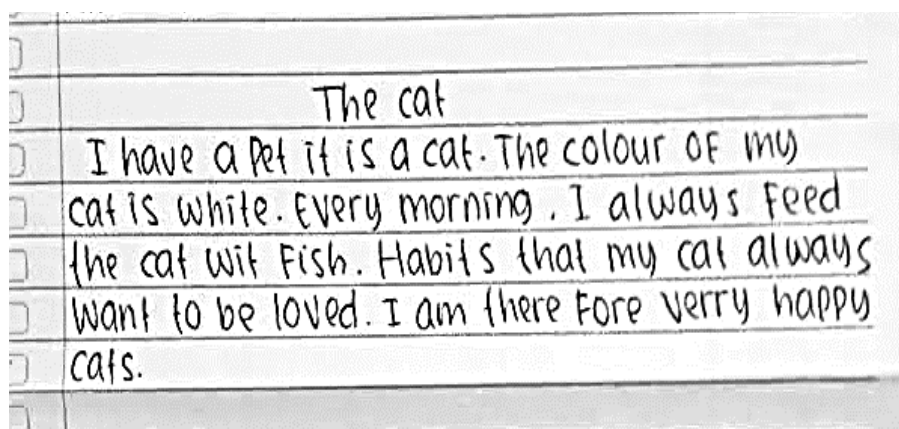
[Text 5.1.]

1 She is twelve years old,
2 she live at arcamanik
3 she don't has any brother and sister,
4 she is from Bandung
5 her name is azarina widya,
6 she don't has any brother and sister.
7 Parent name are Jatmiko and Wara
8 fav colour is purple,
9 fav food is pizza,
10 my hobby reading,
11 fav song is set fire to the rain
12 study junior hight school 2,
13 fav pet is cat,
14 was born at 1st june 2000,
15 my phone number is 76562314971
16 fav no is 6 (six),
17 wants to visit paris,
18 fav drink is mineral water,
19 fav city is bandung
20 goes to school by car

This way of describing a person reflects a spoken rather than written mode, since each clause is very simple, its grammar is congruent and overall the text is not well organised.

Other pre-texts use stages and phases. In Text 5.2, the Orientation stage is presented through two clauses. The Description stage is presented through a number of short sentences. The Description stage is divided into four phases: appearance, diet, behaviour, habits and comment, each realised in a simple sentence. The genre analysis is presented in [Text 5.2]. Stages are presented with initial capitals, and phases in lower case.

Text 5.2: A pre-text: The Cat



The Cat

I have a pet it is a cat. The colour of my cat is white. Every morning, I always feed the cat wit fish. Habits that my cat always want to be loved. I am there fore verry happy cats.

[Text 5.2]

	stages	phases	
	Title		The Cat
1	Orientation		I have a pet
2			it is a cat.
3	Description	Attributes	The colour of my cat is white.
4		Habits	Every morning, I always feed the cat wit fish.
5			Habits that my cat always want to be loved.
6		Comment	I am there fore verry happy cats.

In the Orientation stage, clauses 1 and 2 classify the pet as a cat. In the Description stage, the clauses provide the attributes and habits of the cat, though the last clause provides comment. Clause 3 describes the colour of the cat. Clauses 4 and 5 describes its habits. The tenor is entirely personal, presumably since the teacher asked the students to describe 'animals that they like'. Hence clause 6, which shows interference from Bahasa Indonesia, concludes the text by stating the writer likes cats in general (see Section 5.2.2 for the discussion of interference from Bahasa Indonesia).

Text 5.3: A pre-text: Hanon

	Hanon
	I have some pets. however, my favorite pet is Hanon.
	Hanon is a female cat. she is adorable and active cat.
	She has a black fur, innocent round eyes, and a sweet
	voice. she always meows when she feels hungry and I
	gives her a half bowl of cat food and some milk.
	Hanon is a nice playmate. I'm happy to spend my time with
	her. most of time, she is a good girl. it's almost
	impossible for me to be angry with her.

Hanon

I have some pets. However, my favourite pet is Hanon. Hanon is a female cat. She is adorable and active cat. She has a black fur, innocent round eyes, and a sweet voice. She always meows when she feels hungry and I gives her a half bowl of cat food and some milk.

Hanon is a nice playmate. I'm happy to spend my time with her. Most of time, she is a good girl. It's almost imposible for me to be angry with her.

Text 5.3 is better organised and more developed than Texts 1 and 2. Each phase involves more than one clause. It was also presented in different paragraphs.

[Text 5.3] outlines the genre and register analysis of Text 5.3, separating each clause in each row and using a triple slash (///) to indicate the end of a paragraph.

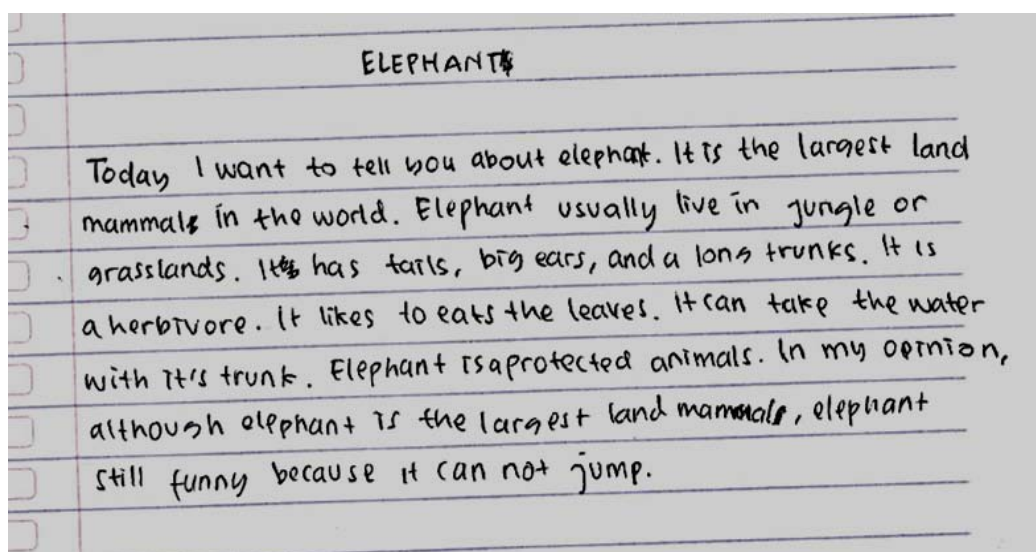
[Text 5.3]

1	Orientation		I have some pets.
2			However, my favourite pet is Hanon.
3			Hanon is a female cat.
4	Description	attributes	She is adorable and active cat.
5			She has a black fur, innocent round eyes, and a sweet voice.
6		habits	She always meows when she feels hungry
7			and I gives her a half bowl of cat food and some milk. ///
8		comment	Hanon is a nice playmate.
9			I'm happy to spend my time with her.
10			Most of time, she is a good girl.
11			It's almost impossible for me to be angry with her.

Text 5.3 provides far more information than Text 5.2. The Orientation starts with pets in general, specifies the favourite pet and classifies it as a female cat. The Description presents attributes, habits, and the writer's comment to the cat. Clause 4 evaluates the pet, clause 5 describes its appearance and clauses 6 and 7 describe its feeding behaviour and diet. Clauses 8 – 11 add personal comments.

The use of comments and attributes is one major factor distinguishing descriptions from reports. The schematic structure of report genre is Classification ^ Description, as its goal is to classify and describe things in general. Whereas descriptions will tend to use everyday and personal language, reports will tend to use technical and objective language. Texts 5.4 and 5.5 are examples of reports found in the pre-texts. Text 5.4 classifies and describes the elephant as a general class of animals.

Text 5.4: A pre-text: Elephant



ELEPHANT

Today I want to tell you about elephant. It is the largest land mammal in the world. Elephant usually live in jungle or grasslands. It has tails, big ears, and a long trunks. It is a herbivore. It likes to eats the leaves. It can take the water with it's trunk. Elephant is a protected animals. In my opinion, although elephant is the largest land mammal, elephant still funny because it can not jump.

In [Text 5.4] below, clauses 1 and 2 introduce the elephant with a greeting and classify it as a land mammal. Each clause in the Description stage realises a typical phase in a report about animals, including habitat, appearance, diet, behaviour and protection status. Clause 3 describes elephant habitats (jungle or grasslands). Clause 4 describes its distinctive body parts. Clauses 5-7, describe its diet, first technically as a herbivore (which is defined as 'eats the leaves'), and then the function of the trunk. Clauses 9 – 11 present a personal comment, as directed by the teacher.

[Text 5.4]

Stages		Phases
	Title	Elephant
1	Classification	Today I want to tell you about Elephant.
2		It is the largest land mammal in the world.
3		Elephant usually live in jungle or grasslands.
4	Description	habitat
5		appearance
6		diet
7		It likes to eats the leaves.
8		It can take the water with it's trunk.
9		status
10		Elephant is a protected animals.
11		personal comment
		In my opinion, although elephant is the largest land mammal, elephant is still funny because it can not jump.

Text 5.5 is an example of a report which does not include personal comment. It is entirely objective and generalised.

Text 5.5: A pre-text: Elephant (2)

<input type="checkbox"/>	Elephant
<input type="checkbox"/>	Elephant is one of biggest animal in the world. This
<input type="checkbox"/>	animal is from africa. Its Colour is grey. Its has long trunk
<input type="checkbox"/>	and long tusk. Elephant is a herbivore. Elephant is a tame
<input type="checkbox"/>	animal. But if it become become to angry it can become to dangerous
<input type="checkbox"/>	animal. Elephant is warm blood animal. Elephant is a mammal.
<input type="checkbox"/>	The body of female elephant is bigger than the body of
<input type="checkbox"/>	male elephant.
<input type="checkbox"/>	

Elephant

Elephant is one biggest animal in the world. This animal is from africa. Its colour is grey. It has long trunk and long tusk. Elephant is a herbivore. Elephant is a tame animal. But if it become to angry it can become to dangerous animal. Elephant is warm blood animal. Elephant is a mammal. The body of female elephant is bigger than the body of male elephant.

As can be seen in [Text 5.5], clauses 1 and 2 classify elephants in terms of size and origin, but other classificatory information, to do with the status of the animal as a warm blooded mammal (clauses 8 and 9), comes within the Description stage, hence classifying phase. In addition, the phases of the Description stage are not well-arranged, in that clauses that should be closer together in providing descriptive material, are written in a disorganised fashion. The appearance elements, for example, to do with colour (clause 3) and body parts (clause 4) are written in order, but size (clause 10), which is also to do with appearance, is written after the classificatory detail.

[Text 5.5]

1	Classification		Elephant is one biggest animal in the world.
2			This animal is from africa.
3	Description	appearance	Its colour is grey.
4			It has long trunk and long tusk.
5		behaviour	Elephant is a tame animal.
6			But if it become to angry//
7			it become to dangerous animal,
8		classifying	Elephant is warm blood animal.
9			Elephant is a mammal.
10		appearance	The body of female elephant is bigger than the body of male elephant.///

In terms of genre, the writing task established by the teachers produces two different genres – descriptions and reports. Both of the genres belong to the factual genre family (Martin & Rose, 2008; Rose, 2012; 2015) devoted to “interpretation [...] of natural phenomena that is to describe natural entities and other phenomena” (Christie & Derewianka, 2008, p. 188). Learning these genres is an important part of apprenticing young learners into the discipline of science.

Although the schematic structure in the pre-texts generally meets the expectation of the genre, in terms of field, tenor and mode, the texts are not very ‘scientific’. The pre-texts reflect a commonsense understanding of the field. This can be seen in the writing about cats in Texts 5.2 and 5.3. For instance, in Text 5.3 cats are described as endearing pets rather than interpreted as a natural phenomenon. Furthermore, the writing of the pre-texts is approximate closely to the spoken mode, as shown in Text 5.1, e.g. *fav colour is purple*, and *fav food is pizza*, and as

indicated by the use of personal comments, e.g. in Text 5.4 *In my opinion, [...] elephant is still funny [...]*.

5.2.2. Grammar: congruent grammar and evidence of interference from L1

Assessing grammar by using R2L means assessing patterns according to the appropriate use of words and structures in written English (Rose, 2012; 2015; Book 4, p.8). In the pre-texts, there are two main grammatical areas of interest -- to do with congruent expressions and interference from the grammar of the L1. Congruent grammar is realised through simple clauses which involve simple nominal group structures realising Participants and simple verbal group structures realising Processes. Most of the clauses in the pre-texts are of this type, for example clause 1 from Text 5.2.

[Text 5.2]

1	I	have	a pet
	Carrier	Process	Attribute

In clause 1, the Participants are realised by nominal groups 'I' and 'a pet'; the Process is realised by a verbal group 'have'. The groups have a very simple structure. Some clauses have a more expanded nominal group structure realising Participant. Clause 2 in Text 5.4 is an example of this type.

[Text 5.4]

2	It	is	the largest animal in the world
	Token	Process	Value

The nominal group in Value (*the largest animal in the world*) expands *animal* in terms of its quality -- as being *the largest in the world*.

In the pre-texts, which mainly construe commonsense experience, congruent grammar realised through simple short clauses suffices. The fact that the majority of the pre-texts fall into this category is to be expected. Particularly in ESL/EFL education where the teaching/learning focuses on everyday discourse, as discussed in Chapter 2, it is very likely that children will use congruent grammar and familiar lexis.

Another important point in grammar has to do with interference from the L1. There are some clauses in the pre-texts which show interference from Bahasa Indonesia, the students' L1. Interference occurs to different degrees, particularly in word group and word-for-word translation. The words may be in English, but they may not construe the same experiential meaning in English. Clause 6 in Text 5.2 is an example of this type of interference.

[Text 5.2]

6 I am there fore verry happy cats

Clause 6 attempts to construe the writer's fondness of cats, where the equivalent meaning expressed in English would be as in 6a.

English equivalence of 6 [Text 5.2]

6a	So	I	am	very fond of	cats
		Carrier	Process	Attribute	Cause

However, instead of using *very fond of* as Attribute, the writer uses *verry happy*, which is a literal translation of 'sangat senang'. The equivalent clause is presented in 6b.

Indonesian equivalence of 6 [Text 5.2]

6b	<i>Saya</i>	<i>makanya</i>	<i>sangat senang</i>	<i>Kucing</i>
	I	so	am very fond of	Cats
	Carrier		Attribute	Cause

This type of L1 interference is a result using a dictionary¹⁸ to literally substitute the Indonesian words into English words.

As another example, a clause may be written using English words, but the grammar of the sentence may follow the structure of Bahasa Indonesia. The influence of clauses in Bahasa Indonesia can also be seen when a sentence is compared with its nearest equivalent in English. Clause 4 in Text 5.2 can be taken as an example.

[Text 5.2]

4	Every morning	I	always	feed	the cat	wit (sic.) fish
	Location	Actor	Modal	Process	Goal	Manner

Clause 4 arguably shows the interference of Bahasa Indonesia. It basically means that the writer (*I*) feeds fish to the cat. In English, the modal *always* is not necessary, since the habit is already construed by the location *every morning* and the simple present tense form of the action Process *feed*. The use of *always* is from an English point of view redundant and probably sourced from Bahasa Indonesia, where it would be commonly used in this process to make the habitual nature of the action more explicit.

To reveal the interference, the translation equivalent of clause 4 in English can be provided in clause 4a.

Equivalent clause in English

4a	Every morning	I	feed	the cat	fish
	Location	Actor	Process	Recipient	Goal

The equivalent clause in the interfering language is provided below.

¹⁸ The word 'senang' in Bahasa Indonesia can refer to *fond of* and *happy*. By using a regular dictionary or Google Translate, 'sangat senang' is translated into *very happy*.

Equivalent clause in Bahasa Indonesia

4b	<i>Setiap pagi</i>	<i>saya</i>	<i>selalu</i>	<i>memberi makan</i>	<i>kucing</i>	<i>dengan ikan</i>
	Every morning	I	always	give eat	cat	with fish
	Location	Actor		Process	Recipient	Manner

The equivalent clause in Bahasa Indonesia (4b) reveals the probable origin for a word-for-word translation from Bahasa Indonesia into English. This can be seen from the use of a temporal marker¹⁹ *selalu* ‘always’ and a circumstance of Manner *dengan ikan* (‘with fish’). In Bahasa Indonesia, it is necessary to construe habitual action by using a temporal marker (such as *selalu* ‘always’). And feeding the cat fish is construed with a circumstance of Manner *dengan ikan* (‘with fish’). This is the pattern the student repeats in writing the English clause. Note in passing that the lexical verb ‘feed’ in English is realised in Bahasa Indonesia by a verb complex *memberi makan* ‘give eat’; but this does not influence the English.

Beyond interference, we also need to consider the English resources needed to write both descriptions and reports. These are relational clauses and nominal groups. The grammar of Bahasa Indonesia construes relational clauses and nominal groups differently to English, so the Indonesian students have to learn how to construe the meanings involved in different ways.

Table 5.3 below presents examples of interference from L1 found in a number of pre-texts in the corpus (not only the pre-texts presented in this chapter). These examples construe relationships, track participants, and make generalisations.

¹⁹Temporal markers, in this case, are in accordance with the description of adjuncts of frequency (see Sneddon, et al, 2010a; 2010b), indicating habitual actions. The decision to categorise ‘adjuncts of frequency’ such as ‘*selalu*’ *always*, ‘*sering*’ *often*, into temporal markers is the fact that such words are attached to the verbal group structure.

Table 5.3: Objects of L1 interference in the pre-texts

No.	Object of interference	Clauses	English equivalent
1	Construing relations	A wolf bigger than a husky	A wolf is bigger than a husky
2		My hobby reading	My hobby is reading
3		I am age 11 year old	I am 11 years old
4		It no has leg	It does not have legs
5		My cat have claw that sharp	My cat has sharp claws
6		It is be a house keeper	It is a house keeper
7	Tracking participants	fav pet is cat	Her favourite pet is cats
8		Was born at 1 st june 2000	She was born on 1 st June 2000
9	Making generalisations	Elephant is one of biggest animal in the world	Elephants are the biggest animal in the world
10		It has long trunk and tusk	It has a long trunk and tusks
11		Many tourist come to Indonesia	Many tourists come to Indonesia

In Bahasa Indonesia, relational processes do not always involve a Process. In relational attributive clauses, a Process realised in a verbal group is not used; and the Process is optional in relational identifying clauses. Clause 2 in Table 5.1 has an example of this type of interference. Its equivalent clause in English (2a) shows that a process *is* is necessary.

English equivalent of clause 2

2a	My hobby	is	reading
	Value	Process	Token

The equivalent of clause 2 in Bahasa Indonesia (2b) shows that a process is not necessary. Sometimes, a ‘copula’²⁰ such as *adalah*, often called ‘a linking verb’ (see Sneddon, et al. 2010a, 2010b), can be used for relating participants; this is usually found in the written mode.

Equivalence of clause 2 in Bahasa Indonesia

2b	<i>Hobi saya</i>	<i>membaca</i>
	My hobby	reading
	Value	Token

In Bahasa Indonesia, particularly in the spoken mode, Participants are not always explicitly realised in responding moves in exchange structure. This is because once the Theme has been established in the opening move of an exchange, what is important is to deploy the ‘Predicator’ to negotiate any proposition or proposal in play (Kartika-Ningsih, forthcoming²¹). The absence of a Participant is a potential source of interference, as can be seen in Table 4.3, clauses 7 and 8 above.

Clause 7 and 8 are from Text 5.1. They are about Azarina, the writer’s friend, who has been introduced in a previous clause. Clause 7 reads:

fav pet is cat

while clause 8 reads:

was born at 1st june 2000

Since the Theme, *fav pet* is introduced in 7, the grammar in Bahasa Indonesia presumes this as the ellipsed Theme of clause 8. However in English grammar, it is ambiguous whether *was born at 1st june* refers to Azarina or the cat.

Turning to generalisations, Bahasa Indonesia use a singular noun with no Deictic or Numerative (see Sutjaja, 1988). In clause 9, for example, the word *elephant* probably reflects interference from Bahasa Indonesia. It *gajah* ‘elephant’ is the

²⁰ Copulas in Bahasa Indonesia are ‘adalah’ and ‘ialah’, equivalent to the use of verbs realising Process in relational identifying clauses, hence corresponding to the use of linking verbs (see Sneddon, et al, 2010a; 2010b).

²¹ The issue of the Predicator in Bahasa Indonesia and its significance has not been well documented in the literature. A preliminary paper on the subject has been prepared by the researcher, cited here, which was still forthcoming at the time of writing this thesis.

singular form. The plural form *gajah-gajah* ‘elephants’ is not used for generalisation (cf. English ‘elephants’ or ‘the elephant’). This use of singular forms without a Deictic to make generalisations is commonly found in the pre-texts.

In short we can see from the grammatical interference in the pre-texts that students are inexperienced in L2 writing. For teachers, such interference can provide assistance in assessing learners’ knowledge about L2 in their writing. As a learning strategy, most L2 learners will naturally draw on L1 as the readily available semiotic model for writing in L2. Interference can be minimised by explicit comparison and contrast of L1 and L2 in teaching/learning practices, as well as providing students with more experience in L2 writing.

5.2.3. Graphic features: spelling and punctuation

Graphic features, particularly spelling and punctuation, play an important part in L2 writing. Spelling in L2 can be a challenge for learners, although the graphology system does not show much difference between Bahasa Indonesia and English, Bahasa Indonesia is a more phonemic based language than English. Punctuation in English, though similarly used in Bahasa Indonesia, can still be a challenge when the students learn the written mode in English.

In the pre-texts, spelling is fairly accurate. This is because the lexis used is simple and familiar, while the texts are quite short. Misspelling occurs particularly in low scoring texts. In Text 5.1, for example, the word ‘high’ in ‘junior high school’ (clause 11) is misspelt as ‘hight’. Text 5.2 has more misspelt words (Table 5.3). These are frequent words commonly found in students’ English text books and writing as far as the curriculum content is concerned.

Table 5.4: Misspelling from Text 5.2

Clauses	Misspelt words	Correct spelling
4	wit fish	with fish
	there fore	therefore
6	verry	very

Punctuation on the other hand, which is an important feature of the written mode, poses challenges – some of which are found in the pre-texts. The use of the comma and full stop was quite a challenge for some students. In Text 5.2 for example, clauses 1 and 2 (*I have a pet it is a cat*) have a missing period; two separate clauses are punctuated as if a sentence. Text 5.1 has serious punctuation problems. It is written as a kind of list in which clauses are separated by a comma or no punctuation at all and written on a separate line.

[Text 5.1.]

She is twelve years old,
she live at arcamanik
she don't has any brother and sister,

she is from Bandung

her name is azarina widya,

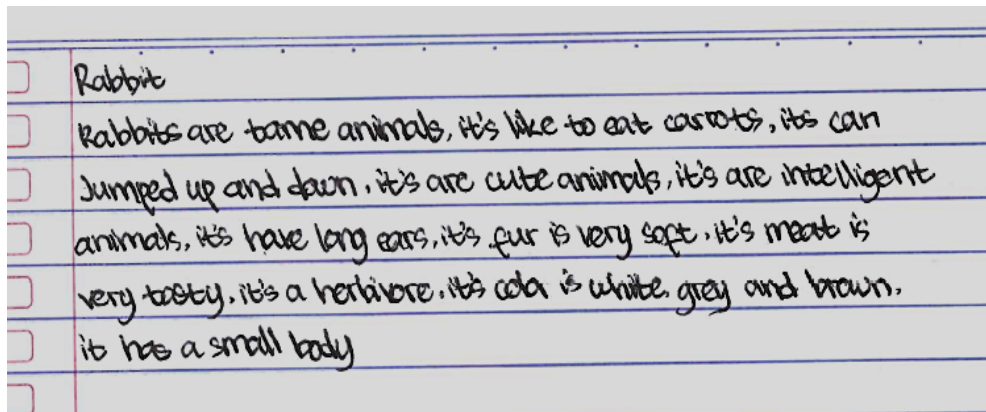
she don't has any brother and sister,

Parent name are Jatmiko and Wara

[...]

A similar example is Text 5.6, which uses no full stops, only commas to separate clauses (but it is not organised like a list with one clause per line).

Text 5.6: A pre-text: Rabbit



Rabbit

Rabbits are tame animals, it's like to eat carrots, its can jumped up and down, it's are cute animals, it's are intelligent animals, it's have long ears, it's fur is very soft, it's meat is very tasty, it's herbivore, it's color is white, grey and brown, it has a small body

Texts 5.1 and 5.6 are examples of texts without paragraphing, and this is not surprising in view of the fact that the texts are very short. However, the evidence drawn from the pre-text analysis suggested that the students needed to learn about paragraphing, as that is necessary for longer texts.

5.2.4. Reflection on the linguistic competence found in the pre-texts

From the above analysis, two main concerns emerge, revealing the kinds of knowledge and literacy levels reflected in the pre-texts.

In terms of knowledge, the pre-texts, regardless of the scores, have an orientation towards the common sense discourse of the students' daily life. In describing or reporting a phenomenon, most texts rely on first-hand observations, rather than specialised knowledge. The limited content knowledge in the texts suggested that this caused the texts to be relatively short. If the students had been taught and given time to do research, they would have known more information and could probably have written longer texts.

These findings are not surprising. Teachers ‘encouraged’ students to draw on everyday knowledge for their writing. And the focus of the teachers’ assessment was generally on accuracy in grammar and spelling, rather than content. This is typical in an EFL influenced pedagogy, and most students responded by writing short texts with simple grammar and familiar lexis.

By mid-adolescence (14-15 years old), when students are in junior secondary school, there are certain characteristics we would expect to find in factual texts. Texts in science in these schooling years usually involve the use of abstractions, e.g. through the use of grammatical metaphors *the weight of male elephants*, and specialised knowledge, primarily through technical lexis, e.g. *cats are a member of Felidae family*, good control of grammar, and grammatical metaphor (see Rose, 2012; 2015; Christie & Derewianka, 2008). The results of the pre-texts suggest similarities with the primary school level of writing of early L1 English writers (Rose, 2012; 2015; Christie & Derewianka, 2008).

If we assume that L2 writing development follows a developmental trajectory that is similar to that of L1 writers (see Emilia & Christie, 2011 in Christie, 2012), we can ask whether it is feasible to accelerate L2 writing so the literacy level of L2 writers comes to approximate that of L1 learners. One of the roles of the intervention program was to assist students in advancing their L2 literacy.

5.3. Assessing individual construction (supported task assessment)

At the end of each iteration, the students were required to do an individual construction, therein rewriting the text from the joint construction. The main task required in this step was for the students to individually practise the skills they had learnt – with support from the teacher researcher. The nature and the activities of individual construction can be seen by looking closely at the learning tasks, and the kinds of writing produced. There was evidence of an expansion of the linguistic resources that are significant in scientific writing.

5.3.1. The learning tasks in individual construction

Individual construction is a teaching/learning activity carried out individually, resulting in a written text. Individual construction lies in the first layer of the R2L cycle, which in factual texts, aims to “vary sentence patterns as much as possible from both the original passage of the joint construction, while maintaining the field, the overall structure, and scientific language” (Rose & Martin, 2012, p. 192). Its main function is to reconstruct discourse, grammar and graphology from the previous steps. The discourse is reconstructed through the use of the same key words in the writing, but are rephrased in different grammatical structures. At the same time, reconstructing the graphology is undertaken through the practice of rewriting the same key words.

The activities of individual construction are thus focused on handing over the control of grammar and graphic features (lower strata). These are done by rephrasing²² the sentences in each paragraph of the joint construction text. There are five ways of rephrasing sentences:

1. clauses are re-ordered within a paragraph;
2. word groups are re-arranged within a clause;
3. wordings, such as pronouns and verbs, are changed;
4. simple clauses are embedded or complexed;
5. a clause complex is simplified into different simple clauses.

These options can be combined – e.g. after re-ordering sentences in a paragraph, the word groups in each sentence can be re-arranged or the wordings are changed, so forth. This may occur differently from one text to another, depending on a students’ choice. By rephrasing the sentences, the students learn different ways of realising the comparable experiential meanings, while at the same time learning to maintain the overall structure and the field.

²² In Rose & Martin (2012), the term used is *manipulate*; both *manipulate* and *rephrase* refer to the same activity or varying sentence patterns.

In the intervention program, the task of individual construction was done as homework. The students took notes and copied the note making and joint construction on the board into their note books. They took home the note books as these were the main source enabling them to do the task. They did individual construction by revising their writing, sometimes with consultation with the teacher researcher after lessons, and submitting it again to be re-assessed. Thus, support in individual construction was given in the form of individual comments and feedback in the written texts.

5.3.2. Writing text production in individual construction

Individual written texts are the final product of one iteration; there are three iterations in the intervention requiring the students to submit the results of their individual construction texts. In the first iterations, the individual construction texts are based on the texts that have been written in joint construction about the bird, *Nisaetus bartelsi* text. The second iteration also leads to individual constructions, based again on a jointly written text about another bird, the *Ninox ios*. Finally, the third iteration involves joint construction of a text about the *Malurus coronatus coronatus*, leading once again to individual construction of texts on the same topic (Chapter 4 has provided details of the curriculum genres involved).

5.3.2.1. Individual construction 1

Individual construction 1 was quite important for the researcher as it revealed the result of the first iteration of teaching/learning. In joint construction, the class members jointly constructed a text about the Javan Hawk-eagle. Text 4.4 (Class 1, repeated below) was the first text that the students in Class 1 wrote together as a joint construction. It was thus also the text which they based their first individually constructed texts.

Text 4.4: Jointly Constructed text of Class 1 [repeated]

The Javan Hawk-eagle

Classification

The scientific name of the Javan Hawk-eagle is Nisaetus bartelsi. The Indonesian name for the Javan Hawk-eagle is Elang jawa. The genus is Nisaetus, and the species is bartelsi.

Description

appearance

The Javan Hawk-eagle has a noticeable crest. Its crown and its moustache line are black. The species has a blackish bill, yellow feet, and brown tail with black stripes.

There is a changing plumage between the young and the adult. The young has grey blue iris. Its head and underparts are reddish dark yellow. The adult has golden yellow iris. The nape is chestnut brown, and the throat is white black stripes in the middle.

habitat

The Javan Hawk-eagle can be found in hilly forest (sic.) and highlands. It is endemic in Java. It is often found in Meru Betiri, East Java.

The students' texts from School 1 demonstrate the use of a variety of rephrasing choices. Text 5.7 is an example of an individually written text from School 1, selected here because it is reasonably representative of the texts from that school, in that it reveals good control of the target generic structure, while it shows good use of rephrasing strategies in its writing.

Text 5.7: An example of a School 1 student's individual construction text from iteration 1

THE JAVAN HAWK-EAGLE	
In Indonesia, it is called Elang Jawa for the Javan Hawk-eagle. Its scientific name is <u>Nisaetus bartelsi</u> . This bird's genus is Nisaetus, and the species is bartelsi.	
The Javan Hawk-eagle has a blackish bill, yellow feet, and brown tail with black stripes. It also has a noticeable crest, black crown, and black mustache line.	
The plumage and iris are different between the young and the adult. The young has reddish dark yellow head and underparts, with grey blue iris. The adult has chestnut brown nape and white throat with black stripes in the middle. Its iris are golden yellow.	
The Javan Hawk-eagle is endemic in Java. It lives in hilly forest and highlands, and usually found in Meru Betiri, East Java.	

THE JAVAN HAWK-EAGLE

In Indonesia, it is called Elang Jawa for the Javan Hawk-eagle. Its scientific name is Nisaetus bartelsi. This bird's genus is Nisaetus, and the species is bartelsi.

The Javan Hawk-eagle has a blackish bill, yellow feet, and brown tail with black stripes. It also has a noticeable crest, black crown, and black moustache line.

The plumage and iris are different between the young and the adult. The young has reddish dark yellow head and underparts with grey blue iris. The adult has chestnut brown nape and white throat with black stripes in the middle. Its iris are golden yellow.

The Javan Hawk-eagle is endemic in Java. It lives in hilly forest and highlands, and usually found in Meru Betiri, East Java.

In considering Text 5.7 we will focus primarily on the rephrasing used by the student, and compare the text with the joint construction text. This involves looking at sentences used.

Table 5.5 shows the comparison of clauses in the Classification stage.

Table 5.5: Tracing a student's rephrasing choices in her individual construction text

Stage	no	joint construction text	no	individual construction text
Classification	1	The scientific name of the Javan Hawk-eagle is <i>Nisaetus bartelsi</i> .	a	In Indonesia, it is called Elang jawa for the Javan Hawk-eagle.
	2	The Indonesian name for the Javan Hawk-eagle is Elang jawa.	b	Its scientific name is <u><i>Nisaetus bartelsi</i></u> .
	3	The genus is <i>Nisaetus</i> ,	c	This bird's genus is <i>Nisaetus</i> ,
	4	and the species is <i>bartelsi</i> .	d	and the species is <i>bartelsi</i> .

It can be seen that there are two types of rephrasing. The first one is a combination of reordering clauses and changing verbal groups and nominal groups. The ordering of clauses 1 and 2 in the joint construction text is reversed, so that clause 1 becomes clause b, and clause 2 becomes clause a in the individual construction text. The reordering is followed by changing 1) the verbal groups, the verb *is* in clause 2 becomes *is called*, and 2) the nominal group *the scientific name of the Javan Hawk-eagle* becomes *its scientific name*. In clause 3 the individual construction expands the nominal group *the genus* into *the bird's genus*. Table 5.6 shows the rephrasing strategies by underlining the rephrased parts and pointing the new positions by using arrows.

Table 5.6: Highlighting the rephrasing choices in Text 5.7.

<u>The scientific name of the Javan Hawk-eagle</u> is <i>Nisaetus bartelsi</i> .		<u>In Indonesia, it is called Elang jawa</u> for the Javan Hawk-eagle.
<u>The Indonesian name</u> for the Javan Hawk-eagle <u>is</u> Elang jawa.		<u>Its scientific name is</u> <u><i>Nisaetus bartelsi</i></u> .
<u>The genus is</u> <i>Nisaetus</i> ,		<u>This bird's genus</u> is <i>Nisaetus</i> ,
and the species is <i>bartelsi</i> ././	=	and the species is <i>bartelsi</i> ././

This student has re-ordered the clauses and changed the groups, while at the same time retaining the text's stages and phases. This shows how she learnt to construe the same experiential meaning through different realisations.

Overall, Text 5.7 is typical of independent writing in School 1, and several other students performed similarly. Thus, although there were a few problems, the text was returned to the student after assessment, showing that (i) stages and phases were adequately organised with paragraphs, and (ii) a few words or phrase were annotated or changed. Such assessment was sufficient to assist the student in revising her individual construction text. There were a few students who were challenged by this task, but they could be assisted through joint rewriting of their sentences during individual consultation.

The results from School 2 were quite different, and this was unexpected, because in the writing of the pre-texts, students from both schools had performed similarly. However, it became clear that the students in School 2 had had less experience in writing generally, and perhaps in reading as well; in particular they had had little previous experience of genre pedagogy, as had the students in School 1. As it was, despite experiencing the same lesson activities in Iteration 1, only a small number of texts in School 2 satisfied the expectations of the genre. This can be seen when comparing the class's joint construction text with an individual construction.

Firstly we will display Text 4.5, which is the jointly constructed text before examining Text 5.8 below.

Text 4.5: Joint construction text of Class 2 [repeated]

The Javan Hawk-eagle

Classification

The scientific name of the Javan Hawk-eagle is Nisaetus bartelsi. Nisaetus is the genus, and bartelsi is the species. The Javan Hawk-eagle is called Elang jawa in Indonesia (sic.).

Description

appearance

The Javan Hawk-eagle is 60 cm long. It has a noticeable crest. Its crown, its moustache line, its crest are black. Its beak is blackish, and its cere is dark.

The iris and the plumage change between the young and the adult. The young has grey blue iris. Its head and its underparts are reddish dark yellow. The adult has golden yellow iris. Its head side

and its nape are chestnut brown. It also has dark brown back and wings.

habitat

The Javan Hawk-eagle inhabits hilly forests and highlands. The endemic area is Java. The local distribution is Meru Betiri, East Java.

Text 5.8 is representative of the individually constructed text in iteration 1 at School 2. Thus, it reveals partial control of the generic structure and its use of rephrasing strategies is at times clumsy, especially in its sentence structures. This probably reveals problems caused by interference from the sentence and clause grammars of Bahasa Indonesia.

Text 5.8: An example of a School 2 student's individually constructed text from Iteration 1

	"the javan Hawk -eagle"
	Nisaetus bartelsi is the scientific name of the javan Hawk - eagle . the genus is Nisaetus , and the species is bartelsi . The javan Hawk - eagle Indonesia name is Elang Jawa .
	Its long the javan Hawk - eagle is 60 cm . the noticeable crest its crown of the javan Hawk - eagle . The crown and moustache line the crest is are black . Its cere is dark and its beak is blackish . the young iris is blue iris and its head and nape are chestnut brown . beak and wings is dark brown . Habits of The javan Hawk - eagle is forest and highlands . The endemic is java . meru betiri East java of local distribution .

The Javan Hawk eagle

Nisaetus bartelsi is the scientific name of the Javan Hawk-eagle. The genus is Nisaetus, and the species is bartelsi. The Javan Hawk-eagle Indonesia name is Elang Jawa.

Its long the Javan Hawk eagle is 60 cm. the noticeable crest its crown of the Javan Hawk eagle. The crown and moustache line the crest is are black. Its cere is dark and its beak is blackish. The young iris is blue iris and its head and nape are chestnut brown. Beak and wings is dark brown. Habits of the Javan Hawk-eagle is forest and highlands. The endemic is Java. Meru betiri East Java of local distribution.

The Classification stage is largely successful, but the Description stage is less successful. Where in the jointly constructed Description stage there were three paragraphs devoted to different phases of the Description stage, Text 5.8 has only two paragraphs. Furthermore, rephrasing strategies are poor, in that basic sentence structures and their meanings are confused:

Its long the Javan Hawk eagle is 60 cm. the noticeable crest its crown of the Javan Hawk eagle.

or,

The crown and moustache line the crest is are black.

This is unfortunate because the student has made a reasonable attempt to deploy the technical lexis of the field, but without an adequate grasp of clause and sentence structure, the text fails to make meaning in the manner intended. In at least some cases, this reflects the impact of interference from the grammar of Bahasa Indonesia. For example, interference is apparent in such expressions as:

Its long of the Javan Hawk-eagle is 60 cm.

or,

Beak and wings is dark brown.

The former, equivalent to *The length of the Javan Hawk-eagle*, is a literal transfer from 'panjangnya' *the length* ('panjang' *long /length*, '-nya' *possessive pronoun*). The adjective and the nominalised form of *long* in Indonesian does not have any difference, and possessive pronoun '-nya' is used to maintain reference. The latter, equivalent to *Its beak and wings are dark brown* confuses the Thematic structure and the verb agreement. It is a potential source of interference since in Bahasa Indonesia, 1) no determiner is needed in the nominal group structure once the Theme has been established, and 2) a Process in the relational attribute clauses is not necessary, hence the difficulty to use the appropriate verbal group structure.

The stages and phases of Text 5.8 are displayed, showing how the Classification stage is adequate, while the Description stage has some problems.

[Text 5.8]

No.	Stages & phases	individual construction text
1	Classification	Nisaetus bartelsi is the scientific name of the Javan Hawk-eagle.
2		The genus is Nisaetus,
3		and the species is bartelsi. ///
4	Description	The Javan Hawk-eagle Indonesia name is Elang jawa.
	appearance	
5		Its long the Javan Hawk eagle is 60 cm.
6		the noticeable crest its crown of the Javan Hawk eagle.
7		The crown and moustache line the crest is are black.
8		Its cere is dark and its beak is blackish.
9		The young iris is blue iris and its head and nape are chestnut brown.
10		Beak and wings is dark brown.
11	habitat	Habits of the Javan Hawk-eagle is forest and highlands.
12		The endemic is Java.
13		Meru betiri East Java of local distribution.///

There were in fact a small number of individual construction texts which satisfied the genre expectations. Text 5.9 is an example of this type.

Text 5.9: An example of a School 2 student's individually constructed text from Iteration 1 (2)

<input type="checkbox"/>	The Javan Hawk-eagle .
<input type="checkbox"/>	Clasificatron
<input type="checkbox"/>	The Javan Hawk-eagle's scientific name is <u>Nisaetus bartelsi</u> . The
<input type="checkbox"/>	genus is <u>Nisaetus</u> and the species is <u>bartelsi</u> . In Indonesia the Javan
<input type="checkbox"/>	Hawk-eagle is called is Elang Jawa.
<input type="checkbox"/>	The Javan Hawk-eagle's lenght is sixty centimeters. The colour
<input type="checkbox"/>	of ^{the} crown, ^{the} mousthace line, ^{and the} crest are black. The Javan Hawk-eagle's
<input type="checkbox"/>	cere is dark and its beak is blackish. And it also has a notrceable
<input type="checkbox"/>	crest.
<input type="checkbox"/>	The young and the adult changged the irrs and the plumage. The
<input type="checkbox"/>	young irrs is grey blue and the colour of ^{the} head and the underparts
<input type="checkbox"/>	are reddtsh dark yellow. The adult irrs is golden yellow and the colour
<input type="checkbox"/>	of the head side and the nape are chestnut brown. And ^{it} also has
<input type="checkbox"/>	dark brown wings and back.
<input type="checkbox"/>	The hilly forest and highlands is habitat of the Javan Hawk-
<input type="checkbox"/>	eagle. Mere Betiri, East Java is the local distri bution of the Javan
<input type="checkbox"/>	Hawk -eagle. The endemic area is Java.
<input type="checkbox"/>	

The Javan Hawk-eagle

Clasification

The Javan Hawk-eagle's scientific name is *Nisaetus bartelsi*. The genus is *Nisaetus* and the species is *bartelsi*. In Indonesia the Javan Hawk-eagle is called Elang Jawa.

The Javan Hawk-eagle's lenght is sixty centimeters. The colour of the crown, the moustache line, and the crest are black. The Javan Hawk-eagle's cere is dark and its beak is blackish. And it also has a noticeable crest.

The young and the adult changged the iris and the plumage. The young iris is grey blue and the colour of the head and the underparts are reddish dark yellow. The adult iris is golden yellow and the colour of the head side and the nape are chestnut brown. And it also has dark brown wings and back.

The hilly forest and highlands is habitat of the Javan Hawk eagle. Meru Betiru, East Java is the local distribution of the Javan Hawk eagle. The endemic area is Java.

Text 5.9 copes appropriately with the task. The stages and phases are well organised, and the rephrasing strategies are applied. However, this is because the teacher researcher assisted the student individually. The student approached the teacher researcher to consult about the task. The student was supported to organise the stages and phases of the genre, as well as to structure the grammar.

However as time was limited, not all students got the chance to draw on consultation of this kind. Text 5.8 is a more representative text from individual construction 1 at School 2.

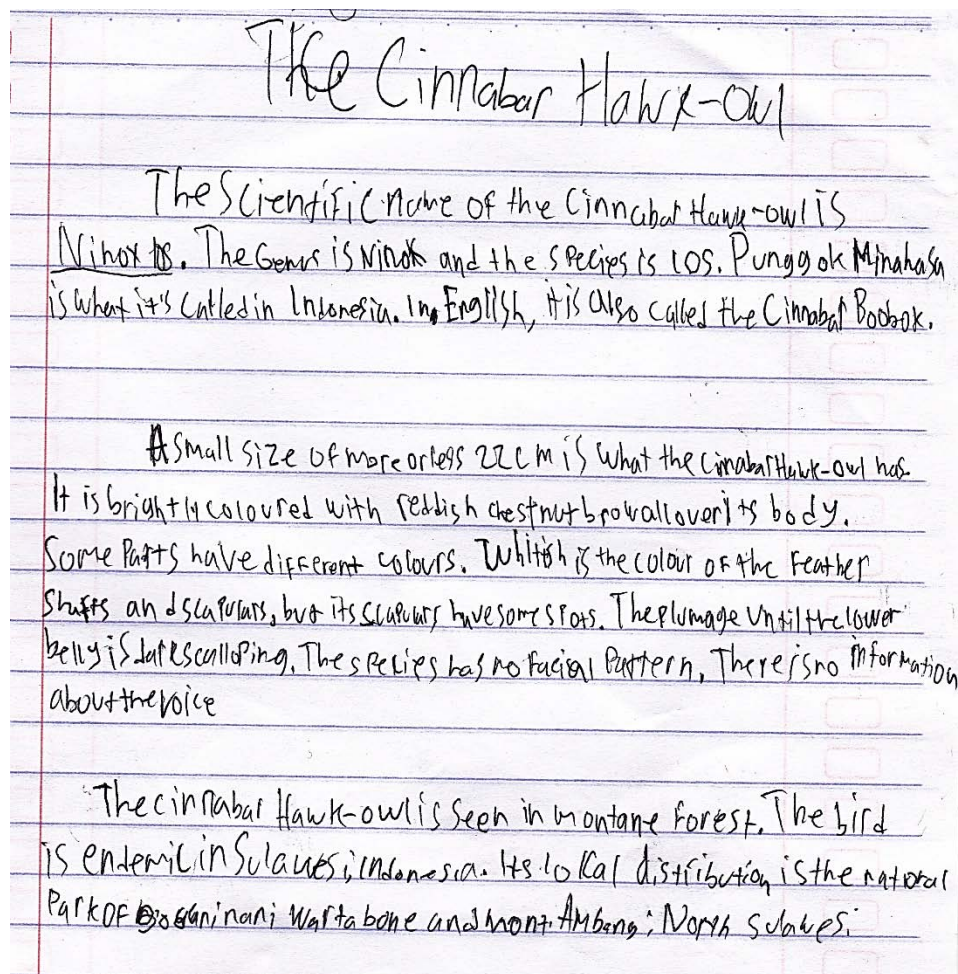
Challenges in doing the task, particularly in retaining the stages and phases and rephrasing sentences, were commonly found in Class 2 students' texts. There were 38 students in School 2 and the majority of students required comparable support. This consideration led to designing sentence making activities as an additional step in this iteration (explained in Chapter 4, Section 4.2.3).

5.3.2.2. Individual construction 2

In individual construction 2, the reading text was in Bahasa Indonesia. The main difference from the previous text, as discussed in Section 4.2.5, is the amount of information about the species to be read and written about is very limited: it will be recalled that little is known about the bird. It is partly because little is known about the bird that relatively little can be written about it by the students.

Iteration 2 played a different role in each school. For School 1, individual construction 2 was a repeated exercise with a different reading text, and with different information. The task helped the students practise grammar and graphic features, and gave them opportunities to draw on grammatical resources they had not mastered. Text 5.10 is an example of a successful text from School 1.

Text 5.10: An example of a School 1 student's individually constructed text from Iteration 2



The Cinnabar Hawk-owl

The scientific name of the Cinnabar Hawk-owl is Ninox ios. The Genus is Ninox and the species is ios. Punggok minahasa is what is called in Indonesian. In English, it is also called the Cinnabar Boobook.

A small size of more or less 22 cm is what the Cinnabar Hawk-owl has. It is brightly coloured with reddish chestnut brown all over its body. Some parts have different colours. Whitish is the colour of the feather shafts and scapulars, but its scapulars have some spots. The plumage until lower belly is dark scalloping. The species has no facial pattern. There is no information about the voice.

The cinnabar Hawk-owl is seen in montane forest. The bird is endemic in Sulawesi, Indonesia. Its local distribution is the national park of Bogani nani Wartabone and Mount Ambang, North Sulawesi.

For School 2, besides playing the same function, the step was also used to observe the impact of the additional sentence making activities. This strategy in School 2 seems to have assisted students in doing the task. The students could

do the task appropriately and rephrasing strategies was used. Text 4.6 is the joint construction, text and Text 5.11 is an example of a student's text from School 2.

Text 4.6: Jointly Constructed Text – Class 2 (repeated)

The Cinnabar Hawk-owl

Classification

Ninox ios is the scientific name of the Cinnabar Hawk-owl. Ninox is the genus, and ios is the species. In Indonesia, it is called Punggok minahasa. In English, it is also called the Cinnabar boobook.

Description

appearance

The Cinnabar Hawk-owl has a small size with more or less 22 cm long. It is brightly coloured with reddish chestnut brown all over its body. Some parts have different colours. The feather shafts and the scapulars are whitish, but its scapulars have some spots. The plumage until lower belly is dark scalloping. The species has no facial pattern. There is no informations about the voice.

habitat

The Cinnabar Hawk-owl is seen in montane forests. The bird is endemic in Sulawesi, Indonesia. Its local distribution is the National Park Boganiwani Wartabone and Mount Ambang, North Sulawesi.

Text 5.11: An example of a School 2 student's individually constructed text from Iteration 2

	Ninox ios
	The scientific name of the Cinnabar Hawk-owl is
	Ninox ios. ios is the species and Ninox is the genus. The Indonesian
	name of Ninox ios is punggok minahasa. it also called
	Cinnabar Boobook
	It has a small size with more or less 22cm. It is brightly
	coloured, reddish chestnut brown is the colour. Its scapulars
	are whitish. The Lower belly is dark scalloping and feathers
	on the tail are dark thin bars. It does not have any facial
	pattern. The voice and the behavior is no have information
	The habitat of Ninox ios is montane forest. The endemic
	area is Sulawesi. National Park Bogani nani wartabone, mount
	Ambang and North Sulawesi is the local distribution

Ninox ios

The scientific name of the Cinnabar Hawk-owl is Ninox ios. ios is the species and Ninox is the genus. The Indonesian name of Ninox ios is Punggok minahasa. It also called Cinnabar Boobook.

It has a small size with more or less 22 cm. it is brightly coloured, reddish chestnut brown is the colour. Its scapulars are whitish. The lower belly is dark scalloping and feathers on the tail are dark thin bars. It does not have any facial pattern. The voice and the behaviour is no have information.

The habitat of Ninox ios is montane forest. The endemic area is Sulawesi. National Park Bogani nani Wartabone, Mount Ambang and North Sulawesi is the local distribution.

The evidence shows that the students in School 2 had benefited a great deal from the work they had done on sentence making activity, so that the overall structure of clauses and sentences is much closer to that of conventional written English than in their first attempts. Text 5.11 demonstrates the use of rephrasing choices which reorder and expand the wordings of sentences, taken from the jointly constructed text (see Table 5.7 below).

Table 5.7: Tracing a student's rephrasing choices in his individual construction text

Stage	no	joint construction text	no	individual construction text
Classification	1	Ninox ios is the scientific name of the Cinnabar Hawk-owl.	a	The scientific name of the Cinnabar Hawk-owl is Ninox ios.
	2	Ninox is the genus, and ios is the species.	b	ios is the species and Ninox is the genus.
	3	Its Indonesian name is Punggok minahasa.	c	The Indonesian name of Ninox ios is Punggok minahasa.
	4	It is also called the Cinnabar Boobook.	d	It also called Cinnabar Boobook.

The rephrasing strategies are highlighted in Table 5.8 below.

Table 5.8: Highlighting the rephrasing choices in Text 5.11

<u>Ninox ios is the scientific name of the Cinnabar Hawk-owl.</u>		<u>The scientific name of the Cinnabar Hawk-owl is Ninox ios.</u>
<u>Ninox is the genus, and ios is the species.</u>		<u>ios is the species and Ninox is the genus.</u>
<u>Its Indonesian name is Punggok minahasa.</u>		<u>The Indonesian name of Ninox ios is Punggok minahasa.</u>
It is also called the Cinnabar Boobook.	=	It also called Cinnabar Boobook.

The students in School 1 showed confidence in writing their independent texts, evident in Text 5.10 above. The students in School 2 showed considerable growth in their writing, as can be seen in Text 5.11, for they had benefited from the additional sentence making activity. The differences between the two schools in individual construction 1 show that the students in School 1 can undertake tasks more independently. The students in School 2 benefit from the additional sentence making activity.

5.3.2.3. Individual construction 3

In individual construction 3, the joint construction text was sourced from an English text. This individual construction task is more challenging than the previous two in

that the field in general is less familiar (an endangered bird of Australia) and so the technical terms are also less familiar, and the English grammar is more complex (with respect to nominalisation and an expanded nominal group structure). These issues were accommodated in Iteration 3, specifically in its joint construction stage. The students had also been prepared to read and write at this level through the two previous iterations.

Both schools demonstrate the use of rephrasing strategies. Text 5.11 is the joint construction in Class 1.

Text 5.11: The joint construction text [repeated]

Malurus coronatus coronatus

Classification

The Purple-crowned Fairy-wren's scientific name is Malurus coronatus coronatus. Malurus is the genus. It is from two Greek words, malocos and oura which mean soft tail feathers. Coronatus is the species and subspecies. It comes from a Latin word which means crown. It refers to the male's purple crown.

Description

appearance

The Purple-crowned Fairy-wren is 15 centimeters in length which is dominated by its tail. It is the largest and most robust fairy-wren. The male only keeps his lilac crown during the breeding season. The female is like the non-breeding male. The female has large chestnut earcoverts, but they are not as bright as the female's. His crown is greyer than the female.

habitat

This species lives in each side of permanent rivers between 5 and 10 meters. It usually lives in dense vegetation, such as pandanus, canegrass, and mangroves which protects the species from predators. It refers to inhabit well developed mid storey shrubs under eucalyptus and melaleuca trees.

Text 5.12 is an example of an individual construction text by a student from School 1. The text shows a good grasp of the stages and phases involved, control of relevant grammatical choices such as appropriate nominal groups and process types, accurate use of technical lexis, appropriate clause types, some of which have embedded clauses, serving to expand the experiential information, and good thematic choices to progress the text forward.

Text 5.12: An example of a School 1 student's individually constructed text from Iteration 3

Malurus coronatus coronatus

Malurus coronatus coronatus is the scientific name of The Purple-crowned Fairy-wren's. The genus is Malurus. Malocos and oura are from 2 Greek words which mean soft tail feather. The species and subspecies is coronatus, which means crown from a Latin word. The male's purple crown refers to coronatus.

Length of The Purple-crowned Fairy-wren's, which is dominated by tail is 15 centimetres long. It is the largest fairy wren and the most robust. During the breeding season the male only keep his lilac crown. The female has large chestnut ear converts. It is like the non-breeding male. The non-breeding male are not as bright as the female and they have large chestnut ear converts. Male crown is greyer than the female.

The Purple-crowned Fairy-wren's usually live in dense vegetation such as pandanus, canegrass, and mangroves which protect the species from predators. In each side of permanent rivers between 5 and 10 metres, the species lives. It refers to inhabit well developed mid-storey shrubs under eucalyptus and melaleuca trees.

Malurus coronatus coronatus

Malurus coronatus coronatus is the scientific name of the Purple-crowned Fairy-wren. The genus is Malurus. Malocos and oura are from 2 Greek words which mean soft tail feather. The species and subspecies is coronatus, which means crown from a Latin word. The male's purple crown refers to coronatus.

Length of the Purple-crowned Fairy-wren's, which is dominated by tail is 15 centimetres long. It is the largest fairy wren and the most robust. During the breeding season the male only keeps his lilac crown. The female has large chestnut ear coverts. It is like the non-breeding male. The non-breeding male are not as bright as the female and they have larges chestnut ear coverts. Male crown is greyer than the female.

The Purple-crowned Fairy-wren's usually live in dense vegetation such as pandanus, canegrass, and mangroves which protect the species from predators. In each side of permanent rivers between 5 and 10 metres, the species lives. It refers to inhabit well-developed mid-storey shrubs under eucalyptus and melaleuca trees.

Text 5.12 is set out, showing the schematic structure. The various rephrasing choices used by the student are indicated in Table 5.9.

Table 5.9: Tracing a student's rephrasing choices in his/her individual construction text

Stage	no	joint construction text	no	individual construction text
Classification	1	The Purple-crowned Fairy-wren's scientific name is <i>Malurus coronatus coronatus</i> .	a	<u><i>Malurus coronatus coronatus</i></u> is the scientific name of the Purple-crowned Fairy-wren.
	2	<i>Malurus</i> is the genus.	b	The genus is <u><i>Malurus</i></u> .
	3	It is from two Greek words, <i>malocos</i> and <i>oura</i> which mean soft tail feathers.	c	<i>Malocos</i> and <i>oura</i> are from 2 Greek words which mean soft tail feather.

In clauses 1 and 2, for example, Participants in the identifying clause is reversed. In clause 3, the clause is changed by replacing *It* into *Malocos and oura* as the Participant, and maintaining the embedded clause *which mean soft tail feather*. The rephrasing strategies are highlighted in Table 5.10.

Table 5.10: Highlighting the rephrasing choices in Text 5.12.

The Purple-crowned Fairy-wren's scientific name is <u><i>Malurus coronatus coronatus</i></u> .	<u><i>Malurus coronatus coronatus</i></u> is the scientific name of the Purple-crowned Fairy-wren.
<u><i>Malurus</i> is the genus.</u>	<u>The genus is <i>Malurus</i>.</u>
It is <u>from two Greek words, <i>malocos</i> and <i>oura</i> which mean soft tail feathers.</u>	<u><i>Malocos</i> and <i>oura</i> are from 2 Greek words which mean soft tail feather.</u>

Texts like Text 5.12 are commonly found in both schools. There are some non-English structures. In sentence 1, paragraph 2, for example, *Length of the Purple-crowned Fairy-wren's*, an article is missed. This was addressed by adding *the* as part of feedback from the teacher researcher.

In School 2, the jointly constructed text could only be finished to the appearance phase of the Description stage due to time constraints, although the notes from

the note making step covered the habitat and voice phases. The joint construction text however was still used as the basis of the individually constructed texts. The results are similar to that of School 1: good control of stages and phases, and use of rephrasing strategies.

We will look at an example of an individually constructed text by firstly outlining the joint construction. Text 4.14 is the jointly constructed text of Iteration 3 in School 2.

Text 4.14 (repeated): The jointly constructed text from Class 2, Iteration 3
Malurus coronatus coronatus

Classification

Malurus coronatus coronatus is the scientific name of the Purple-crowned Purple-wren. Malurus is the genus. It is from two Greek words 'malocos' and 'oura' which mean soft tail feathers. The name of the species and the subspecies is the same. It is coronatus which is from a Latin word. It refers to the male's purple crown.

Description

appearance

In size, the Purple-crowned Fairy-wren is 15 cm which is the largest and the most robust. The back is warm brown, and the beneath is white. The tail is upright, long, and dark.

There are variations among the male, the female, the non-breeding male, and the juvenile. The male only shows his lilac crown during the breeding season. The female has large chestnut ear coverts. The female looks like the non-breeding male, but his ear coverts are not a bright chestnut. His crown is also greyer than the female. The juvenile looks like the adult female and the non-breeding male, but its tail is more noticeable.

Text 5.13 represents the individually constructed text which uses rephrasing strategies and reveals control of the stages and phases.

Text 5.13: An example of a School 2 student's individually constructed text from Iteration 3

<input type="checkbox"/>	Purple-crowned Fairy-wren
<input type="checkbox"/>	
<input type="checkbox"/>	The scientific name of the Purple-crowned Fairy-wren western sub-species is
<input type="checkbox"/>	Malurus coronatus coronatus. The genus is Malurus. It comes from to two Greek
<input type="checkbox"/>	words 'Malocos' and 'oura' which mean soft tail feathers. The name of the
<input type="checkbox"/>	species and the sub-species is the same. It is coronatus which is from a
<input type="checkbox"/>	Latin word. It refers to the male's purple crown.
<input type="checkbox"/>	15 cm is the size of the Purple-crowned Fairy-wren which is the largest
<input type="checkbox"/>	and most robust fairy-wren. Warm brown is the colour of the back, and
<input type="checkbox"/>	white is the colour of the beneath. Its tail is upright, dark and long.
<input type="checkbox"/>	There are variations among the male, the female, the non-breeding and
<input type="checkbox"/>	the juvenile. The lilac crown of the male only shows during breeding season.
<input type="checkbox"/>	The female has large chestnut ear coverts. The non-breeding male looks like
<input type="checkbox"/>	the female has large chestnut ear coverts are not a bright chestnut. His
<input type="checkbox"/>	crown is also greyer than the female. The juvenile looks like the adult
<input type="checkbox"/>	female and the non-breeding male, but its has more noticeable and
<input type="checkbox"/>	longer tail.

Purple-crowned Fairy-wren

The scientific name of the Purple-crowned Fairy-wren western subspecies is *Malurus coronatus coronatus*. The genus is *Malurus*. It comes from to two Greek words 'Malocos' and 'oura' which mean soft tail feathers. The name of the species and the subspecies is the same. It is *coronatus* which is from a Latin word. It refers to the male's purple crown.

15 cm is the size of the Purple-crowned Fairy-wren which is the largest and most robust fairy wren. Warm brown is the colour of the back, and white is the colour of the beneath. Its tail is upright, dark, and long.

There are variations among the male, the female, the non-breeding and the juvenile. The lilac crown of the male only shows during breeding season. The female has large chestnut ear coverts. The non-breeding male looks like the female has large chestnut ear coverts. His crown is also greyer than the female. The juvenile looks like the adult female and the non-breeding female, but it has more noticeable and longer tail.

Table 5.11 shows the comparison of clauses of Text 5.13, the joint construction iteration 3 and Text 5.13, the individual construction text specifically in the Classification stage.

Table 5.11: Tracing a student's rephrasing choices in his/her individual construction text

Stage	no	joint construction text	no	individual construction text
Classification	1	Malurus coronatus coronatus is the scientific name of the Purple-crowned Purple-wren.	a	The scientific name of the Purple-crowned Fairy-wren western subspecies is Malurus coronatus coronatus.
	2	Malurus is the genus.	b	The genus is Malurus.
	3	It is from two Greek words 'malocos' and 'oura' which mean soft tail feathers.	c	It comes from to two Greek words 'Malocos' and 'oura' which mean soft tail feathers.

It can be seen that the use of rephrasing choices is mainly reordering nominal groups and changing a verbal group. The ordering of nominal group *Malurus coronatus coronatus* in the beginning of clause 1 is reversed to that of *the scientific name of the Purple-crowned Fairy-wren*. Similarly, *malurus* in clause 2 is reversed into *the genus*. In clause 3, the verb *is* is replaced into *comes*. Table 5.12 highlights the rephrasing strategies by underlining reversed parts and pointing the new positions by using arrows.

Table 5.12: Highlighting rephrasing strategies in Text 5.13

<u>Malurus coronatus coronatus</u> is <u>the scientific</u> <u>name of the Purple-crowned Purple-wren</u> .	<u>The scientific name of the Purple-crowned</u> <u>Fairy-wren western subspecies is</u> <u>Malurus</u> <u>coronatus coronatus</u> .
<u>Malurus</u> is <u>the genus</u> .	<u>The genus</u> is <u>Malurus</u> .
It <u>is</u> from two Greek words, 'malocos' and 'oura' which mean soft tail feathers.	It <u>comes</u> from to two Greek words 'malocos' and 'oura' which mean soft tail feathers.

Overall, the individually constructed texts in both School 1 and School 2 satisfied the expectations of the learning task through a good grasp of the stages and phases involved, and use of rephrasing strategies. In writing the texts, the students had developed aspects of language in their writing, for example, in the

use of accurate lexis, appropriate clause types, and appropriate nominal groups and process types.

5.4.3. The role of individual construction

The individual construction task in the intervention was beneficial for both teachers and students. For teachers, it gives insight into students' individual learning achievements as reflected in their writing results. This can directly assist the teacher in preparing the next lesson – e.g. which aspects of language should be emphasised, and whether an additional genre stage is needed.

Individual construction assists the students to practise writing patterns that have been explicitly scaffolded for them. As the genre and field are retained, the students can focus on developing lower strata, i.e. grammar and graphology. Since field is held constant, students can practise different ways of construing the same experiential meaning. For struggling learners, in particular, there are opportunities to practise spelling by repeating the same lexis, and to practise punctuation.

The activities in individual construction can thus be seen to play an important role in promoting a developmental trajectory in student writing. As a comparison with the results of the pre-texts' analysis demonstrates, individual construction is preparing the students to tackle the final assessment task. The content knowledge and language resources in each iteration are reconstructed, integrating all learning activities in meaningful ways. Although the individual construction was carried out as homework, support from the teacher researcher was still provided as feedback. This also prepared students for the independent writing task which would be done as homework.

5.4. Post-intervention text assessment

The total of 63 post-intervention texts was collected from two schools: 28 from School 1 and 35 from School 2. The average score for School 1 was 31/42; the highest was 37, and the lowest was 19. In School 2, the average was 28/42; the highest was 37, and the lowest 16.

Ten examples from the post-texts are presented below, following the same outline as that introduced in Section 5.2; it shows the original text in each case, then the typed text (laying it out clause by clause). Discussion considers several levels of realisation: genre and register, indicating the extent to which the texts achieve their purpose, enact tenor, construe field and compose mode; lexis, monitoring the use of appropriate technical terms; grammar, covering aspects of appropriate technical grammar, emerging grammatical metaphor, and the incidence of lower rank interference from L1; and graphic features, in relation to punctuation and the use of images.

5.4.1. Independent writing task

After three iterations of the intervention program, the students were required to do the independent writing task. This task required the students to write a report of an Indonesian bird by doing their own research to classify and describe the bird of their choice. The task was challenging for the students in several ways. First the relevant data concerning Indonesian birds was mostly written in Bahasa Indonesia, particularly for endangered species. They had to re-instantiate information from Indonesian into English. Second, the information available differed from one species to another. The students had to select the information they wanted for their own reports from the information available. Lastly, they had to work on their own at home, since the task was given as homework. This means that the teacher researcher provided only a little assistance for the students – mostly in the form of editing or re-instantiating several L1 lexical items into L2; and this was only for a few students, as time permitted.

In doing their independent construction, the students adopted the strategy modelled in the note making and the joint construction steps of the iterations. First, as the students researched the bird species, they took notes, organised them according to report stages and phases, and re-instantiated the notes into English. These bilingual notes assisted them to manage information for writing in English. Text 5.14 is an example of a student's notes and the beginning of a draft of their final writing task. The student is preparing to write about *Otus angelinae*, an owl species found in Java Island. The notes to the left are in Indonesian, re-instantiated to the right as English. A draft of his/her writing was written below the columns.

Text 5.14: An example of a student's research notes

Otus angelinae	
Klasifikasi	Classification
Nama latin : Otus angelinae	Latin name : Otus angelinae
Nama Inggris : Javan Scops-owl	English name : Javan Scops-owl
Nama Indo : Celepuk jawa	Indo name : Celepuk jawa
Deskripsi	Description
- ciri fisik	- appearance
berukuran kecil - 20 cm	small size - 20 cm
berwarna gelap	dark coloured
berkas telinga mencolok - alis putih	a conspicuous ear bunch - white eyebrow
tubuh bagian atas - coklat ke	upper parts - greyish brown -
abun - bercorak rapat - bercak	a compact scratch - black
bercak hitam	black marked
tubuh bagian bawah - bergaris	under parts - line
bercorak hitam - dada	black scratch - chest
keputih-putihan - perut	whitish - stomach
Iris - kuning emar	Iris - golden yellow
paruh - kuning	beak - yellow
kaki - kuning kotor	foot - dirty yellow
- Suara	- Voice
bunyi muda : krrr - tchschschsch	the immature : loud - tchschschsch
- dolang setiap 6 detik	- repeat after 6 second
bunyi dewasa : sangat jarang terdengar	the mature : rarely heard
- Kebiasaan	- Behavior
terdapat di hutan pegunungan -	be found in mount forests -
ketinggian - 1500-2500 m	altitude - 1500-2500 m

Habitat	Habitat
hutan pegunungan	mount forests
endemik - jawa	endemic - jawa
penyebaran lokal	local distribution
g. salak - g. pangrango - g.	mount salak - mount pangrango
tanjuban perahu - g. ciremai	mount tanjuban perahu - mount
ciremai - uphill igen, jawa	ciremai - uphill igen, jawa
<p>This bird name is Otus angelinae. Otus angelinae is a scientific name. Otus is the genus, angelinae is the species. Otus angelinae has another name, the english name is Javan Scops-owl and the Indonesian name is Celepuk jawa.</p> <p>Celepuk jawa has a small size with 20 cm long. it is dark coloured. It has a conspicuous ear bunch and white eyebrow. the upper parts are greyish brown, compact scratch, and black patch marked. the under parts are lined and black scratch on the chest, whitish on the stomach. Its Iris is golden yellow. Its beak is yellow, and the feet are yellowish.</p> <p>there are differences between the immature and the mature voice. the immature voice is loud, the voice is 'tchschschsch', and always repeat after 6-second.</p> <p>the mature voice is rarely heard.</p> <p>The Javan Scops-owl's behavior can be found in mountain forests on the 1500-2500 m high.</p> <p>The Otus angelinae's habitat is mountain forests. the endemic is jawa. the local distribution is in mount. salak, mount pangrango, mount tanjuban perahu, mount ciremai, uphill igen - jawa.</p>	

Otus angelinae

Klasifikasi

Nama latin: Otus angelinae

Nama Inggris: Javan scops-owl

Nama Indo: Celepuk jawa

Deskripsi

-ciri fisik

berukuran kecil – 20 cm

berwarna gelap

berkas telinga mencolok – alis putih

...

-suara

Classification

Latin name: Otus angelinae

English name: Javan scops-owl

Indo name: Celepuk jawa

Description

-appearance

small size – 20 cm

dark coloured

A conspicuous ear bunch – white eyebrow

...

-voice

burung muda: keras – tchtschschsch

- Diulang setiap 6 detik

burung dewasa: sangat jarang terdengar

[...]

the immature: loud – tchtschschsch

- Repeat after 6 second

the mature: rarely heard

[...]

This bird name is *Otus angelinae*. *Otus Angelina* is a scientific name. *otus* is the genus, *angelinae* is the species. *Otus angelinae* has another name, the English name is Javan Scops-owl and the Indonesian name is Celepuk jawa.

[...]

After finishing drafting, they copied a final draft into an A4 manila paper and handed it to the teacher researcher (see Text 5.15). These post-texts are the source for assessment of the result of the iterations.

Text 5.15: A post-text: *Otus angelinae*

Otus angelinae



This bird name is *Otus angelinae*.

Otus angelinae is a scientific name. *Otus* is the genus, *angelinae* is the species. *Otus angelinae* has another name, the English name is Javan Scops-owl and the Indonesian name is Celepuk Jawa.

Celepuk Jawa has a small size with 20 cm long. It is dark coloured. It has a conspicuous ear bunch and white eyebrow. The upperparts are greyish brown, compact scratch, and black patch marked. The underparts are lined and black scratch on the chest, whitish on the stomach. Celepuk Jawa has golden yellow iris, yellow beak, and yellow dull feet.

There are differences between the immature and the mature voice. The immature voice are loud, the voice is 'tchtschschsch', and always repeat after 6 second. The mature voice are rarely heard.

The Javan Scops-owl's behavior can be found in mountain forests on the 1500-2500 m high.

The Javan Scops-owl's habitat is mountain forests the endemic is Java. The local distribution is in Mount Salak, Mount Pangrango, Mount Tangkuban Perahu, Mount Ciremai, and uphill Ijen.

Otus angelinae

The bird name is *Otus angelinae*. *Otus angelinae* is a scientific name. *Otus* is the genus, *angelinae* is the species. *Otus angelinae* has another name, the English name is Javan Scops-owl and the Indonesian name is Celepuk Jawa.

Celepuk Jawa has a small size with 20 cm long. It is dark coloured. It has a conspicuous ear bunch and white eyebrow. The upperparts are greyish brown, compact scratch, and black patch marked.

The underparts are lined and black scratch on the chest, whitish on the stomach. Celepuk Jawa has golden yellow iris, yellow beak, and yellow dull feet.

There are differences between the immature and the mature voice. The immature voice are loud, the voice is 'tchtschschsch', and always repeat after 6 second. The mature voice are rarely heard.

The Javan Scops-owl's behaviour can be found in mountain forests on the 1500 – 2500 m high.

The Javan Scops-owl's habitat is mountain forests the endemic is Java. The local distribution is in Mount Salak, Mount Pangrango, Mount Tangkuban Perahu, Mount Ciremai, and uphill Ijen.

5.4.2. Descriptive reports of Indonesian bird species

The post-texts are the main source for exploring what impact the iterations provided for the students' writing. This impact is explored in terms of how the bird reports are organised, how the field of bird species is construed, and how selected aspects of language are developed. In particular, genre and register, the use of technical terms, and grammar and graphic features will be in focus.

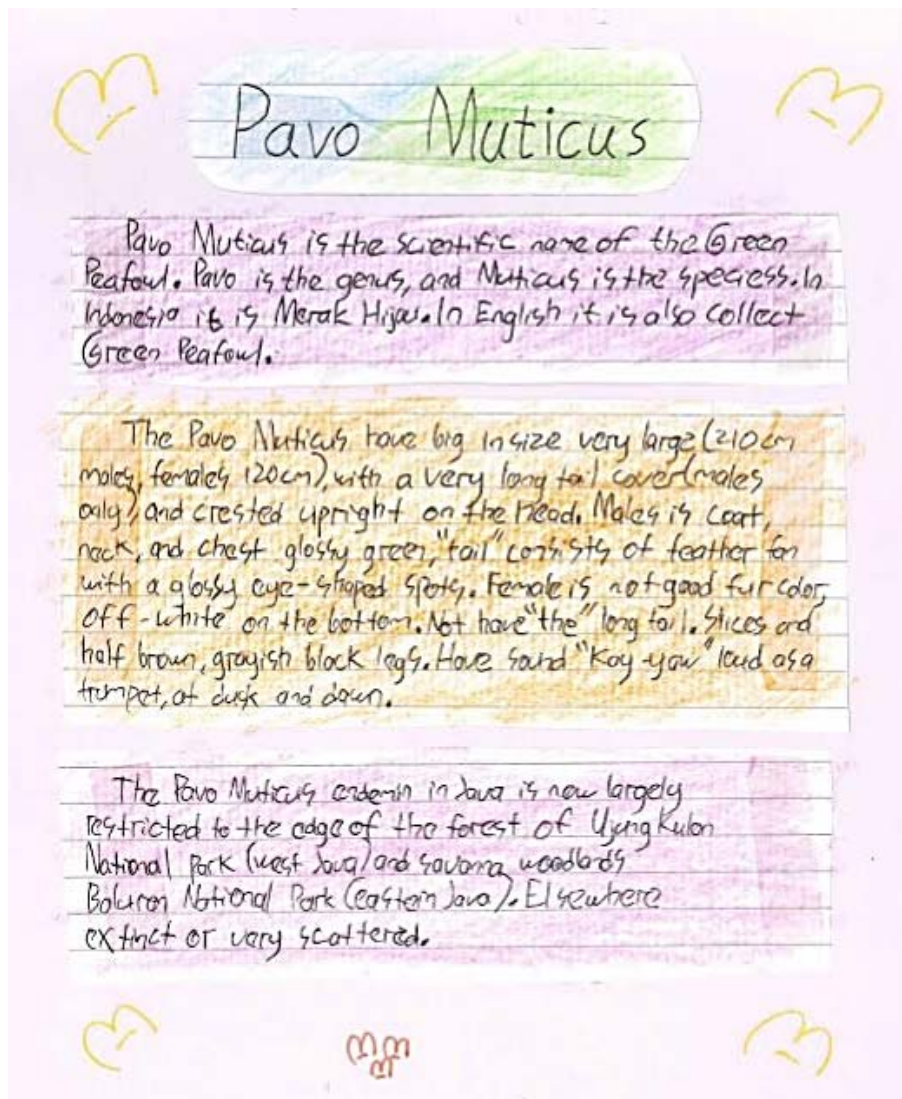
5.4.2.1. Genre and register

The genre modelling in the intervention program covers the stage and phases of reports. The stage structure of reports is Classification ^ Description. Phases of descriptions in reports about animals may include appearance, behaviour, habitat, distribution and conservation status, among others. The Classification stage includes the different names of the species (scientific, English and Indonesian), including genus and species. Phases in the description stage differ from one report to another. This depends on 1) the availability of information about the species, and 2) the writer's choices as far as selection of information is concerned. During the intervention, the phases which were included in the Indonesian reading texts were appearance, habitat and range. In the English reading text, there was an additional phase voice.

In terms of stages, phases, field, tenor and mode, the post-texts reveal a number of developments. Most of the texts are organised following the structure of reports (Classification ^ Description). The progress is evidenced in work by low scoring and high scored students in the pre-texts.

Text 5.15 is an example of progress for a low scoring pre-text student. It is a report about *Pavo muticus*, a species native to Java Island and one of Indonesia's canonical birds. Text 5.16 was written by the writer of Text 5.1 'My Friend, Azarina'.

Text 5.16: A post-text: Pavo muticus



Pavo muticus

Pavo muticus is the scientific name of the Green Peafowl. Pavo is the genus, and Muticus is the species. In Indonesia it is Merak Hijau.

In English it is also called Green Peafowl. The Pavo muticus have big in size very large (210 cm male, females 120 cm), with a very long tail cover (male only), and crested upright on the head. Males is coat, neck, and chest glossy green, "tail" consists of feather fan with glossy eye-shaped spots. Female is not good fur color, off white on the bottom. Not have "the" long tail. Slices and half brown, grayish black legs. Have sound "kay-yaw" loud as a trumpet, at dusk and dawn.

The Pavo Muticus endemic in Java is now largely restricted to the edge of the forest of Ujung Kulon National Park (West Java) and savannah woodlands Boluron National Park (eastern Java). Elsewhere extinct or very scattered.

Text 5.16 classifies and describes *Pavo muticus*. It classifies *Pavo muticus* in terms of its scientific, English and Indonesian names, and its taxonomic rank²³ (genus and species). It is described with respect to three characteristics – appearance, voice and habitat. Each characteristic constitutes a phase of the Description; the appearance and habitat phases are made explicit with paragraphing, and voice is handled in the same paragraph as appearance. The generic structure is outlined below, with stages and phases labelled. A triple slash (///) indicates the end of a paragraph.

²³ Taxonomic rank here refers to the term used in biological science and not to be confused with the use of the term rank in SFL.

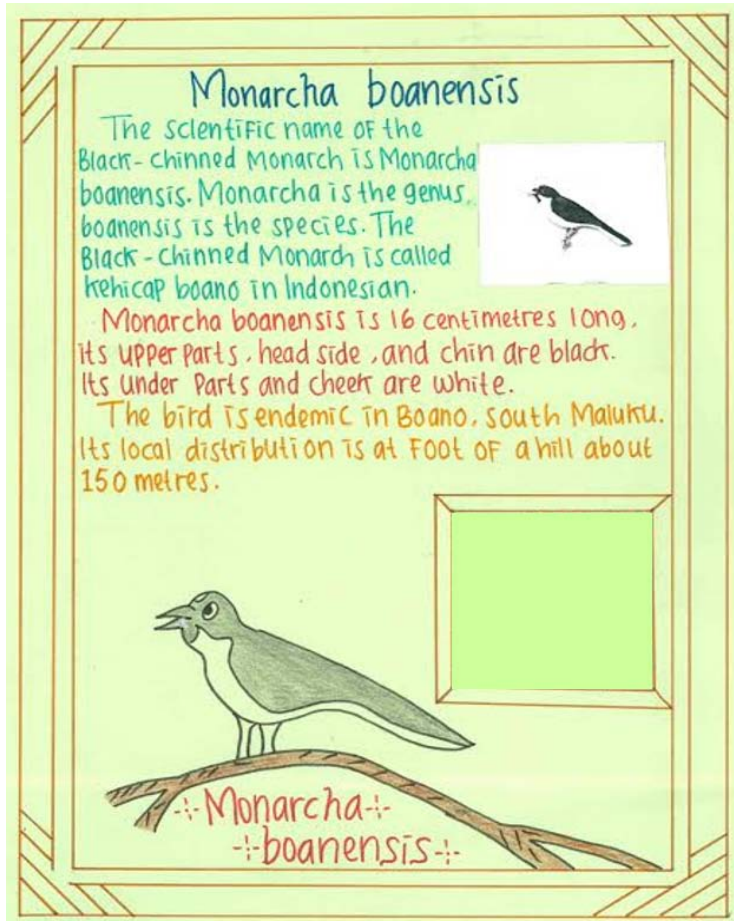
[Text 5.16]

	Stages	Phases	Clauses
1	Classification	naming	Pavo muticus is the scientific name of the Green Peafowl.
2			Pavo is the genus, and Muticus is the species.
3			In Indonesia it is Merak Hijau.
4			In English it is also called Green Peafowl.///
5	Description	appearance	The Pavo muticus have big in size very large (210 cm male, females 120 cm), with a very long tail cover (male only), and crested upright on the head.
6			Males is coat, neck, and chest glossy green,
7			“tail” consists of feather fan with glossy eye-shaped spots.
8			Female is not good fur color, off white on the bottom.
9			Not have “the” long tail.
10			Slices and half brown, grayish black legs.
11		voice	Have sound “kay-yaw” loud as a trumpet, at dusk and dawn.///
12		habitat status	The Pavo Muticus endemic in Java is now largely restricted to the edge of the forest of Ujung Kulon National Park (West Java) and savannah woodlands Boluron National Park (eastern Java).
13			Elsewhere extinct or very scatteredd.

Compared with Text 5.1, there is progress from an unorganised text with no clear generic structure and paragraphing to a report text organised based on the canonical generic structure. Progress can also be seen in terms of register – Text 5.16 is more written (mode), objective (tenor) and technical (field), as befits a factual text.

This type of progress is quite typical for low-scoring students in the pre-text writing sample. Another example of progress from a low-scoring pre-text is exemplified by Text 5.17. The pre-text was Text 5.2 'The Cat'.

Text 5.17: A post-text: *Monarcha boanensis*



Monarcha boanensis

The scientific name of the Black-chinned Monarch is *Monarcha boanensis*. *Monarcha* is the genus, *boanensis* is the species. The Black-chinned monarch is called Kehicap biak in Indonesian.

Monarcha boanensis is 16 centimetres long. Its upperparts, head side, and chin are black. Its under parts and cheek are white.

The bird is endemic in Boano, South Maluku. Its local distribution is at foot of a hill about 150 metres.

Text 5.17 is a report on the passerine; it classifies and describes an Indonesian passerine, *Monarcha boanensis*. The Classification stage covers the scientific name, taxonomic rank, and Indonesian name. The Description stage is realised

through appearance and habitat phases. The outline of the generic structure is as follows.

[Text 5.17]

	Stages	Phases	Clauses
1	Classification		The scientific name of the Black-chinned Monarch is <i>Monarcha boanensis</i>
2			<i>Monarcha</i> is the genus,
3			<i>boanensis</i> is the species.
4			The Black-chinned monarch is called <i>Kehicap biak</i> in Indonesian.///
5	Description	appearance	<i>Monarcha boanensis</i> is 16 centimetres long.
6			Its upperparts, head side, and chin are black.
7			Its under parts and cheek are white.///
8		habitat	The bird is endemic in Boano, South Maluku.
9			Its local distribution is at foot of a hill about 150 metres.

Once again, this post text is what is expected from a factual report – it classifies and describes *Monarcha boanensis* as a phenomenon, and presents information objectively and technically in a written mode.

Progress in terms of genre and register is also evident in medium-scored pre-texts. The writer of ‘Hanon’ (Text 5.3) reports on an owl native to Java –, *Otus angelinae* in her post-text. A genre analysis of this post-text is presented as [Text 5.15] below.

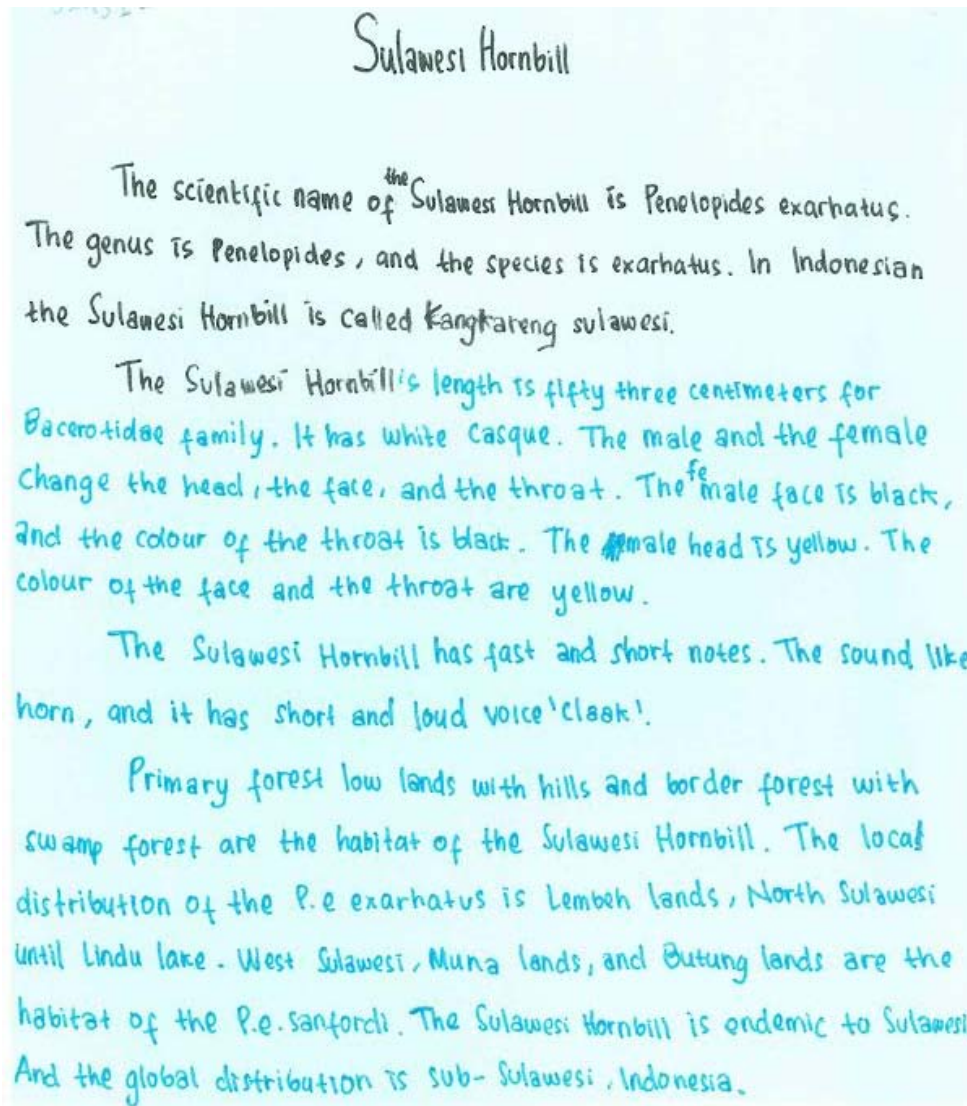
[Text 5.15]

	Stages	Phases	Clauses
1	Classification	naming	The bird name is Otus angelinae.
2			Otus angelinae is a scientific name.
3			Otus is the genus,
4			Angelinae is the species.
5			Otus angelinae has another name,
6			the English name is Javan Scops-owl
7			and the Indonesian name is Celepuk jawa. ///
8	Description	appearance	Celepuk jawa has a small size with 20 cm long.
9			It is dark coloured.
10			It has a conspicuous ear bunch and white eyebrow.
11			The uuperparts are greyish brown, compact scratch, and black pock marked.
12			The underparts are lined and black scratch on the chest, whitish on the stomach.
13			Celepuk jawa has golden yellow iris, yellow beak, and yellow dull feet.///
14		voice	There are differences between the immature and the mature voice.
15			The immature voice are loud,
16			The voice is 'tchstschsch',
17			And always repeat after 6 second.
18			The mature voice are rarely heard. ///
19		habitat	The Javan Scops-owl's behaviour can be found in mountain forests on the 1500 – 2500 m high.
20			The local distribution is in mount salak, mount pangrango, mount tangkuban perahu, mount ciremai, and uphill ijen.

Text 5.15 is structured as Classification ^ Description. The Classification stage covers the different names of the bird and its genus and species. The Description stage consists of appearance, voice and habitat each organised as a distinct paragraph. Compared to Text 5.3, Text 5.15 the bird is described in a more objective and appropriate way (e.g. there is no use of personal comment). It is also more written and technical (e.g. *Otus is the genus; angelinae is the species*).

Text 5.18 is another example of a medium scoring pre-text student progressing with a more factual post-text. The pre-text (Text 5.5) by the same writer is a report too, but has problems in the phases and field among other things as discussed in Section 5.2.1. Text 5.18 is the post-text; it is a report on a bird native to Sulawesi.

Text 5.18: A post-text: Sulawesi Hornbill



Sulawesi Hornbill

The scientific name of the Sulawesi Hornbill is *Penelopides exarhatus*. The genus is *Penelopides*, and the species is *exarhatus*. In Indonesian the Sulawesi Hornbill is called *Kangkareng Sulawesi*.

The Sulawesi Hornbill's length is fifty three centimeters for *Bucerotidae* family. It has white casque. The male and female change the head, the face, and the throat. The male head is yellow. The colour of the face and the throat are yellow.

The Sulawesi Hornbill has fast and short notes. The sound like horn, and it has short and loud voice 'claak'.

Primary forest low lands with hills and border forest swamp forest are the habitat of the Sulawesi Hornbill. The local distribution of the *P.e. exarhatus* is Lembah lands, North Sulawesi until Lindu lake. West Sulawesi, Muna lands, and Butung lands are the

habitat of the P.e. sanfordi. The Sulawesi Hornbill is endemic to Sulawesi. And the global distribution is sub-Sulawesi.

[Text 5.18]

	Stages	Phases	Clauses
1	Classification	description	The scientific name of the Sulawesi Hornbill is Penelopides exarhatus.
2			The genus is Penelopides,
3			and the species is exarhatus.
4			In Indonesian the Sulawesi Hornbill is called Kangkareng Sulawesi.///
5	Description	appearance	The Sulawesi Hornbill's length is fifty three centimeters for Bacerotidae family.
6			It has white casque.
7			The male and female change the head, the face, and the throat.
8			The male head is yellow.
9			The colour of the face and the throat are yellow.///
10		voice	The Sulawesi Hornbill has fast and short notes.
11			The sound like horn,
12			and it has short and loud voice 'claak'.///
13		habitat	Primary forest low lands with hills and border forest swamp forest are the habitat of the Sulawesi Hornbill.
14			The local distribution of the P.e. exarhatus is Lembah lands, North Sulawesi until Lindu lake.
15			West Sulawesi, Muna lands, and Butung lands are the habitat of the P.e. sanfordi.
16			The Sulawesi Hornbill is endemic to Sulawesi.
17			And the global distribution is sub-Sulawesi.

In Text 5.18, the Description stage is more developed than Text 5.5 in that paragraphs are used to indicate different phases. It is also more technical and closer to a factual written form. For example, clause 1 of Text 5.5 classified *Elephant is one of biggest animal in the world*, compared to clause 1 of Text 5.18 *The scientific name of the Sulawesi Hornbill is Penelopides exarhatus*. Table 5.12 provides comparison of the phases in the Description stage between Text 5.5 and Text 5.18.

Table 5.13: The comparison of the Description stage between Text 5.5 and 5.17

Stage		Pre-text		Post-text
Description	appearance	Its colour is grey.	appearance	The Sulawesi Hornbill's length is fifty three centimeters for Bacerotidae family.
	behaviour	It has long trunk and long tusk. Elephant is a tame animal.		It has white casque. The male and female change the head, the face, and the throat.
		But if it become to angry it become to dangerous animal,		The male head is yellow. The colour of the face and the throat are yellow.///
	classifying	Elephant is warm blood animal.	voice	The Sulawesi Hornbill has fast and short notes.
		Elephant is a mammal.		The sound like horn,
	appearance	The body of female elephant is bigger than the body of male elephant.///		and it has short and loud voice 'claak'.///
			habitat	Primary forest low lands with hills and border forest swamp forest are the habitat of the Sulawesi Hornbill. The local distribution of the P.e. exarhatus is Lembah lands, North Sulawesi until Lindu lake. West Sulawesi, Muna lands, and Butung lands are the habitat of the P.e. sanfordi. The Sulawesi Hornbill is endemic to Sulawesi. And the global distribution is sub-Sulawesi.

In addition to this, the writer also demonstrates his knowledge about two subspecies, P.e. exarhatus and P.e. sanfordi, based on the habitat.


As the control of genre and register develops, several texts characterise the species using phases beyond those introduced during the program's three teaching and learning iterations. The discussion there (for the Description stage)

only covered appearance, habitat range and voice. When students did their own research, they sometimes needed to include other kinds of information. Several students developed the Description stage following phases taught in the program such as appearance, habitat and range; others included additional information such as conservation status.

The phases as taught during the three iterations are demonstrated by Texts 5.15, 5.16 and 5.17. Text 5.19 is an example which moves beyond the phases taught in the three iterations – i.e. behaviour and status phases. The generic structure of Text 5.19 with stages and phases annotated, is presented below.

Text 5.19: A post-text: *Nisaetus floris*

Nisaetus floris



Nisaetus floris is the scientific name of The Flores Hawk-eagle. The genus is *Nisaetus* and the species is *floris*. The Flores Hawk-eagle in Indonesian name is Elang Jawa.

The Size of The Flores Hawk-eagle is 71-82 cm. On the body is dark and underparts is white, it also cover under wings. The color head of individual teens more pale.

It does have any information about the voice. It habits alone or in pairs in along slope highlands and fly in the forest at midday. The endemic area is Flores Island, Nusa Tenggara. Notes from Paloe and Komodo not yet verified. The local distribution is Flores, Sumbawa and Lombok. Lowlands forests and forest submontana are the habitat of The Flores Hawk-eagle.

The Flores Hawk-eagle is almost extinct and protected, because there is hunting illegal.

Nisaetus floris

Nisaetus floris is the scientific name of the Flores Hawk-eagle. The genus is *Nisaetus* and the species is *floris*. The Flores Hawk-eagle in Indonesian name is Elang Jawa.

The size of the Flores Hawk-eagle is 71-82 cm. On the body is dark and underparts is white, it also covers under wings. The color head of individual teens more pale.

It does have any information about the voice. It habits alone or in pairs in along slope highlands and fly in the forest at midday. The endemic area is Flores island, Nusa Tenggara. Notes from Paloe and Komodo not yet verified. The local distribution is Flores, Sumbawa and Lombok. Lowlands forests and forests submontane are the habitat of the Flores Hawk-eagle.

The Flores Hawk-eagle is almost extinct and protected, because there is hunting illegal.

The behaviour phase describes the species' living and flying habits, and the status phase provides information about its conservation status and why it is a threatened species.

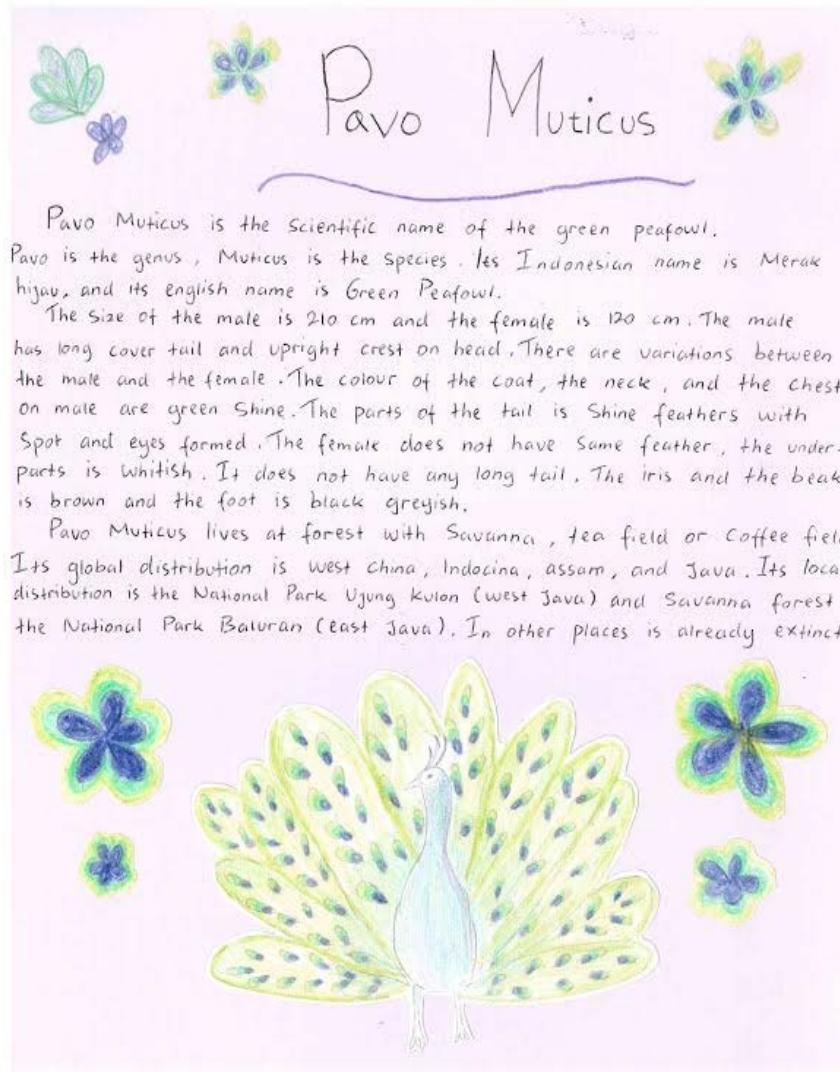
[Text 5.19]

		Title:	Nisaetus floris
No	Stage	Phases	Clauses
1	Classification		Nisaetus floris is the scientific name of the Flores Hawk-eagle.
2			The genus is Nisaetus and the species is floris.
3			The Flores Hawk-eagle in Indonesian name is Elang jawa.///
4	Description	appearance	The size of the Flores Hawk-eagle is 71-82 cm.
5			On the body is dark and underparts is white, it also covers under wings.
6			The color head of individual teens more pale.///
7		voice	It does have (sic.) any information about the voice.
8		behaviour	It habits (sic.) alone or in pairs in along slope highlands and fly in the forest at midday.
9		habitat	The endemic area is Flores island, Nusa Tenggara.
10			Notes from Paloe and Komodo not yet verified.
11			The local distribution is Flores, Sumbawa and Lombok.
12			Lowlands forests and forests submontane are the habitat of the Flores Hawk-eagle.///
13		status	The Flores Hawk-eagle is almost extinct and protected, because there is hunting illegal.

Further evidence of genre and register development can be noted in relation to choices in the Description stage. There are two texts from School 2 which report the same species, Texts 5.20 and 5.21. The species dealt with here is one of Indonesian canonical birds, *Pavo muticus*, or the Green peafowl (colloquially known in English as the peacock). The reports make different phase choices in the

Description stage. In Text 5.20, *Pavo muticus* is characterised by its appearance, while habitat phase is concluded with conservation status.

Text 5.20: A post-text: *Pavo muticus* (2)



Pavo muticus

Pavo muticus is the scientific name of the green peafowl. *Pavo* is the genus, *muticus* is the species. Its Indonesian name is Merak hijau, and its English name is Green Peafowl.

The size of the male is 210 cm and the female is 120 cm. The male has long cover tail and upright crest on head. There are variations between the male and the female. The colour of the coat, the neck, and the chest on male are green shine. The parts of the tail is shine feathers with spot and eyes formed. The female does not have same feather, the underparts is whitish. It does not have any long tail. The iris and the beak is brown and the foot is black brownish.

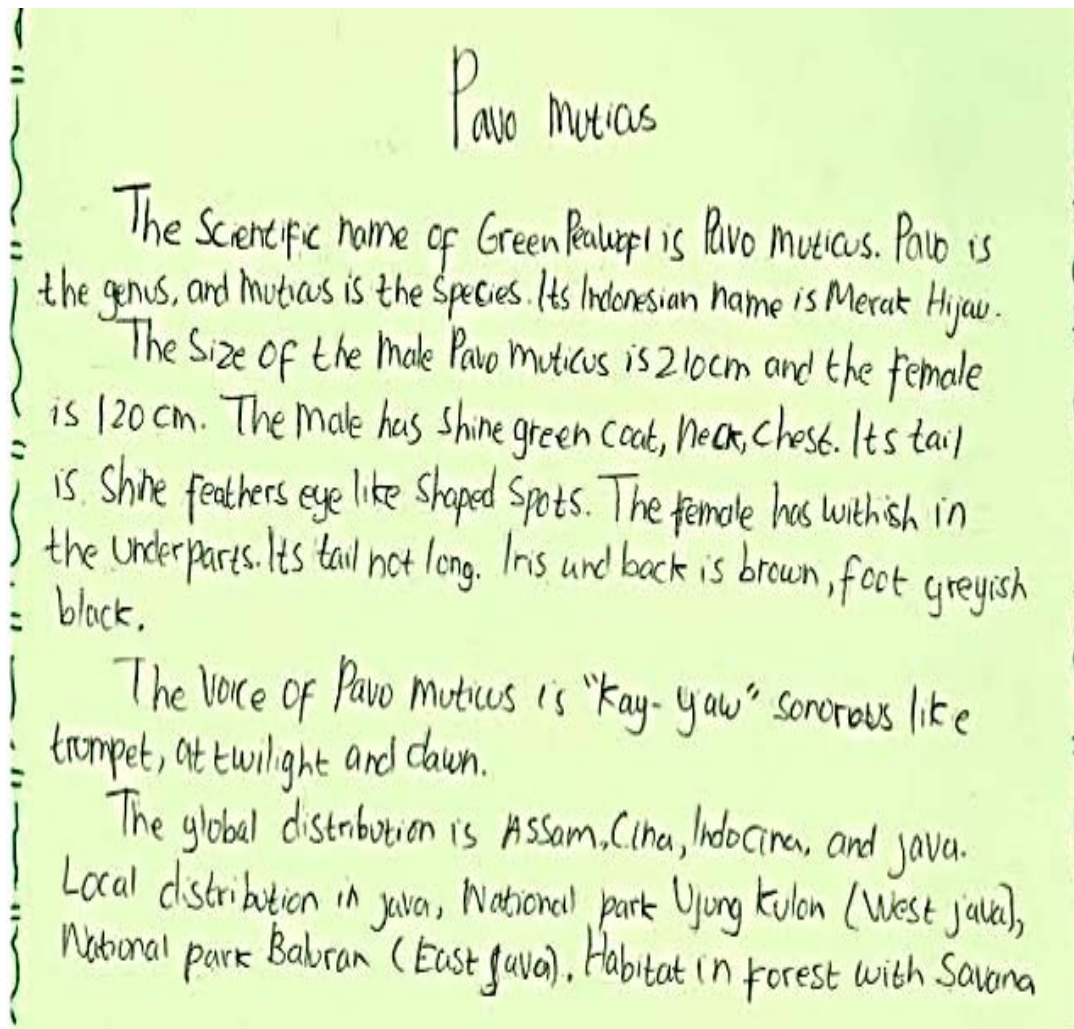
Pavo muticus lives at forest with savanna, tea field or coffee field. Its global distribution is West China, Indocina, assam, and Java. Its local distribution is the National Park Ujung Kulon (West Java) and savanna forest the National Park Baluran (East Java). In other places is already extinct.

[Text 5.20]

No	Stage	Phases	Clauses
1	Classification		Pavo muticus is the scientific name of the green peafowl.
2			Pavo is the genus,
3			muticus is the species.
4			Its Indonesian name is Merak hijau,
5			and its english name is Green Peafowl.///
6	Description	appearance	The size of the male is 210 cm
7			and the female is 120 cm.
8			The male has long cover tail and upright crest on head.
9			There are variations between the male and the female.
10			The colour of the coat, the neck, and the chest on male are green shine.
11			The parts of the tail is shine feathers with spot and eyes formed.
12			The female does not have same feather, the underparts is whitish.
13			It does not have any long tail.
14			The iris and the beak is brown
15			and the foot is black brownish.///
16		habitat	Pavo muticus lives at forest with savanna, tea field or coffee field.
17			Its global distribution is West China, Indocina, assam, and Java.
18			Its local distribution is the National Park Ujung Kulon (West Java) and savanna forest the National Park Baluran (East Java).
19			In other places is already extinct.

In Text 5.21, the phases of the Description stage are appearance, voice, and habitat.

Text 5.21: A post-text: *Pavo muticus* (3)



Pavo muticus

The scientific name of Green peafowls is *Pavo muticus*. *Pavo* is the genus, and *muticus* is the species. Its Indonesian name is Merak Hijau.

The size of the male *Pavo muticus* is 210 cm and the female is 120 cm. The male has shine green coat, neck, chest. Its tail is shine feathers eye like shaped spots. The female has whitish in the underparts. Its tail not long. Iris and back is brown, foot greyish black. The voice of pavo muticus is 'kay-yaw' sonorous like trumpet, at twilight and dawn.

The global distribution is Assam, Cina, Indocina, and Java. Local distribution in Java, National Park Ujung Kulon (West Java), National Park Baluran (East Java). Habitat in forest with savana.

[Text 5.21]

No	Stage	Phases	Clauses
	Classification		<p>The scientific name of Green peafowls is Pavo muticus.</p> <p>Pavo is the genus,</p> <p>and muticus is the species.</p> <p>Its Indonesian name is Merak Hijau.///</p>
	Description	appearance	<p>The size of the male Pavo muticus is 210 cm and the female is 120 cm.</p> <p>The male has shine green coat, neck, chest.</p> <p>Its tail is shine feathers eye like shaped spots.</p> <p>The female has whitish in the underparts.</p> <p>Its tail not long.</p> <p>Iris and back is brown, foot greyish black.///</p>
		voice	<p>The voice of pavo muticus is 'kay-yaw' sonorous like trumpet, at twilight and dawn.///</p>
		habitat	<p>The global distribution is Assam, Cina, Indocina, and Java.</p> <p>Local distribution in Java, National Park Ujung Kulon (West Java), National Park Baluran (East Java).</p> <p>Habitat in forest with savana.</p>

Both Texts 5.20 and 5.21 consist of Classification and Description. The Classification stage covers the different names of the species and its taxonomic

rank. Text 5.20 describes the species' appearance, including the male and female differences, followed by the habitat. Text 5.21 characterises *Pavo muticus* in terms of its appearance, voice, and habitat. These differences perhaps serve as an indication of students' confidence and control over relevant knowledge. Note as well that despite describing the same species, the different choices of phases are proof that the students were able to work on their own. This is particularly important as the writers of Texts 5.20 and 5.21 happened to be friends and peer relationships in class can affect knowledge transmission (Nuthall, 2007).

5.4.2.2. Technical terms in the post-texts

Technical lexis is an important part of the assessment of reports, since such lexis construes field specific biological knowledge. Analysing the use of the field specific terms in the post-texts assists in showing whether the students are able to construe relations between things and qualities in a scientific way.

The most apparent development is the use of bird biology terms across all post-texts to describe a particular bird species. The terms for specific entities (such as parts of the birds and habitat) are related to qualities such as colour and shape of the feathers. Table 5.14 illustrates the use of technical lexis of this order.

Table 5.14: Lexis in Text 5.18

	Stages & phases	Lexis	Clauses
1	Classification	Sulawesi hornbill,	The scientific name of the Sulawesi Hornbill is Penelopides exarhatus .
		Penelopides exarhatus	
2		genus, Penelopides	
3		species, exarhatus	and the species is exarhatus .
4		Kangkareng Sulawesi	In Indonesian the Sulawesi Hornbill is called Kangkareng Sulawesi .///
5	Description appearance	Bacerotidae family	The Sulawesi Hornbill's length is fifty three centimeters for Bacerotidae family .
6		casque	It has white casque .
7		male, female, head,	The male and female change the head , the face , and

	face, throat	the throat .
8	male head	The male head is yellow.
9	face, throat	The colour of the face and the throat are yellow.///
10	voice	The Sulawesi Hornbill has fast and short notes .
11	sound	The sound like horn,
12	voice	and it has short and loud voice 'claak'.///
13	Primary forest, low habitat lands, swamp forest, habitat	Primary forest low lands with hills and border forest swamp forest are the habitat of the Sulawesi Hornbill.
14	Local distribution, P.e. exarhatus	The local distribution of the P.e. exarhatus is Lembah lands, North Sulawesi until Lindu lake.
15	P.e. sanfordi	West Sulawesi, Muna lands, and Butung lands are the habitat of the P.e. sanfordi .
16	endemic	The Sulawesi Hornbill is endemic to Sulawesi.
17	global distribution, sub-Sulawesi	And the global distribution is sub-Sulawesi .

In the Classification stage, several technical terms are used (i.e. *the Sulawesi Hornbill*, *Penelopides exarhatus*, *genus*, and *species*). These terms are used to classify the species, and introduce the English and scientific names through which the species can be placed in the taxonomy. The scientific follows the rule of binomial nomenclature, and the English and Indonesian names are common names which apply in daily life. The scientific name needs to be written with genus capitalised and species in lower case. In the Description stage, the report describes the parts of the species, beginning with size, then casque²⁴, next the differences between the male and the female, and finally voice. These entities are related to distinctive qualities (e.g. the casque is white).

The use of technical terms is the most apparent progress in all post-texts, from the low to the high post texts scores. Text 5.15 is an example of the post-text which is

²⁴ *Casque* is a term to name the helmet-like upper bill of hornbills.

scored 19/42; it demonstrates the use of field specific lexis to describe the bird species.

Table 5.15: Lexis in Text 5.16

	Stages & phases	Lexis	Clauses
1	Classification	Pavo muticus, the Green Peafowl	Pavo muticus is the scientific name of the Green Peafowl .
2		Pavo, genus, muticus,	Pavo is the genus , and Muticus is the species .
3		Merak Hijau	In Indonesia it is Merak Hijau .
4		Green Peafowl	In English it is also called Green Peafowl .///
5	Description appearance	Pavo muticus, tail cover, male, head	The Pavo muticus have big in size very large (210 cm male, females 120 cm), with a very long tail cover (male only), and crested upright on the head .
6		Coat, neck, chest	Males is coat , neck , and chest glossy green,
7		“tail”, spots	“tail” consists of feather fan with glossy eye-shaped spots .
8		Female Bottom	Female is not good fur color, off white on the bottom .
9		The long tail	Not have “the” long tail .
10		Legs	Slices and half brown, grayish black legs .
11	voice		Have sound “kay-yaw” loud as a trumpet, at dusk and dawn.///
12	habitat	Pavo muticus, endemic, savannah woodlands	The Pavo Muticus endemic in Java is now largely restricted to the edge of the forest of Ujung Kulon National Park (West Java) and savannah woodlands Boluron National Park (eastern Java).
13	status	Extinct	Elsewhere extinct or very scatteredd.

Similar to that of Text 5.18, Text 5.16 classifies the species scientifically, covering taxonomic information about the species and its Indonesian name. The Description stage includes terms which attend to parts of the species (*tail*, *cover*,

head), and distinctive qualities (*male's tail cover – long; male's coat – glossy green*).

Text 5.16 and 5.18 demonstrate the progress in using the bird biology terms expected in a report genre. These terms indicate a shift from everyday ways of describing an object, to a more uncommonsense report. The progress can be seen clearly when comparing the lexis in the pre-texts to the post-texts. Text 5.5, for example, though a report, used terms which were too general when classifying elephants repeat examples. Text 5.17, the post-texts of the Text 5.5 writer, uses specialised terms, displaying more scientific knowledge of the bird being classified. The comparison of lexis between the two texts can be seen in Table 5.16, organised based on the stages and phases of each text.

Table 5.16: Comparison of lexis in 5.5 and 5.18

Stages & phases	Text 5.4.	Stages & phases	Text 5.18
	Pre-text		Post-text
Classification	elephant	Classification	Sulawesi hornbill, Penelopides exarhatus genus, Penelopides
	land mammal, world		
Description			species, exarhatus
Habitat	elephant, jungle, grasslands		Kangkareng Sulawesi
appearance	tails, ears, trunks	Description appearance	Bacerotidae family
Diet	herbivore leaves		Casque male, female, head, face, throat male head
Status	water, trunk elephant, animal		face, throat
personal comment	elephant, land mammal	voice	Notes
			Sound
			Voice
		habitat	Primary forest, low lands, swamp forest, habitat
			Local distribution, P.e. exarhatus
			P.e. sanfordi
			Endemic
			global distribution, sub-Sulawesi

The lexical comparison shows the use of many more technical terms in the post-text. The different terms indicate deeper understanding of the bird as described in biology well beyond an everyday understanding. The appearance of the bird, for example, is described much more specifically in that the distinctive physical characteristics of the bird entities plus qualities) are elaborated.

Progress in relation to technical terms is even more obvious for students with low scoring pre-texts. This is exemplified by Text 5.1 and 5.15, outlined in Table 5.11.

Table 5.17: Comparison of lexis in 5.1 and 5.16

Stages & phases	Text 5.1. Pre-text	Stages & phases	Text 5.16 Post-text
(no stage and phase)	Arcamanik	Classification	Pavo muticus, the Green Peafowl
	Brother, sister, Bandung name		Pavo, genus, muticus,
	Brother, sister, parent, colour		Merak Hijau
	Food, pizza, hobby,		Green Peafowl
	reading, song, Junior high school	Description	Pavo muticus,
		appearance	tail cover,
			male, head
	pet, cat		Coat, neck, chest
	phone number number		“tail”, spots
	Paris, drink,		Female, bottom
	mineral water, city,		The long tail
	Bandung, school, car		Legs
		voice	Pavo muticus, endemic, savannah woodlands
		habitat	Extinct

The lexis in 5.1 is commonsense. But the lexis in 5.16 is biological.

In L2 writing, re-instantiating lexical terms from L1 to L2 can be a challenge. Naming species with scientific, English and Indonesian terms was covered in the iterations, and appeared to be easily transferred. Descriptions of birds' appearance and habitat on the other hand involve choices of entities that can be very different from one bird to another. The students face challenges of re-instantiating selected entities. Text 5.18, for example, demonstrates this re-instantiation skill in that the bird species being described has different appearance from the birds in the iterations. The terms *casque*, *Bacerotidae* family are specific for the Sulawesi Hornbills and successfully re-instantiated into English. In Bahasa Indonesia, *casque* is 'tanduk' (a lay term often referring to *horn*) and *Bacerotidae*

family is 'suku Bacerotidae' ('suku'²⁵ is a lay term for *tribe*). The text demonstrates success in reconstruing the ideational meaning of appropriate lexical terms.

Some other texts, however, do not use appropriate lexis. In Text 5.15, *Otus angelinae*, there are a few awkward items: *ear bunch* and *black pock marked*. These are re-instantiated literally from the Indonesian terms 'berkas telinga' *ear tuft*, and 'berbercak-bercak hitam' *black tipped*. The former should have been re-instantiated as *ear tuft*, and the latter as *black tipped*. *Ear tuft* and 'berkas telinga' refer to the part of the bird above the eyes (resembling ears) in some owls or other bird species. *Ear bunch* is re-instantiated directly from 'berkas telinga', an attempt the student made to construe this part of *Otus angelinae*.

Black pock marked is also re-instantiated literally from 'berbercak-bercak hitam', which is used to describe the feathers of the owl. This kind of re-instantiation is a little tricky in that it construes the same ideational meaning quite differently. The feathers on the upperparts of the species have distinct black colour only on the tip. In English, this is described as *black tipped*, as the tip of the feathers is black. In Indonesian, the black area on the feathers, regardless of the position in the length of feathers, is construed as 'bercak' *spot* or *pock* – hence *black pock marked* or *black spotted* are possible options with literal re-instantiation.

Literal re-instantiation in the post-texts is nevertheless part of the L2 writing development. It shows that what the students are conscious of is a step beyond what they in fact produce.

5.4.2.3. Grammatical development in the post-texts

With respect to grammar, the post-texts tend to progress differently depending on the challenges in the pre-texts. In summary, the development of grammar involves progress from simple grammar to more appropriate grammar for writing reports, and interference from L1 is found less. Progress with grammar can be explored through the use of nominal groups, relational clauses, and grammatical metaphor.

The development of nominal group structures and identifying relational clauses is apparent in comparing low-scored pre-texts to the post-texts. Text 5.1 was the

²⁵ This literal translation of 'suku' is based on looking up a regular dictionary and Google Translate.

pre-text written by a struggling learner, and marked as one of the lowest scores. Text 5.16 was the post-text written by the same student.

Table 5.18: Comparison of Texts 5.1 and 5.16

Text 5.1		Text 5.16	
No.	Clause	No.	Clause
1	She is twelve years old,	1	Pavo muticus is the scientific name of the Green Peafowl.
2	she live at arcamanik	2	Pavo is the genus,
3	she don't has any brother and sister,	3	and Muticus is the species.
4	she is from Bandung	4	In Indonesia it is Merak Hijau.
5	her name is azarina widya,	5	In English it is also colled Green Peafowl.///
6	she don't has any brother and sister.	6	The Pavo muticus have big in size very large (210 cm male, females 120 cm), with a very long tail cover (male only), and crested upright on the head.
7	Parent name are Jatmiko and Wara	7	Males is coat, neck, and chest glossy green,
8	fav colour is purple,	8	"tail" consists of feather fan with glossy eye-shaped spots.
9	fav food is pizza,	9	Female is not good fur color, off white on the bottom.
10	my hobby reading,	10	Not have "the" long tail.
11	fav song is set fire to the rain	11	Slices and half brown, grayish black legs.
12	study junior hight school 2,	12	Have sound "kay-yaw" loud as a trumpet, at dusk and dawn.///
13	fav pet is cat,	13	The Pavo Muticus endemic in Java is now largely restricted to the edge of the forest of Ujung Kulon National Park (West Java) and savannah woodlands Boluron National Park (eastern Java).
14	was born at 1st june 2000,	14	Elsewhere extinct or very scatteredd.
15	my phone number is 76562314971		
16	fav no is 6 (six),		
17	wants to visit paris,		

- 18 fav drink is mineral water,
- 19 fav city is bandung
- 20 goes to school by car

As discussed in Section 5.2.2, Text 5.1 has simple and congruent grammar, indicated by use of simple nominal group structures are also simple *fav food, my hobby*. Control of grammar is relatively low since a few clauses have problems with Participants (e.g. clauses 8, 17), and Processes (e.g. clauses 3, 10).

In Text 5.16, the grammatical development is apparent. In the first few clauses (clauses 1 to 3), relational identifying clauses are well-handled. The nominal group structures are also more expanded and technical - for example in clause 1 *the scientific name of the Green Peafowl*. A few problems, however, occur in describing attributes of the species. Relational attributive clauses (clauses 6 to 14) are often missing key Participants and Processes.

Texts 5.22 and 5.23 give another example of grammatical development which begins from a low-scored pre-text. Text 5.22 is the pre-text which is simple and congruent. There is also a consistent occurrence of the verb *is* in all clauses to construe processes, though often quite inappropriately (clauses 4, 5, 6, and 7). The nominal group structures are also very simple, though most of the time they are correctly used.

Table 5.19: Clause comparison of Texts 5.22 and 5.23

Text 5.22 The Elephant (3)		Text 5.23 Blue-headed Pitta	
No.	Clause	No.	Clause
1	The elephant is animal mamals.	1	The scientific name of the Blue-headed Pitta is Pitta baudii.
2	It is have tail.	2	Pitta is the genus,
3	It is a big animal.	3	baudii is the species.
4	And it is live forest.	4	The Blue-headed pitta is called Paok kepala-biru in Indonesian name.///
5	It is have long nose.	5	The blue-headed pitta has a small size with 17 cm.
6	It is like a grass.	6	Its back is red sapodilla ripe.
7	It is a have feather.	7	There is line with is noticeable black.
8	It is protected animal.	8	The male is back is red extinguished.

9	It is a rare animal.	9	Its crown and tail are blue clear.
		10	Chest and line eye is black.
		11	The lower chest and stomach are blue purple dark.
		12	The female is coloured is more.
		13	The tail is blue.///
		14	The blue-headed pitta lives in forest plain low.
		15	It is endemic to Borneo.
		16	Its local distribution is entire forest plain low in Borneo.

Text 5.23 is the post-text which is a result of the intervention program. The post-text indicates significant progress in terms of clauses and groups. Verbs in relational clauses are realised more appropriately. The use of *is* and other verbs are mostly correct, indicating a progress in controlling grammar. The nominal group structures are also more expanded and show use of technical lexis, compared to that of the pre-text.

A few grammatical errors can still be found in the post-text at both clause and group ranks. Clause 12, for example, is an awkward English expression for *the female is more colourful*. It displays interference from L1 for two reasons. Firstly, in Bahasa Indonesia a relational attributive clause does not require a process. And a prefix *ber-* attached to the noun *warna* 'colour' is often literally translated as *coloured* instead of *colourful* if looking up a word in a regular dictionary or via Google Translate.

[Text 5.23]

Equivalence in English

12a	The female	is	more colourful
	Carrier	Process	Attribute

[Text 5.23]

Equivalence in Bahasa Indonesia

12b	<i>Betina</i>	<i>lebih</i>	<i>ber-warna</i>
	Female	more	prefix <i>ber-</i> colour
	Carrier	Attribute	colourful

Additional interference from Bahasa Indonesia can be seen in the nominal group *blue clear* (clause 9) equivalent to 'bright blue'. The student writer attempts to describe the colour of the bird's crown and tail. The words are in English, but the sequence is in Bahasa Indonesia *biru cerah* and the word *cerah* is literally translated as 'bright'.

Errors found in the post texts of low scored pre-texts indicate the grammatical development of the students. As the knowledge about grammar is expanded, the challenges become greater. The student writer is able to control grammar by more appropriately using verbal groups to construe relational processes in English and expand the nominal group structures.

For beginning medium scored pre-texts, the progress can involve emerging use of grammatical metaphor. Text 5.2, the pre-text, and Text 5.17, the post-text from the same students, both use predominantly relational clauses. But in Text 5.2, the attributes are very simple *a pet, a cat, white, very happy*, while in Text 5.17, the identities and attributes are complex and technical.

Table 5.20: Clause comparison of Texts 5.2 and 5.17

Text 5.2		Text 5.17	
No.	Clauses	No.	Clauses
1	I have a pet	1	The scientific name of the Black-chinned Monarch is <i>Monarcha boanensis</i>
2	it is a cat.	2	<i>Monarcha</i> is the genus,
3	The colour of my cat is white.	3	<i>boanensis</i> is the species.
4	Every morning, I always feed the cat wit fish.	4	The Black-chinned monarch is called <i>Kehicap biak</i> in Indonesian.
5	Habits that my cat always want to be loved.	5	<i>Monarcha boanensis</i> is 16 centimetres long.
6	I am there fore verry happy cats.	6	Its upperparts, head side, and chin are black.
		7	Its under parts and cheek are white.
		8	The bird is endemic in Boano, South Maluku.
		9	Its local distribution is at foot of a hill about 150 metres.

In the pre-text, L1 interference occurs at the clause rank, i.e. clauses 4, 5, and 6 (see Section 5.2.2). In the post-text, L1 interference is found only at the group rank, *foot of a hill* (clause 9). This nominal group misses the article *the*. This is L1 interference as in Indonesian, an article is not required to construe the same meaning (*the foot of a hill*: 'kaki bukit'; kaki: *foot*; bukit: *hill*).

An example of grammatical metaphor can be seen in Text 5.18, particularly clause 5 which realises the size of the bird.

[Text 5.18]

5 The Sulawesi Hornbill's length is fifty three centimeters for Bacerotidae family.

Here the student describes the size of the bird by using *length*, nominalised from *long*. More congruently, the clause can be written as follows:

The Sulawesi Hornbill is fifty three centimeters long.

Although some grammatical errors can still be found in the post-texts, most develop the grammatical structure quite well, to various degrees depending on the pre-texts' scores. For those pre-texts scored in low range, the significant progress lies in the expansion of the nominal group structures and more appropriate use of identifying clauses construing specific relations. For those medium to high scoring students in the pre-texts, development also involves the use of grammatical metaphor. As the nominal groups expand, information in the post-texts becomes denser. L1 interference is less common and often appears only at a lower rank.

5.4.2.4. Graphic features

The development in graphic features is apparent in terms of punctuation and paragraphing. The use of images is also of interest as several post-texts use images of birds being described.

Progress in punctuation and paragraphing is particularly evident in the post-texts from students with low scoring pre-texts. Text 5.24 displays the good progress in control of punctuation. Commas and periods are used correctly, and paragraphing is used to organise the text, with each paragraph focusing on one phase (see Figure 5.1).

Text 5.6 (repeated)
Pre-text

Rabbit
Rabbits are tame animals, it's like to eat carrots, its can
jumped up and down, it's are cute animals, it's are intelligent
animals, its have long ears, it's fur is very soft, it's meat is
very tasty, it's a herbivore, its color is white, grey and brown,
it has a small body

Text 5.24
Post-text

Turnix everetti

The scientific name of Sumba Buttonquail is Turnix everetti. Turnix is the genus and everetti is the species. Turnix everetti is called Gemak Sumba in Indonesia.

The Sumba Buttonquail is 13 cm long, but his beak is strong and the colour is grey blueish, side of the crest barred black and white, with black streaks on the back of the eye to the side of the neck and back feathers red-border and white rufous.

The voice of Turnix everetti is woot-woot, Turnix everetti in habits shrubs and grassland, the endemic area is Sumba, East Nusa Tenggara

Figure 5.1: Comparing the pre- and post-texts: punctuation and paragraphing development

Text 5.24 also uses periods and commas more appropriately. This development is quite typical of the post-texts which come from students with low scoring pre-texts.

During iterations, there was no specific discussion related to images. It was only in preparing for reading and detailed reading steps that several bird images were used to assist in pointing out parts of birds. In the post-texts, it is found that several students use an image of the species they are reporting on. This image is either a photograph or an illustration from source materials, or sometimes a hand drawn image.

Texts 5.17 (*Monarcha boanensis*) and 5.20 (*Pavo muticus* 2) above are examples of the hand drawn images. Text 5.17 also includes the original illustration. This student's hand drawing is larger than the original illustration.

Texts 5.25 and 5.26 are post-texts which use a photograph and an illustration.

Text 5.25: A post-text: *Monarcha brahmii*

Monarcha brahmii



Monarcha brahmii is the scientific name of Biak Monarch. *Monarcha* is the genus, *brahmii* is the species. Its Indonesian name is Kehicap biak.

The length of *Monarcha brahmii* is 17 cm. There are differences between the male and female. The male has contrasting pale yellow in belly, wings, tail, and back of eyes. The female has whitish spot in throat and chest.


The Papua is endemic area of *Monarcha brahmii*. The Biak island is local distribution of *Monarcha brahmii*. The West Papua is global distribution of *Monarcha brahmii*. The Forest is the habitat of this bird.

This bird habits is also active search for victims and predators in the middle and lower layers of the forest canopy.

In Text 5.25, the report of *Monarcha brahmii* includes a title, image and report. The image is an illustration of the species taken from the internet.

Text 5.26: A post-text: *Aceros everetti*

Aceros Everetti



Aceros everetti is the scientific name of the Sumba Hornbill. *Aceros* is the genus and *everetti* is the species. The Sumba Hornbill Indonesian name is Jalang Sumba.

The length of the Sumba Hornbill is approximately 70 cm. Mostly the ~~black~~ plumage of the bird is black. The voice of the Sumba Hornbill can be described in various ways as the raucous tones of repetitive beats, two short tones, like "erm-err" and "kokokokokokokoko". The female and the male have differences, on the neck and the head. The female's head and neck are black, but the male has rust-red head and neck.

The Sumba Hornbill can live individually, in pair, and in group with up to 15 birds, with a big group of up to 70 birds, it lives in trees. It usually lives in the canopy, and sometimes under the canopy. They can also be seen when flying over fruit trees and flying over former forest areas.

The Sumba Hornbill is endemic in Sumba, East Nusa Tenggara. It can be found in primary forests and green secondary forests.

Text 5.26 uses a photograph of the bird to accompany the writing text. This text is also organised with a title, image and report.

5.5. Conclusion

This chapter attempts to answer the second research question:

Is there any impact on the students' L2 writing in comparison with the pre-intervention writing results?

The answer to this question is that there is significant impact on the students' writing as indicated by the various comparisons between the pre- and the post-intervention texts.

The principal goal of the intervention program was to enable the students to write a high stakes science report in L2. The main challenge, as the results of the pre-text analysis

reveal, was to shift from commonsense discourse into the uncommonsense discourse of biology. The pre-texts, written by Year 8 students, resemble primary school writing: they are short and simple, reflect little knowledge of the topic, use everyday words alongside occasional technical words, and often involve spoken language and personal comments. In the low scoring range, the pre-texts also have challenges in punctuation, particularly in the use of commas and periods.

The post-intervention texts demonstrate significant progress in terms of content and language. With respect to content knowledge, the post-texts indicate a move to the uncommonsense knowledge of biology. The post-texts report on an Indonesian bird in a way that is expected in construing biological science. This is in turn reflected in progress in language. As the content knowledge is built, L2 is better controlled. The post-texts fulfil the purpose of science reports through the appropriate staging and phasing, realised through appropriate lexis, grammar and graphic features.

There is, however, a concern when comparing the pre-texts to the post-texts. The pre-texts were a result of the pedagogic activities which were not closely examined; conclusions were based on an examination of Stage 1 and interviews with the class teachers. There are thus a lot of factors during the teaching/learning of the pre-texts that were not taken into account. For example, it is not clear whether the pre-texts were a result of the implementation of the GBA, or whether the students were given more time to do research on the topic they reported. Taking such factors into account will be beneficial for future research following the writing development of an intervention program – research which carefully examines the program resulting in the pre-texts as well as the program producing the post-texts.

On the basis of this study, we remain confident that the development in the L2 writing of the post-texts indicates the promise of advancing foreign language literacy using R2L methodology. High stakes L2 writing has been shown to be a feasible goal for multilingual classrooms, regardless of school levels. The fact that the results of the post-texts from School 2 are comparable to those of School 1 shows the strength of the intervention program as far as effective pedagogy is concerned. Overt targeted teaching

about all aspects of genre, register, discourse, grammar and presentation is proved to be valuable for all students, though those from relatively underprivileged backgrounds will benefit in particular.

Chapter 6 Conclusion

6.0. Introduction

This thesis has reported a study which investigated the teaching of English as a foreign language in Indonesian multilingual classrooms. As such the study sought to make a major contribution to pedagogic practices for the teaching of English in modern Indonesia. A distinctive feature of Indonesian classrooms is their multilingual character, and the study sought to demonstrate how L1 could be used to facilitate the teaching and learning of an L2. In fact, the study sought to show how the knowledge of L1 could fundamentally assist in the teaching and learning of L2. Therefore, unlike some other approaches of the past, the methodology adopted actively sought to use L1 as the students were taught over time to develop confidence in use of the L2.

The background theory used was systemic functional linguistics, particularly with reference to genre and register theory. Classroom texts were described as curriculum genres, and the methodology of Reading to Learn was used to underpin the pedagogy developed in the teaching/learning program, while genre theory itself was used to identify the text types or genres children were taught to write. The Reading to Learn methodology provided a structure for designing the bilingual pedagogy, yet it allowed flexibility to adapt and 'fine-tune' the method to suit the needs of the students in the classrooms.

This chapter is organised into four sections. Section 6.1. (Summary of Findings) provides a summary of the major results of the study. Section 6.2. (Strengths and Limitations of the Study) discusses the strengths of the methodology used in the study, and its limitations. Section 6.3. (Implications) outlines some implications of the study. Subsequently, Section 6.4 (Future Directions) provides insights of how the findings of the study can be used in the future.

6.1. Summary of findings

6.1.1. The pedagogic practice of the intervention program

The teaching /learning program in this study was designed as an intervention program of L2 teaching in multilingual classrooms. The program adopted the Reading to Learn methodology, which had typically been used and developed in contexts in which one language was involved, normally English. This study was distinctive in that it used R2L to teach literacy in L2, while making considerable use of L1 as a necessary aspect of the pedagogy. It sought to demonstrate how L1 could be used over a sequence of lessons so that use of L2 was slowly phased in as the students developed confidence and familiarity with the language. In addition, as another essential aspect of the pedagogy, the methodology aimed to include embedded literacy practices, in that a content or field of knowledge was to be taught and learnt while learning the L2. In other word, content was not to be thought of as separate from the language learnt, as sometimes has happened in programs for teaching L2 in the past.

The program was implemented in two schools which were different in terms of academic and family backgrounds; those in School 1 being reasonably privileged while those in School 2 were less privileged. The program involved three iterations in both schools (Class 1 and Class 2). The researcher used L1 most in the first two iterations, both in class talk and in the written materials given the students to read. Thus, guidance to the students for preparing to write in these two iterations was offered by the researcher in L1 and then immediately provided in L2, so that there was a deliberate structure to the pattern of the class talk. By the third iteration, the pattern was reversed, so that the researcher used L2 first and subsequently used L1 only where the students revealed they needed it. Notably also in the third iteration, the written text given the students to read for research on the topic for writing was in English. Throughout the iterations, the students developed enhanced use of L2 in the class interactions.

6.1.2. L2 writing development

In teaching the students writing, the researcher focused on developing control of the genre, register with particular respect to field, technical terms, grammar (identifying clauses and nominal group structure), and presentation (spelling, graphic features, and use of image). Over the iterations, the students wrote longer texts, achieving the purpose of writing reports about a bird in L2. The reports also showed progress in the use of technical terms, indicating enhanced knowledge of the field, in particular bird biology. The use of L2 grammar showed diminishing interference from L1. For example, the grammar showed growing control of some difficult features of English grammar compared with that of Indonesian, such as the identifying clause (e.g. *Aceros everetti* is the scientific name of the Sumba Hornbill), expansion of nominal group structures to compress a great deal of information (e.g. The voice of the Sumba Hornbill), and emergence of grammatical metaphor (e.g. The length of the Sumba Hornbill is approximately 70 cm). The students showed considerably enhanced control of spelling in L2, to do with technical terms, and control of punctuation. Some reports used images, showing that the writers had a developed understanding of the values of these in scientific writing.

Furthermore, though use of spoken L2 was not the primary focus of the study, the evidence reveals that the students gained confidence in using L2 in their spoken interactions. Thus, the teacher of Class 1 contacted the researcher a few weeks after the intervention was finished, with interesting evidence that the students had maintained their ability in spoken English, at least as that was apparent in some written dialogues they composed preparatory to speaking them. (See Appendix N)

6.2. Strengths and Limitations of the Study

6.2.1. Strengths

The Reading to Learn methodology has been authenticated through many studies in Australia and other parts of the world, such as Denmark, Sweden, and South Africa, where one language (normally the national language, used in education) has been the focus of attention. The method is thus thoroughly tested and

developed in many contexts. In this study, however, R2L was applied in teaching/learning L2, constituting a significant development on the use of R2L in the past. It drew on the undoubted strengths of R2L while exploring the teaching of L2 in the multilingual classrooms of Indonesia. There were several strengths obtained from the application of R2L in developing the intervention program.

In terms of pedagogy, R2L sets out clear goals for teaching and learning. Its pedagogical focus is on the text to be learned and the context for its use, so that it provides a principled basis for proceeding in planning curriculum design and in planning and implementing pedagogy. Hence, all language levels are covered in teaching a genre, in such a way that the various language strata are introduced across a series of lessons. The approach involves a “top down method”, in that the pedagogy starts with genre, proceeds to register, particularly field, and then moves on to aspects of discourse, grammar, graphology and presentation. The effect is that teaching/learning all language strata is distributed across several lessons, and the connections between the levels are maintained.

This approach proved useful in this study because it gave the researcher a way to introduce a metalanguage about the text type in focus, as well as aspects of its grammar, and a technical language about the field for reading and writing. The knowledge of language in both senses could be used to assist students move between the L1 and L2 with confidence and understanding because they gained a metalanguage and a technical language they could use. Moreover, the methodology, with its deliberate iterations, allowed the researcher to intervene in and change the teaching at times, in order to ‘fine tune’ what was happening in the classrooms. This occurred, for example, when more intensive language teaching and learning were needed, as in guiding students in their sentence making.

The R2L method also provided a holistic rubric for assessing the students’ written language development, which was useful because it assisted the researcher to gain a general view of the overall fulfilment of language criteria in writing. This helped inform the researcher to evaluate what had been taught and then to implement an appropriate action immediately.

In terms of the learning experience offered the students, the method created engaging ways for all students to learn and to collaborate with their peers. Lesson activities often involved a number of students and peer relations among the students became more collaborative. Their confidence in doing the tasks individually grew as well.

A further strength of the study was that it was situated in a real-life classroom context, subject to the schedule of normal English lessons in each school. The teaching units in the program were also based on the national curriculum imposed at the same of the program implementation. This authenticity has provided feasibility, permitting a possible transfer of the same experience and practice to larger research projects in the future.

6.2.2. Limitations

This was an action research study, as was appropriate for the use of R2L, and it is desirable to consider how successful the study was as an exercise in a designed based action research project. Certainly, the study was design based, because as the above section has made clear, each step in the design and implementation of the pedagogical iterations drew on the R2L design, while the researcher had opportunity to amend and 'fine tune' elements of the design as the teaching sequence proceeded. There were, however, some limitations of the study and its implementation, worth reporting, not least because they need to be borne in mind for any future studies.

One unfortunate limitation of the study concerned the relatively short period of time in which it was conducted. The whole study was undertaken in only one month and in both schools it involved two periods a week (8 lessons in all over the month), because that reflected the amount of time devoted to the subject of English, and this was all the schools would permit. Ideally, such a study should be conducted over two or three months, during which one might teach more than one genre and explore other fields for reading and writing about. As it was, the study proved quite challenging, especially in terms of trying to follow the ontogenetic L2 development of the students, as well as provide evidence for the overall developmental trajectory.

Another limitation of the study concerns the limited data sample, though deliberately chosen from two different clusters of schools, two classes of 33 and 38 students constituted a small sample. Although the sample was small, the selection of students from more and less privileged backgrounds did prove productive, in that it demonstrated not only the initial relative disadvantage of students in class 2, but the real gains made by both disadvantaged and advantaged students, when taught in a considered and well-designed manner. Clearly, all the students gained, but the evidence shows that the relatively disadvantaged stand to benefit in particular from pedagogies like R2L.

Furthermore, both classes in the study were from urban areas, where Bahasa Indonesia is widely spoken, and English is known to some extent, though Sundanese was more extensively used in Class 2. Larger samples of students, drawn from a wider range of socioeconomic and geographic backgrounds, as well as other multilingual backgrounds, are required to authenticate the pedagogy. The issue of the variety of multilingual backgrounds is especially important, because there are several prominent regional languages, not even considered in this study. In fact in some areas, the regional language is the L1, making Bahasa Indonesia an L2, while English is even more foreign because of lack of socialisation in English in daily life.

One final point concerning the design of the study and the sample of students should be reported: as already noted, most of the students in Class 2 spoke Sundanese rather than Indonesian, though they understood Indonesian. With hindsight, it might be argued that had the researcher chosen to acknowledge the Sundanese used, that might have assisted a group of students deemed less educationally advantaged, for other reasons, than the students in class 1. The involvement of Sundanese, or another regional language in the class interactions might play an important role in developing a foreign literacy competence. This matter can potentially be useful in developing research into multilingualism in teaching and learning.

6.3. Implications

The Sydney School pedagogy has been applied in various contexts, including multilingual contexts, but it is believed that this study represents the first time that the genre pedagogy has been deployed to promote an interplay of L1 and L2 in teaching literacy in L2. Among several findings, the study has provided evidence about the values of learning L2 while making active use of L1, for it can improve performance in L1 as well as L2. This is because, as the pedagogy recorded here established, teaching and learning language about language (the metalanguage) and language about a field (especially technical language) facilitates movement between L1 and L2, enhancing a sense of how both languages work. This has thus applied Halliday's threefold language learning perspectives to bilingual education practices. It suggests that successful bilingual teaching/learning program should involve students in i) learning to get a full control of the L2, ii) learning to access field in L2, and iii) learning about L2 as a system.

The use of L1 in L2 teaching has always been subject to debate. In theories of bilingual education, it has often been argued that L2 should be used exclusively, while L1 is suppressed. Use of L1 and code-switching has thus been often considered to hinder developing students' L2 competence. Code-switching, however, is inevitable and still used to assist L2 teaching for pragmatic reasons. A better practice, termed 'translanguaging' (see Garcia & Li Wei, 2014) is offered to differentiate it from random switching from one code to another. This study was designed as an innovative bilingual education program, intended to challenge those who theorise about exclusive use of L2, or about random code-switching. In that the program deliberately used L1 as part of L2 teaching it enabled students to access high stakes literacy and gain considerable control of the L2. Through contrasting and comparing grammar, re-instantiating lexical items and metalanguage, the students' L1 was developed while they learnt L2. It seems that L2 learning can rebound on L1 and its learning as well. This indicates that the students' L1 in learning L2 is not lost, but instead developed and indeed enhanced.

The students' L2 development also reveals their increasing confidence in using L2. The systematic interplay of L1 and L2 allows them to progress in their L2,

emphasising key factors such as rehearsing new words and negotiating praises. This sheds light on the long-standing concern in related with L2 learners' identity and motivation. Where a pedagogic practice prepares the students to be successful L2 learners, as modelled in the intervention program, L2 learning is maximised and thus L2 learning 'motivation' is facilitated.

The use of the text-in-context model in assessing L2 writing provides a bigger picture of students' L2 writing development than those that focus only on words or sentences. As stated earlier, it involves all strata of language, examining genre, register, discourse, grammar, and presentation, which are taught and later form the basis of assessment. In addition, another impact of the text-in-context model is that grammatical interference and awkward lexical re-instantiations are considered as transitional parts of students' progress towards L2 competence. This view gives a new perspective on using language interference and lexical re-instantiation to assess students' L2 development.

One further implication of the study worthy of mention is the relevance of the method for developing critical literacy, much needed in the contemporary Indonesian context, according to Emilia (2005; 2011b). The R2L pedagogy requires careful reading and deconstruction of texts to establish meanings, paying attention to wording and the overall purposes of texts, as well as careful and thoughtful writing of texts, so that meanings are constructed in a coherent and clear way. Such attention to reading and writing, involving exhaustive interpretation of written texts, contributes to development of the critical capacities with literacy valued by Emilia and others.

6.4. Future directions

In this final section, several considerations, which are not explored in the thesis, are addressed to give future directions. This was a small scale design based action research project. As such, it can be considered a pilot study towards a more ambitious study that could be developed in Indonesia in the future. A large-scale project could be conducted over a longer period of time, and it could involve more diverse groups of participants in terms of language and socioeconomic

backgrounds, different levels of schooling, and different subject areas and genres. The results could be authenticated, thus creating a larger impact.

More questions will arise worthy of research. If we turn to regional languages, including Sundanese, there are some terms and concepts that are not expressed in those languages, for they have never needed to do so. This is true of the language of science, which is found in English and Bahasa Indonesia, but not in many other languages in Indonesia. When it comes to teaching English to speakers of such languages, for whom Indonesian is an L2, will the same method of teaching be applicable? Will teaching English involve three languages? Or will teaching English involve two languages, English and L1, or the regional language?

The lessons in the study were to do with writing a descriptive report in science. What would happen if other genres were taught? Descriptive reports are relatively simple, but what about expositions and explanations? What would be the result of teaching them to similar groups of students? What about narrative genres, some of which probably have different generic structures in Indonesian?

Apart from these issues, the whole area of classroom interactions requires much more research and analysis than we have seen so far, especially in Indonesia. Teacher – student interactions are important in the sense that during the interactions with the teacher, knowledge is constructed and interpreted for and by the students. Peer interactions can provide valuable information about how the students talk about field and language during learning. These considerations emerged during the interviews in this study, when the students indicated how much they had learnt both, about the technical language of the fields and the metalanguage about both languages. A great deal of research remains to be undertaken about classroom interactions in the future.

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Appendix A: A collection of methods and approaches in ESL/EFL teaching

No.	Approach or Method	Period of use	Characteristics	Theoretical basis
1	Grammar Translation method	1840-1940s	Detailed analysis of L2 grammar rules to achieve accuracy, sentential translation, L1 medium of instruction.	German scholarship
2	Direct or Natural method	1950-1960s	L2 only classroom instruction, emphasis on practicing oral competence, focusing on everyday vocabulary and sentences.	Emerging from the business and travel needs; not having a theoretical basis
3	Oral approach & situational language teaching	1960s	Drills, dialogue practices.	Applied linguistics
4	Audio-lingual method	1960s	Drills, grammar pattern practice, extensive oral instruction, language as speech.	Structural linguistics, Behaviourism
5	Natural approach	1980s	Focusing on oral and written personal communication and academic learning skills	Psychology, applied linguistics, language acquisition
6	The Silent Way	1960-1970s	Focus on grammar, vocabulary, and pronunciation, demanding students' active oral response, teachers as facilitator and neutral observer (little oral involvement, merely gestural).	Cognitive approaches (Caleb Gattegno)
7	(De)Suggestopedia	1960 – 1970s	Teachers as actor, singer, and psycho-therapist; emphasis on conditioning students' mental state; learning English through the use of songs, arts, e.g. learning through music accompaniment, reading through colourful images.	Psychology/Psychotherapy (Georgi Lozanov)
8	Community Language Learning	1970-1980s	Teachers as 'consultant' or 'language counsellor'; focusing on oral proficiency, language alternation, combination of several methods such as translation, group work,	Psychology/Counselling-Learning theory (Charles A. Curran)

			listening, dialogue, etc.	
9	Total Physical Response	1970-1980s	Learning language through action: drills, teachers give commands and performance as enactment (and modelling) of the commands, learners as actors respond through actions in the beginning, later learners can give commands.	Psychology (from Natural Method)
10	Communicative approach or Communicative language teaching	1990s	Teaching materials sourced from 'authentic' or 'real-life' language, e.g. newspaper; focusing on the communicative purpose of language; recognition of different and specific settings.	Linguistics (shifting from the structural view of language to the communicative and functional view of language)
11	Task-based language teaching	1990s	Activity and tasks oriented to interactive communication, the syllabuses sequenced based on the difficulties (factors including learners' experience, task complexity and language level)	Second Language Acquisition
12	Text-based instruction	Late 1990s – to early 2000s	Explicit teaching of structures and grammar of spoken and written texts, the link to the social and cultural contexts, language skills developed through the whole text; link to the Sydney School genre pedagogy (Rose & Martin, 2012).	Education, literacy-focused applied linguistics
13	The Lexical Approach	Late 1990s – to early 2000s	Focusing on multi-word units functioning as 'chunks', activities centring on the collocation of verbs and nouns, patterns of phrase and clause sequences, etc.	Corpus linguistics

Appendix B: Interview Questions

Teachers

Part A. Experience in teaching English in class

1. How long have you been teaching English at school?
2. As an English teacher, what motivates you to use Bahasa Indonesia when teaching English?
3. How have your experiences as English teacher affected your decision in teaching English by using Bahasa Indonesia?
4. Have you been teaching English integrated with other subject such as science or history? If yes, how do you usually handle the curriculum unit to be taught in class? If not, what do you think of teaching English with other subject?

Part B. Experience in attending the program

1. How would you describe your experience as an English teacher in attending the program?
2. Could you describe any difference of the use of Bahasa Indonesia and English in the program from the way you usually use the languages in your teaching? In what way?
3. Have the tasks and assignments given in the program assisted students' learning? In what way?
4. Could you describe any other differences related to teaching learning activities that you have found during the program in regards with your experience as teacher?

Students

Part A. Experience in studying English in class

1. How long have you been studying English?
2. What experiences have you been through in studying English at school?
3. What do you expect from studying English at school?

Part B. Experience in studying English under the program

1. Could you tell me your experience in studying English in the program?
2. Is there any difference from the way you usually study English at school?

3. What do you think of the tasks and assignments which were given to you during the program?

4. Do you think the program help you improve your English? In what way?

(Interviews are conducted by using Bahasa Indonesia. Since the questions are designed as open-ended questions, it is anticipated that the participants' answers will vary. Follow-up questions and/or clarification could be asked related to their answers, but will still focus on the main idea of each question.

Appendix C: Stage 1 of the research: Activities in the teaching learning cycle, the Indonesian Genre-based Approach

Stage	Teaching learning activities
Building knowledge of the field	<p>Aim: Familiarising students with the topic of the writing.</p> <p>Activities:</p> <ul style="list-style-type: none"> • Reading various kinds of texts not necessarily the same genre they need to write in Independent Construction to involve listening and speaking about the topic. • During reading, students are guided to identify unknown words or phrases which can be useful for their writing. • Giving the words/phrases and expressions in the reading text the equivalent meaning in Bahasa Indonesia. This is so that language interference can be minimised. • Listening and speaking activities can also be involved to achieve understanding of the topic. • Repeating the stage with different activities to ensure better understanding of the topic <p>Features:</p> <ul style="list-style-type: none"> • A lot of activities are related to the development of the language skills • Different teaching methods are often found in this stage (e.g. reading aloud, listening comprehension, video watching).
Modelling	<p>Aims: Providing a model of the text expected to be written; explicitly outlining the standard of the text to be written by the students</p> <p>Activities:</p> <ul style="list-style-type: none"> • Teacher-oriented; teacher as the expert • Deconstructing parts of the texts, i.e. the genre, the 'language features' (the grammar in each stage of the text) • Students listening and taking notes • Students are given jumbled-paragraphs of a text to be arranged and labelled based on the generic structure they learn <p>Features:</p> <p>The most notable recontextualisation is the use of grammar translation method sometimes can be found. In Nurhayati (2014; 2013), the emphasis on grammar is argued to assist students in understanding English writing expressions along with the equivalent meaning in Indonesian. Another case demonstrates the use of lecture-like teaching in that the teacher deconstructs a text on the board giving detailed part of the text through the use of knowledge about language and students copy what is displayed on the board into their notebooks.</p>
Joint	Aim: Getting all students to enact their understanding of text model into a writing a new topic assisted by the teacher.

construction	<p>Three options available for the teachers to choose for their teaching learning activities.</p> <p>Activities:</p> <ol style="list-style-type: none"> 1. No Joint Construction stage given the condition that students already understand the generic structure and the linguistic features of the texts. This suggestion arises since time may not allow the teachers to do so, especially teachers new in implementing GBA. 2. Teacher acts as the scribe. The teacher and students jointly write a new text on the board. The teacher then writes down the suggested sentences contributed by the students and at the same time giving feedback and editing the suggested sentences. This is the typical Joint Construction as suggested in the original pedagogy (see Rose & Martin, 2012; Hunt, 1994). 3. Joint Construction as group writing. The students form a group of two, three or four and jointly write a text. Each group is usually given a sort of writing plan which is an outline of the title, the generic structure following the text type being taught. The teacher approaches each group, discusses with the students in the group and gives feedback. Sometimes, the teacher requires each group to present in front of the class and the rest of the students can comment on the group's work. <p>Features:</p> <p>Among other stages, the recontextualisation is the most obvious in this stage in that it is expanded into several options of implementation. Given these options, teachers can choose what suits their teaching needs.</p>
Independent construction	<p>Aim: Students independently write a text of the same genre as taught in Modelling but a new topic</p> <p>Activities:</p> <ul style="list-style-type: none"> • Students make their first draft of their writing • Students report their first draft to the teacher and the teacher gives comment in the consultation/conference • After a few drafts and consultation, students can submit their final pieces of writing as an assignment and the teacher gives them marks. <p>Features:</p> <p>The writing process is usually done at home or as 'homework'. The lesson hours in class are mostly used for the consultation time.</p>

Appendix D: Iteration 1 & 2 – Preparing For Reading

spkr	exchange	gloss	pedagogic activities		pedagogic relations		pedagogic modalities		projected field		comments	lesson activities		
			cycle phases	specify phases	exchange structures	speaker/ addressee	mode	source	lexical item	strings/ chains		cycle functions	activity phases	activity function
T	OK hari ini kita akan belajar tentang Descriptive Report text.	OK today we will study about a <<Descriptive Report text>>.	Prepare	task	K1	Class	refer	reading text	KAL 'Descriptive Report text'			initiate activity	Prepare: tell the genre of the text	Preparing for reading activity is intended to situate the context. That is what the text is about, which field the reading text is usually found, and how the text serves the social purpose. It is done not too detail so it is typically done quickly and by giving the big picture.
T	Sebelumnya sudah pernah belajar ya tentang Descriptive text?	Before this, you have learned about <<Descriptive text>>, right?	Check	metalg	K2	Class	remind	prior lesson	KAL 'Descriptive text'	rep				
Some S	Iya bu	Yes, ma'am.	Identify	metalg	K1	Teacher	recall	prior lesson						
T	Yang ada Identification dan Description.	The one with <<Identification>> and <<Description>>.	Elaborate	remind	K1	Class	refer	prior lesson	KAL 'Identification' 'Description'	part - Descriptive Report		identify topic	Prepare: tell topic of the text	
T	Nah teks yang akan kita pelajari hari ini mengenai satu ekor burung yang menjadi legenda karena menjadi simbol negara kita.	So the text we'll learn today is about a particular bird which becomes a legend because it is our state symbol.	Prepare/Focus	topic	dK1	Class	refer	reading text	topic: Nisaetus bartelsi	rep				
Some S	Burung garuda.	Garuda bird	Propose	item	K2	Class	recall	student knowledge		homophoric				
T	Garuda ya.	Yes Garuda.	Affirm	repeat	K1	Class		prior move		rep		identify genre in the text	Focus: tell the genre of the text	
	Katanya ya salah satu bentuk nyatanya Nisaetus bartelsi atau Elang jawa.	It is said that the real bird (of Garuda) is Nisaetus bartelsi or Elang jawa.	Elaborate	item	K1	Class	present	teacher knowledge		syn (Garuda - Nisaetus bartelsi - Elang jawa)				
T	Teks ini adalah Descriptive Report.	This text is <<Descriptive Report>>.	Prepare	metalg	K1	Class	refer	reading text	KAL 'Descriptive Report text'	rep				
T	Kalian juga mungkin sering membaca jenis teks yang disebut Descriptive Report text.	You all perhaps have often read this kind of text which is called <<Descriptive Report text>>.	Prepare	metalg	K1	Class	remind	prior lesson		rep		identify genre in other texts		
T	Ada biasanya di pelajaran IPA, tentang invertebrata.	It is usually (found) in natural science lesson, (for example) about invertebrate.	Prepare	topic	K1	Class	remind	prior lesson	topic: invertebrate	homophoric				
T	Tahu nggak?	Did you know it?	Focus	item	dK1	Class	refer	prior lesson		syn (invertebrata - hewan tidak bertulang belakang)				
T	Tentang hewan tidak bertulang belakang.	about animals which do not have a vertebral column	Focus	item	dK1	Class	remind	prior lesson						
Some S	Oh iya.	Ah, right.	Identify	item	K2	Teacher	recall	prior lesson						
T	Invertebrata, vertebrata, biasanya banyak teks yang sama.	Invertebrates, vertebrates, (for example), there are usually many same kinds of text.	Elaborate	prior move	K1	Class	present	teacher knowledge		rep, co-class (vertebrata - invertebrata)				

T	Nah untuk hari ini kita belajar <i>Nisaetus bartelsi</i> .	<i>So for today we'll study Nisaetus bartelsi.</i>	Prepare	topic	K1	Class	refer	reading text	topic: Nisaetus bartelsi	rep - Nisaetus bartelsi		identify topic	Focus: explain topic & parts of text
T	Teks ini terdiri dari dua bagian penting.	<i>This text consists of two important parts.</i>	Prepare	metalg	K1	Class	refer	reading text	KAL: parts of the text	part - reading text		explain parts of the text	
T	Yang pertama di bagian atas ada judul, ada gambar.	<i>The first one is the upperpart which has a title and a picture.</i>	Prepare	metalg	K1	Class	point	reading text					
T	Yang kedua, ini nanti kita lewat dulu aja ya (pointing) karena ini ternyata isinya sama dengan di 'bagian deskripsi'.	<i>The second one, we'll skip this part (pointing) because apparently it has the same content with 'bagian deskripsi' (description section).</i>	Prepare	metalg	K1	Class	point	reading text					
T	Nah di dalam bagian informasi lainnya ada nama, lalu tentang tempat di mana kita bisa menemukan Elang Jawa atau <i>Nisaetus bartelsi</i> .	<i>So in the 'informasi lainnya' (other information), there are names, then about the place where we can find Elang Jawa or Nisaetus bartelsi.</i>	Prepare	topic	K1	Class	refer	reading text	KAL: content of each part of the text	member (bagian informasi; bagian deskripsi)			
T	Lalu apakah jenisnya. Ternyata ini salah satu jenis hewan yang terancam punah. Jadi harus dilindungi.	<i>Then what type of bird it is. Apparently it is one kind of species which is threatened. So it must be protected.</i>	Prepare	topic	K1	Class	refer	reading text					
T	Lalu ehm deskripsinya, seperti apa sih Elang Jawa itu.	<i>Then ehm the 'deskripsi' (description), what Elang Jawa looks like.</i>	Prepare	topic	K1	Class	refer	reading text	KAL/topic: 'deskripsi' discourse of science in BI	rep; member (bagian deskripsi)			
T	seperti garuda, tapi yang aslinya seperti apa kan kita belum tahu.	<i>What we know it looks like garuda, but we don't know yet what the real bird is like.</i>	Prepare	topic	K1	Class	refer	reading text					
T	Nah di sini ada.	<i>And it's all here.</i>	Prepare	topic	K1	Class	refer	reading text		co-part (the bird)			
T	Ada bagaimana warna kepalanya, bagaimana warna sayap, punggungnya.	<i>There's (this information) about the colour of the wings, the back.</i>	Prepare	topic	K1	Class	refer	reading text		co-part (the bird)			
T	Lalu ada perbedaan burung muda dan burung tua.	<i>Then differences between the young and the old.</i>	Prepare	topic	K1	Class	refer	reading text		co-part (the bird)			
T	Sama seperti kalian waktu kecil tidak sama dengan sekarang.	<i>Like you guys who are different when you're young from now</i>	Prepare	topic	K1	Class	refer	reading text		co-part (the bird)			
T	Ada perubahan. Sama halnya dengan <i>Nisaetus bartelsi</i> .	<i>There are changes. So is Nisaetus bartelsi.</i>	Prepare	topic	K1	Class	refer	reading text		co-part (the bird)			
T	Lalu ada juga deskripsi suara burung itu, salah satu karakteristik. Ada juga habitatnya, yaitu tempatnya di mana.	<i>Then there is 'deskripsi suara' (voice description) of the bird, which is one of the characteristics. There's also its habitat, that is where it lives.</i>	Prepare	topic	K1	Class	refer	reading text	KAL/topic: 'deskripsi suara' discourse of science in BI	co-part (the bird)			
T	Ibu akan membacakannya.	<i>I will read it.</i>	Prepare	task	dA1	Class	refer	reading text		anaphoric (reading text)		prepare activity	Focus: initiate teacher reading
T	Lalu nanti ibu juga akan menunjuk kalian untuk membacakannya juga.	<i>Then I will also appoint one of you to read it too.</i>	Prepare	task	K1	Class	refer	reading text		anaphoric (reading text)			

Appendix E: Iteration 1 & 2 - Detailed Reading

			pedagogic activities		pedagogic relations		pedagogic modalities		projected field			lesson activities		
spkr	exchange	gloss	cycle phases	specify phases	exchange structures	speaker/ addressee	mode	source	lexical item	strings/ chains	comments	cycle functions	activity phases	activity function
T	Perhatikan baik-baik.	Pay attention	Direct	attention	A2	Class			KAL: title,	part (text)	INDONESIAN TEXT: Elang jawa	prepare activity	Focus: initiate detailed reading	Detailed Reading activity is intended to build the field and knowledge about language.
T	Sekarang bagian judulnya ya, judulnya Nisaetus bartelsi, kita ke bagian informasi lainnya, fokus di situ.	Now in the title part, the title is Nisaetus bartelsi, we get to the 'other information' section, let's focus on that.	Prepare	wording	K1	Class	point	reading text						
T	Nah sekarang kita, mengenai nama-nama Nisaetus bartelsi karena dia punya banyak nama.	So now it's about names of Nisaetus bartelsi, because it has a lot of names.	Prepare	wording	K1	Class	refer	reading text	topic: names of Nisaetus bartelsi	class (Nisaetus bartelsi - names)				
T	Ini ada satu nama yang disebutnya nama Latin.	There's this one name which is mentioned as the Latin name.	Prepare	wording	K1	Class	refer	reading text	topic: Latin name	class (Nisaetus bartelsi - Latin name)				
T	Apa nama Latinnya?	What's the Latin name?	Focus	wording	dK1	Class	point	reading text	topic: Latin name	class (Nisaetus bartelsi - Latin name)				
Ss	Nisaetus bartelsi		Identify	wording	K2	T	read	reading text	topic: Latin name	class (Nisaetus bartelsi - Latin name)				
T	Ok, good, Nisaetus bartelsi.		Affirm	praise, repeat	K1'	Class								
T	Coba diulangi Nisaetus bartelsi.	Please repeat Nisaetus bartelsi.	Elaborate-KAL	pronunciation					KAL: pronunciation of Nisaetus bartelsi					
Some S	(pronouncing) Nisaetus bartelsi		Elaborate	technical term	dK1	Class	present	teacher knowledge		rep				
T	Good that's very good!		Rehearse	technical term	K2	Class	recall	teacher knowledge						
T	Nisaetus bartelsi!		Affirm	praise, repeat	K1'	Class								
T	(scribing Nisaetus bartelsi on board)		Scribe		A1	Class	present	teacher knowledge						
T	Itu nama Latin, semua binatang yang diketahui punya nama Latin.	That's the Latin name, all animals which are known have Latin names.	Elaborate-topic/KAL						KAL/topic: Latin names	ana (that -); class (Latin name)				
Some S	Ini disebut genus, di sini spesies.	This is genus, here is species.	Elaborate	scientific terminology	K1	Class	point	board	topic: genus, species	part (genus, species); ana (this - genus; here - species)	Student pronounce the word on their own initiative.	discuss field	Elaborate: words from Task	
T	Bahasa Inggrisnya 'genus'.	In English it is genus	Elaborate	L2 word	K1	Ss	present	teacher knowledge	KAL: 'genus' in English	co-part; ana (it - genus)	The word 'genus' is spelt the same in Indonesian, but differently pronounced (geh-noos).			
T	Bahasa Indonesia kita bilang 'spesies', but in English we call it 'species'.	In Bahasa Indonesia we call it 'spesies', but in English we call it 'species'.	Rehearse	pronunciation	voc		pronounce	prior move		rep	the item is a technical term in English			
Some S	(pronouncing) species		Elaborate	L1 -> L2 pronunciation	K1	Class	present	teacher knowledge	KAL 'spesies' in English	co-part				
			Rehearse	L2 pronunciation	voc	Ss	pronounce	prior move		rep				

T S1, S2 T Ss T	What is the genus of Nisaetus bartelsi?		Elaborate-checking knowledge in L2				remind prior move recall prior move remind prior move recall prior move	KAL/topic: genus of Nisaetus bartelsi co-part rep KAL/topic: species of Nisaetus bartelsi co-part rep	ELABORATING The word 'genus' is spelt the same in Indonesian, but differently pronounced (geh-noos).			
	Nisaetus		Focus	scientific terminology	dK1	Class						
	What is the species of Nisaetus bartelsi?		Propose	scientific terminology	K2	T						
	bartelsi		Focus	scientific terminology	dK1	Class						
S2 T	OK.		Propose	scientific terminology	K2	T	refer reading text refer reading text read reading text	topic: other names class (other names) topic: English name of Nisaetus bartelsi co-class (English name) topic: Javan Hawk-eaglsyn rep	ELABORATING species (English) is 'spesies' in Indonesian and is pronounced like	identify words	Task: highlight words	
	Sekarang bagian nama-nama lainnya.	Now let's get to the part of other names.	Direct	activity	A2	Class						
	Ada nama lain yang biasa dikenal oleh orang-orang Inggris.	There's another name known by English people/speakers.	Prepare	wording	dK1	Class						
	S2, apa?	S2, what is it?	Focus	activity	dK1	ind: S2						
T S2 T	Javan Hawk Eagle.		Identify	L2 wording	K2	T	pronounce item	rep	EVALUATING Students repeat the pronunciation on their own initiative.			
	Good, that's very good.			praise	K1'	ind: S2						
	The Javan Hawk-eagle.		Affirm	repeat	K1	ind: S2						
T T Ss Some S	Semua highlight Javan Hawk-eagle.	All of you highlight Javan Hawk eagle, highlight the one before Nisaetus bartelsi.	Direct	highlighting	A2	Class	pronounce item	rep	EVALUATING Students repeat the pronunciation on their own initiative.			
	Warnai yang tadi Nisaetus bartelsi.	Highlight the previous one Nisaetus bartelsi	Direct	highlighting	A2	Class						
	(highlighting Javan Hawk-eagle & Nisaetus bartelsi) (pronouncing) Javan hawk-eagle		Highlight	wording	A1							
			Rehearse	pronunciation	voc	T						
T T Ss T T T	Nisaetus bartelsi, tadi the Javan hawk eagle,	Nisaetus bartelsi, (we discussed) the Javan Hawk-eagle,	Elaborate-KAL				refer eliciting metalg board board	topic: English name of Nisaetus bartelsi rep rep KAL: using 'the' for Javan Hawk-eagle ana (the Javan Hawk eagle) KAL: making a sentence with the English name of Nisaetus bartelsi) rep	ELABORATING Re-instantiating the Indonesian and English names in English. Students copy teacher's scribing on board without being asked.	discuss field and KAL	Elaborate: words from Task	
	the Javan hawk eagle itu nama apanya?	what kind of name is the Javan Hawk-eagle?	Prepare	wording	K1							
	Inggris	English	Focus	language	dK1	Class						
	The Javan hawk eagle		Identify	language	K2	T						
	Jangan lupa pakai the.	The Javan Hawk-eagle, don't forget to use the.	Affirm	repeat	K1	Class						
	The Javan Hawk-eagle is the English name for Elang Jawa. (scribing on board)		Elaborate	L2 grammar	K1							
			Elaborate	L2 sentence	K1	Class						
	Nama latinnya Nisaetus bartelsi.	Its Latin name is Nisaetus bartelsi.	Scribe		tm							
T T	Dibalik "The English name for Nisaetus bartelsi is the Javan hawk-eagle".	It is reversed "the English name for Nisaetus bartelsi is the Javan Hawk-eagle".	Elaborate	scientific terminology	K1	Class						
			Elaborate	L2 grammar	K1	Class						

[illegible]

T Some S S7,S8	Bisa ditemukan di Sumatra tidak? Tidak! Bisa jadi? Tapi dibidang endemiknya Jawa, artinya dia hanya ditemukan di Jawa.	Can it be found in Sumatra? No! Possibly? But it says it's endemic in Java, so it means it can only be found in Java.	Elaborate-topic		ind: S7, S8	enquire infer infer	knowledge knowledge knowledge	rep (Java); ana (it - Javan Hawk-eagle)			
			Focus	technical term							
			Propose								
T	Bisa ditemukan di Australia tidak?	Can it be found in Australia?	Focus	technical term	dK1	Class	enquire	knowledge	co-part (Australia)	discuss field	Elaborate: words from Task
Some S	Tidak, impossible Kecuali mungkin dibawa ya jadi binatang peliharaan, tapi tidak boleh karena ini termasuk binatang terancam punah.	No, impossible. Except perhaps it's taken as a pet, but we can't do that, it's an endangered animal.	Propose		K2	T	infer	knowledge	co-part (Australia)		
T			Elaborate	technical term	K1	Class	present	knowledge	ana (it - the Javan Hawk-eagle)	identify words	Task: highlight words
Ss	(laughing)				lgh						
T	Apakah dia endemik di Indonesia?	Is it endemic to Indonesia?	Focus	wording	dK1	Class	refer	reading text	topic: endemic in Indonesia	English: endemic; Indonesian: endemik (pron: end-the-meek)	
Ss	Yes!		Propose	wording	K2	T	read	reading text	ana (it - the Javan Hawk-eagle); whole (Indonesia - Java)		
T	Ya, pintar! Endemik Indonesia.	Yes, smart! Endemic in Indonesia.	Affirm	praise, repeat	K1'	Class	refer	reading text	rep (Indonesia)		
T	Highlight "endemik Indonesia".		Direct	highlighting	K1	Class			rep (Indonesia)		
Ss	(highlighting endemik)		Highlight		pin		define	prior move	KAL: translate endemik/endemic		
T	Endemik itu bahasa Indonesianya ya.	Endemik is in Indonesian right,	Elaborate	L1 pronunciation	K1	Class			syn (endemik - endemik)		
T	Bahasa Inggrisnya endemik pakai "c"	in English endemic is with 'c'	Elaborate	pronunciation, spelling	K1	Class					
T	jadi kita bisa bilang "Elang jawa is endemic in Java".	so we can say "Elang jawa is endemic in Java"	Elaborate	L2 sentence	K1	Class					
T	Makanya ada namanya Jawa, kalau endemiknya di Sumatra mungkin ada nama Sumatra.	So that's why its name has Java in it, if it's endemic in Sumatra perhaps it'll have Sumatra in it.	Elaborate	technical term	K1	Class	explain	prior move	topic: name & endemic		
									ana (it - name); rep (Java, Sumatera)		

[illegible]

T	Sebesar apakah itu enam puluh cm?	How big is sixty cm?	Elaborate-topic	Focus	item	dK1	Class	enquire	student knowledge	topic: how big is 60 cm	rep			
S3	Lebih panjang dari penggaris.	Longer than this ruler.	Propose	item	K2	T		recall	knowledge		syn (60 cm)			
S8	Segini nih (hand gesture)	This big.	Propose	item	K2	T		recall	knowledge		syn			
Some S	Besar.	Big.	Propose	item	K2	T		recall	knowledge		syn			
T	(no response)		Reject		[K1]									
T	Satu meter berapa sentimeter?	How many centimetre equals one metre?	Focus	item	dK1	Class		enquire	knowledge		syn			
Some S	Seratus.	One hundred.	Propose	item	K2	T		recall	knowledge		syn			
T	Hampir setengahnya lebih yah, berarti besar.	Almost more than half of it right, it means it's big.	Elaborate	item	K1	Class		present	knowledge		syn			
T	Dalam bagian kepalanya ada di sini, kata yang menerangkan kepalanya...	On the head part here, (there's a) word which describes its head...	Prepare	wording	K1	Class		refer	reading text	topic: the crest of the Javan Hawk-eagle	ana (here - sentence), (words - noticeable crest); part (head)	identify words		
Ss	Jambul (interrupting)	Crest	Propose	wording	K2	Class		read	reading text					
T	Dua kata yang menerangkan bagian kepalanya	Two words which describe the head part.	Focus	wording	dK1	Class		refer	reading text		rep (two words)			
S9	Jambul menonjol.	Noticeable crest.	Identify	wording	K2	T		read	reading text		bridg (two words - noticeable crest)			
T	Pintar!	Smart!	Affirm	praise, repeat	K1'	ind: S9					rep			
	Jambul menonjol!	Noticeable crest!			= K1									
Ss	Warnai jambul menonjol. (highlighting)	Highlight noticeable crest.	Direct	highlighting wording	K1	Class					rep			
			Highlight		pin									
T	Dan sekarang coba lihat di gambar 1 tandai jambulnya.	And now please see picture 1, mark the crest.	Elaborate-topic	Direct	text marking	K1	Class	refer	image-printed text		ana (the crest - it)			
	Dikasih bulatan atau kotakin diberi tulisan setelah kalian bulatin	You can circle or square it,	Direct	text marking	K1	= Class		refer	image-printed text		ana (the crest - it)			
	kasih tanda panah jambul.	give notes after you circle it,	Direct	text marking	K1	= Class		refer	image-printed text		ana (the crest - it)			
Ss	(marking & taking notes)	put an arrow on the crest.	Direct	text marking	K1	= Class		refer	image-printed text		ana (the crest)			
			Record	wording	trn	T								
T	Jambulnya mengapa menonjol.	Why the crest is noticeable.	Elaborate-topic	Prepare	topic	dK1	Class	refer	image-printed text	topic: crest	rep	Students are aware that some birds have crest, and some others don't. The exchange is teacher's effort to make the awareness into consciousness.	discuss field	Elaborate: words from Task
Some S	Ada nggak burung yang tidak ada jambulnya?	Is there any bird which doesn't have a crest?	Focus	topic	dK1	Class		enquire	knowledge	topic: non-crested birds	class			
S3	Ada Bu, banyak!	There are plenty, ma'am!	Propose	item	K2	T		recall	knowledge		member			
S10, S11	Gagak hitam.	Black crow.	Propose	item	K2	T		recall	knowledge		member			
T	Merpati (gesture)	Dove	Propose	item	K2	T		recall	knowledge		member			
			Affirm	gesture	[K1]									
T	Ada juga yang punya jambul?	Is there the crested one?	Focus	topic	dK1	Class		enquire	knowledge					
S8	Elang jawa (laughing)	The Javan Hawk-eagle	Propose	item	K2	T		recall	prior move		member			
T	(ignore)		Reject	ignore	[K1]									
S9	Kakak tua	Cockatoo	Propose	item	K2	T		recall	knowledge					
S12	Kelelawar	Bat	Propose	item	K2	T		recall	knowledge					
T	Ya, kakatua.	Yes, cockatoo.	Affirm	repeat	K1	Class								
	Tapi kelelawar bukan burung ya.	But a bat isn't a bird right.	Reject/ Elaborate/negate		cl	Class		present	teacher knowledge					

Appendix F: Iteration 1 & 2 – Note Making

spkr	exchange	gloss	pedagogic activities		pedagogic relations		pedagogic modalities		projected field		comments
			cycle phases	specify phases	exchange structures	addressee	mode	source	lexical item	strings/ chains	
Some S	T Sekarang kita Note Making. Note Making ini tentang apa judulnya?	Now let's do <<Note Making>>. What's the title for this <<Note Making>>?	Prepare	activity	K1	Class	refer	prior lesson	KAL: note-making	board)	In the Note Making, students write both in Indonesian and English. First the students will copy the highlighted words from the Indonesian text on the first half of the board. They then write the translation of the notes on the other half of the board. The translation is sometimes already given in the Detailed Reading stage or discussed during the Note Making.
	T Ninox ios		Focus	wording	dK1	Class	point	prior move	KAL: title	rep	
	T Ninox ios		Propose	wording	K2	T	read	reading text	topic: Ninox ios	cata (title-Ninox ios)	
	T Good!		Affirm	repeat	K1	Class				rep	
T	Kita kasih judul Ninox ios (scribing)	We put a title Ninox ios.	Elaborate	repeat	K1	Class	refer	text on board	KAL/topic: Ninox ios	rep	Reading stage or discussed during the Note Making.
			Scribe	wording	trn	Class	write	item			
T	Kita sekarang persiapan lagi untuk membuat satu teks, Ninox ios Descriptive report.	Let's now prepare again to create a text, the Descriptive report of Ninox ios.	Prepare	genre	K1	Class	refer	prior move	KAL: Descriptive report text	rep; cata (Descr report - Ninox ios)	
T	Yang pertama kita lakukan kita buat heading, tapi kita tidak tulis di tulisan kita, tapi ini catatan kita ya.	The first thing we do is to make a heading, but we don't write in our writing, but in our notes.	Prepare	wording	K1	Class	refer	prior lesson	KAL: heading	part (heading - note-making text)	
T	Kita sebut Classification.	Let's call (ellipsis - this subheading) <<Classification>>	Elaborate	wording	= K1	Class	refer	prior move	KAL: Klasifikasi	ana (this - writing on board)	Teacher wrote Klasifikasi, the heading for the notes in Indonesian on the left side of the board, and Classification for the translated notes on the right.
T	(scribing)		Scribe		trn	Class	write	item			
T	Mana S1? Sini S1.	Which one is S1? Come here S1.	Direct	next scribe	A2	Class; ind: S1					
S1-sr	(coming up & holding a marker)				A1						
T	Semuanya ini sambil nulis ya.	You all need to write this too.	Direct	activity	A2	Class				ana (this - writing on board)	
Ss	(writing on their books)				A1						
T	Kasih titik di sini setelah Classification.	Put a pointer here, after <<Classification>>	Direct	scribing	A2	ind: S1			KAL: Klasifikasi	part (bullet point - notes)	
S1-sr	(scribing a pointer)		Scribe		A1	T					
T	Oh itu salah.	Ah that was wrong.			A2	Class					
T	Bahasa Indonesianya harusnya Klasifikasi, yang ini bahasa Inggris Classification, kiri kanan ya.	In Bahasa Indonesia it is Klasifikasi, but this one is in English Classification, left and right.	Elaborate	wording	A2						
S1-sr	(correcting teacher's previous scribing)		Scribe	wording	A1	T	refer	Note Making board			
T	Klasifikasi isinya nama-nama ilmiahnya, nama Inggris, nama Indonesia	Classification consists of the names. Its scientific name, its English name, its Indonesian name.	Prepare	wording	K1	Class	refer	prior move	KAL: Klasifikasi	whole - part	
T	Yang pertama informasinya, apa tadi, Ninox ios	The first information, what was that, Ninox ios.	Prepare	wording	= K1	Class	refer	item			
T	Tulis Ninox ios - nama ilmiah -nya itu.	Write "Ninox ios - nama ilmiah" (scientific name).	Direct	wording	dK1	Class	point	prior move	topic: Ninox ios	part (the scientific name)	
S1-sr	(scribing Ninox ios - nama ilmiah)		Scribe	item	K2*	T	write	item		rep	
T	n'-nya kecil, 'i'-nya kecil, ya	The 'n' is small, the 'i' is small, please	Direct	letter case	A2	ind: S1	refer	prior move	KAL: Capital & small letters	ana	
T	karena ini catatan, ya.	because it is in the notes, right.	Elaborate	reason	A2	ind: S1					
S1-sr	(correcting)		Scribe	wording	A1						
T	nama ilmiah. OK.		Affirm	repeat	A2	Class					
				praise	A2f						

T	Kita lanjutkan di sini. Ninox ios, nah bahasa Inggrisnya nama ilmiah?	let's continue here. <i>Ninox ios, the English for 'nama ilmiah'?</i>	Prepare wording	A2	Class																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																					
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T	Ini nama apa?	What kind of name is it?	Focus	wording	dK1	Class	refer	item	ana (it)		prepare the words	Task: writing & translating highlighted words from Detailed Reading on board	
S7	Nama Indonesia	Indonesian name.	Identify	wording	K2	T	read	item	cata (kind of name - Nama Indonesia)				
T	Nama Indonesia	Indonesian name.	Affirm	repeat	K1	Class			rep				
T	Lanjutkan di sini, titik, Punggok minahasa	Continue here, a pointer, Punggok minahasa	Direct	scribing	A2	ind: S6							
S6-sr	(scribing a bullet point)		Scribe	punctuation	A1	T			ana (here - board)				
T	Nama Indonesia, bahasa Inggrisnya?	What's the English for 'nama Indonesia'?	Focus	wording	dK1	Class	refer	prior lesson	cata (English - Indonesian name)		translate the words		
S7, S8, S9	Indonesian name.		Propose/Dictate	wording	K2	T	recall	prior move	cata (Ind name - English); syn (nama Indonesia - Indonesian name)				
Some S	Indonesian name.		Concur/Dictate	wording	K2	T	recall	prior move	rep				
S6-sr	(scribing Indonesian name)		Scribe	wording	K2	T; Class	write	item	rep		scribe the words		
T	Great job!		Affirm	praise	K1'	ind: S6							
T	Next, S10.		Direct	next scribe	A2	ind: S10					prepare the heading (Deskripsi - the Description)	Focus: making notes for Description heading	
S10-sr	(coming up & holding a marker)				A1								
T	Setelah Klasifikasi, kita buat untuk persiapan paragraf selanjutnya.	After Classification, let's prepare for the next paragraph.	Prepare	text phase	K1	Class	refer	prior move	KAL: Classification; paragraph	part (text)			
	Paragraf selanjutnya ada Description dalam bahasa Indonesia Deskripsi.	The next paragraph there's Description, in Indonesian Deskripsi.			K1	class	refer	prior move					
	Kita pakai ciri fisik dulu. Deskripsi bentuk. (scribing Deskripsi (heading) & ciri fisik (subheading))	We use appearance first. Physical description.			K1	Class	refer	prior move	KAL: Description	rep			
T	Tulis titik dulu.	Write a point first.	Direct	activity	A2	ind: S10				part (notes)	prepare the words	Task: writing & translating highlighted words from	
S10-sr	(putting a point)		Scribe		A1	T	write	item		rep		Detailed Reading on board	
T	Ciri fisiknya?	Its appearance?	Focus	wording	dK1	Class	point	reading text	topic: Ninox ios' appearance	part (appearance - Description)	scribe the Indonesian words		
S11	Duapuluh dua centimeter.	Twenty two centimeters.	Identify	wording	K2	T	read	reading text		part (22 cm - appearance)			
	OK		Affirm	approve	K1'								
T	Sebelum duapuluh dua cm ada ukurannya, ya?	before twenty two centimeters there's a size, right?	Focus	wording	dK1	Class	qualify/point	reading text		rep			
S11	Kurang lebih	Less or more.	Propose	wording	K2	T	recall	prior lesson		part (appearance)			
S12	Lebih kurang, bukan kurang lebih. Kebalik.	More or less, not less or more. Backward.	Identify	wording	K2	ind: S11	read	reading text		part (appearance)			
T	OK. Lebih kurang duapuluh dua centimeter, Good!	More or less twenty two centimeters	Elaborate	correction	K2	Class	read	reading text					
			Affirm	praise	K1'					rep			
T	S11, lebih kurang berapa?	S11, more or less what?	Direct	dictate	A2	ind: S11	point	reading text		rep			
S11	Ya, bu, lebih kurang dua puluh dua centimeter.	Yes, ma'am, more or less twenty two centimeter.	Dictate	wording	K1	T	read	prior move		rep			
S10-sr	(scribing)		Scribe		K1	T; Class	write	prior move		rep	scribe the words		
T	Setelah duapuluh dua cm ada informasi apa lagi yang dihighlight?	After twenty two centimeters, what else (information) is highlighted?	Focus	wording	K2	Class	point	reading text		ana (text)			
S13	Berukuran kecil	Small size	Identify	wording	K1	T	read	prior move	cata (highlighted information - small size)				









T S13 S10-sr	Bacakan buat S10. Berukuran kecil. (scribing)	Read it for S10. Small size	Direct dictate Dictate wording Scribe wording	K2 ind: S13 K1 ind: S10 K1* ind: S13	read item write item	ana (it) rep		translate & scribe the translated words	
T S14	Lebih kurang dua puluh dua centimeter bahasa Inggrisnya? More or less twenty two centimeters.	Lebih kurang dua puluh dua centimeter' in English?	Focus wording Propose wording	A2 Class A1 T	point prior lesson read prior move	KAL: translate cata; syn			
T S14 S10-sr	Good! Tolong bacakan untuk S10 (spelling in Indonesian) M-O-R-E O-R L-E-S-S (scribing)	Please spell it for S10.	Affirm praise Direct dictate Dictate wording Scribe	A2 ind: S14 K2 ind: S14 K1 ind: S10 K1 T; Class		ana (it - 22 cm) KAL: spelling rep rep			
T S10-sr T S15 S10-sr S11, S16 S10-sr T	Berukuran kecil 'small size'. Tulis 'small'. (scribing) Size tolong eja, nah yang di belakang. S-I-Z-E (scribe S-I) Hah? Z-E, size (pronouncing in Indonesian) (writing size) Good job!	Berukuran kecil is 'small size'. Write 'small'. Please spell ('size'), the one in the back. Huh?	Prepare wording Direct wording Scribe Direct spelling Dictate spelling Check Confirm spelling Scribe Affirm praise	K1 ind: S10 dK1 ind: S10 K2 T; Class dK1 ind: S15 K2 ind: S10 cf ind: S15 rcf ind: S10 K2 T; Class K1' ind: S10	define translate write item spell item write item	KAL: translate syn rep rep KAL: spelling ana rep rep			
T S17-sr	Selanjutnya yang di sebelah kiri S11. (coming up)	Next the one on the left of S11.	Direct next scribe	A2 ind: S17 A1					
T S18 S17-sr	Selanjutnya ciri fisiknya, apa lagi informasi yang dihighlight setelah lebih kurang? Berwarna cerah. (scribing Berwarna cerah)	Next in the appearance, what information is highlighted after more or less? Bright colours.	Focus wording Dictate wording Scribe wording	dK1 Class K2 T K2* T; Class	point reading text read prior move write item	topic: appearance ana topic: berwarna cerah cata rep		scribe the Indonesian words	Task: writing & translating highlighted words from Detailed Reading on board
T Some S Some S T S17-sr	Ini catatan huruf kapital atau kecil? Huruf besar Huruf kecil (pointing at the notes) Ini catatan, bukan kalimat, jadi kecil 'berwarna cerah'. (correcting)	In notes do we use capital or small letters? Capital letters! Small letters! This is a note, not a sentence, so write 'berwarna cerah' with small letters.	Focus letter case Propose letter case Identify letter case Elaborate reason Scribe letter case	dK1 Class K2 T K2 T K1 Class A1 T	point prior lesson recall prior move recall prior lesson explain metalg write item	KAL: capitalisation part (words) rep rep KAL: capitalisation rep		discuss the writing in the notes	
T S19 S17-sr Ss T T S19 S17-sr T	S19, warnanya apa? Coklat berangan kemerahan (scribing berangan (chestnut) incorrectly) (laughing) Tadi siapa yang eja? Tanggung jawab. B-E-R-A-N-G-A-N (correcting) Good!	S19, what's the colour? Reddish chestnut brown. Who did the spelling? Be responsible.	Focus wording Identify/ Dictate wording Scribe wording Reject behaviour Direct behaviour Dictate spelling Scribe wording Affirm praise	dK1 ind: S19 K2 T K2* T; Class K1 A2 Class K2 ind: S17 K2* T; Class K1' ind: S19, S17	point reading text read prior move write item spell item write item	ana (reading text) cata (colour - reddish chestnut brown) rep ana (student's writing) rep rep		scribe the Indonesian words	

T	Bahasa Inggrisnya?	What's the English for it?	Focus	wording	dK1	Class	define	translate	ana (it - berwarna cerah)		translate the words	
S4	Brightly colour!		Propose	wording	K2	T	read	reading text	syn (berwarna cerah - brightly coloured)			
T	Good! Brightly coloured!		Affirm	praise, repeat	K1' =K1	ind: S4			rep			
T	Tolong eja.	Please spell it.	Direct	dictate	A2	ind: S4			ana (it - brightly coloured)		scribe the translated words	
S4	B-R-I-G-H-T-L-Y, terus C-O-L-O-U-R	B-R-I-G-H-T-L-Y, then C-O-L-O-U-R	Dictate	spelling	K2	ind: S17	spell	item	rep			
S17-sr	(scribing)		Scribe		K2*	ind: S4	write	item				
T	Ok, tambahkan -ed ya, coloured.	All right, add -ed, please, coloured.	Direct/ Elaborate	wording	K1	ind: S17	explain	elicit metalg	KAL: nominal group	rep		
S17-sr	(putting -ed)		Scribe	wording	trn	T	write	item	rep			
T	Sekarang coklat berangan kemerahan.	Now 'coklat berangan kemerahan'.	Direct	dictate	A2	Class	point	text on board	ana (spelling the coklat berangan kemerahan)			
S20	Saya bu!	I'll do it ma'am!	Dictate	spelling	A1	T	offer	spelling	KAL: spelling	rep		
S17-sr	Reddish, R-E-DD, D dua kali.	Reddish, R-E-DD, D two times.	Scribe		K2 =K2*	ind: S17 T; Class	spell	item	rep			
S20	Tambahkan 'h', terus C-H-E-S-T-N-U-T selanjutnya B-R-O-W-N	Add 'h', then C-H-E-S-T-N-U-T next B-R-O-W-N	Dictate	spelling	K2	ind: S17	spell	item	rep			
S17-sr	(scribing)		Scribe		K2 =K2*	ind: S20	write	item	rep			
T	Reddish chestnut brown				K1							
T	Good, fantastic!		Affirm	repeat, praise	K1' =K1	ind: S17						
T	S21, maju.	S21, you're up.	Direct	next scribe	A2	ind: S21						
S21-sr	(coming up)				A1							
T	Sekarang berikutnya informasinya ada apalagi?	Now what is the next information?	Focus	wording	dK1	Class	point	reading text	topic: information on appearance	bridging	scribe the Indonesian words	Task: writing & translating highlighted words from Detailed Reading on board
S22	Skapular berbintik keputih-putihan.	Scapulars with whitish spots.	Dictate	wording	K2	T	read	reading text	ana			
S21-sr	(scribing skapular)		Scribe		=K2*	T; Class	write	item	rep			
S18	Pakai setrip, baru berbintik keputih-putihan.	Use a dash, then write whitish spots.	Dictate	punctuation	cf	ind: S21	point	elicit metalg	KAL: note-making	rep		
S21-sr	(correcting)		Scribe	wording	rd	ind: S18	write	item				
T	Bahasa Inggrisnya apa?	What's it in English?	Focus	translation	dK1	Class	point	prior lesson	ana (it - berbintik keputih-putihan)		translate & scribe the words	
Some S	Whitish scapulars		Propose	translation	K2	T	recall	prior move	syn (whitish scapulars - berbintik keputih-putihan)			
T	Whitish scapulars!	Whitish scapulars!	Affirm	repeat	K1	Class			rep			
T	S23 tolong bacakan scapulars.	S23 please spell scapulars.	Direct	spelling	A2	ind: S23			KAL: spelling	part (phrase)		
S23	S-C-A-P-U-L-A-R-S		Dictate	spelling	K2	ind: S21	spell	item	KAL: spelling	rep		
S21-sr	(scribing)		Scribe		K2*	T; Class	write	item	rep			

in Note Making, students are given responsibility to make the notes. Some of them will help the scribe to write correctly, e.g. putting a dash or a period.

T	Selanjutnya habis scapulars apa lagi?	Next what's after scapulars?	Focus	wording	dK1	Class	point	reading text	cata		translate the words		
T	Berbintik keputihan, ya?	Berbintik keputihan (whitish spots), isn't it?	Focus	wording	dK1	Class	recall	item	part (phrase)				
Some S	Whitish spots		Propose	wording	K2	T	read	translate	syn (whitish spots - berbintik keputihan)				
S21-sr	Bu, gimana bu nulisnya?	Ma'am how is it written?	Query	spelling	K2	T			ana (it - whitish spots)		scribe the translated words		
T	Ayo bantu sama temannya.	C'mon help your friend.	Direct	spelling	A2	Class			KAL: spelling				
S20	(spelling) W-H-I-T		Dictate	spelling	K2	ind: S21	spell	item	rep				
S21-sr	I-S-H?		Check	spelling	trn				part (word)				
Some S	Iya	Yes	Confirm		trtn	ind: S21							
S21	(scribing)		Scribe	wording	K1	T; Class	write	item	rep				
Some S	Spots. S-P-O-T-S		Dictate	spelling	K2	ind: S21	spell	item	rep				
S21-sr	(scribing)		Scribe	wording	K2		write	item	rep				
T	Good		Affirm	praise	K1'	ind: S21							

Appendix G: Iteration 1 & 2 – Joint Construction

spkr	exchange	gloss	pedagogic activities		pedagogic relations			pedagogic modalities		projected field		comments	cycle functions	lesson activities	
			cycle phases	specify phases	exchange structures (RD)	exchange structures (ID)	addressee	mode	source	lexical item	strings/ chains			activity phases	activity function
T	Sekarang kita mulai menulis teks Ninox ios.	Now we'll start writing the Ninox ios text.	Prepare	scribing		K1	Class	refer	left board	KAL: Classification, paragraph, text; topic: Ninox ios, name, species	part (paragraph - text); class (Classification -	Left board: Notes in English from the Note Making & Translation; right board: Joint rewriting text.	prepare writing Classification stage	Focus: writing a paragraph of Classification stage	Joint Rewriting activity is aimed at reconstructing a new text from the notes and is done by involving all students in the class under teacher's guidance.
T	Sekarang kita mulai dengan Classification,	Now we start with <<Classification>>.	Prepare	scribing		K1	Class								
T	Classification kita mulai dari satu paragraf yah.	In <<Classification>> we start with one paragraph, right.	Prepare	scribing		K1	Class								
T	Isinya mengenai klasifikasinya, namanya, jenisnya, spesiesnya.	It is about the classification, its name, its kind, its species.	Prepare	scribing		K1	Class								
T	S1, kita mulai, tolong tulis judul Ninox ios di sini.	S1, let's start, please write the title Ninox ios here.	Focus	item		dK1	ind: S1	point	right board	KAL: title; topic: Ninox ios	ana (here - right board); part (title-text) rep				
S1-sr	(scribing)		Scribe	scribing		K2*	T; Class	write	prior move						
S2	(raising his/her hand)		Propose	wording		A1	T								
T	Kalian sambil menulis juga.	You all are writing too.	Direct	activity		A2	Class				ana (writing on board)				
Ss	(copying to their books)											ch^rcheck: S2 was suspended then followed up	draft a sentence	Task: writing a sentence	
T	Tadi gimana ada usul apa?	What was that, what was the suggestion?	Focus	wording		dK1	ind: S2	point	prior move		ana (that) cata (suggestion - Ninox is the genus)				
S2	Ninox is the genus.		Propose	wording		K2	T	recall	prior move						
T	S2 mengusulkan, Ninox is the genus.	S2 suggested (a sentence) 'Ninox is the genus'.	Affirm	repeat		K1	Class			KAL: sentence	rep				
T	OK, that's very good!		Affirm	praise		K1'	K1f Class								
T	Sebelumnya kita harus membahas dulu Ninox ios itu apa.	Before this we need to discuss first what Ninox ios is. Before getting into the genus we see first what is introduced.	Elaborate	wording		K1	Class	explain	elicit metalg						
T	Sebelum ke genusnya kita lihat dulu yang diperkenalkannya.		Elaborate	wording		K1	Class	explain	elicit metalg	KAL: identificaton; topic: Ninox ios	ana (this - student's suggestion);				
T	Di sini kan scientific name,	Here is the scientific name,	Prepare	wording		K1	Class	refer	wording		ana (here - left board)				
S3	(inaudible)		Prepare	wording		=K1				KAL: subject; topic: Ninox ios - scientific name		cf^rcf: replaying the experiential meaning which cannot be heard in the first time	draft a sentence		
Ss	(noisy)		Propose	wording		(K2)	T								
T	Bagaimana tadi ada usul?	What was the suggestion?													
T	S3 mau bilang satu kalimat yang isinya Ninox ios adalah nama ilmiahnya, scientific-nya, bahasa Inggrisnya?	S3 wanted to say a sentence which is about Ninox ios is the scientific name, the scientific, in English?	Focus	wording		dK1	ind: S3	point	prior move						
S3	The scientific name is Ninox ios.		Propose	wording		K2	T	recall	prior move	KAL: sentence topic: scientific name, Ninox ios	ana (the suggestion); cata				
T	Ninox ios is the scientific name of...		Reject/Elab	wording		K1	Class	explain	structure						
Some S	Cinnabar Hawk-owl		Propose	wording		K2	T	recall	prior move		bridg				

[illegible]

T	Tadi sudah membahas genus dan spesiesnya. Tapi ada nama-nama lainnya yaitu nama bahasa Indonesianya. Kita ingin pakai, dalam bahasa Indonesia kita bilang...	We discussed the genus and the species. But there are other names of it, that is the Indonesian name. We want to use 'in Indonesian' we say..	Prepare	wording	K1	K1	Class	refer	right board	topic: genus, species rep		draft a sentence	Task: writing a sentence
S6	(interrupting) Punggok minahasa is the Indonesian name of Ninox ios.		Prepare	wording	K1	K1	Class	refer	left board	topic: Ninox ios' nam co-class			
T	OK		Prepare	wording	dK1	dK1	Class	refer	item	KAL: translate; topic: Ind name			
T	Beautiful		Propose	wording	K2	K2	Class	read	prior move	KAL: translate, sentence syn			
T			Affirm	repeat	K1	K1'	ind: S6						
T				praise	K1'	K1'	ind: S6						
T	Selanjutnya, belum pernah ya?	Next, you haven't had a chance, have you?	Direct	activity	A2		ind: S7					draft a sentence	
S7-sr	(shaking her head & coming up)				A1		T						
T	Tadi S6 punya usul lagi, bilanganya 'Punggok Minahasa is the Indonesian name of Ninox ios'.	S1 suggested again, he said 'Punggok minahasa is the Indonesian name of Ninox ios'.	Prepare	wording	K1		Class	refer	prior move	KAL: sentence rep			
S3	Mending Indonesianya dulu bu.	Better use the word Indonesian first, ma'am.	Propose	wording	cf		T	recall	prior move	part (sentence)			
T	Atau gimana?	Or how is it?	Focus	elicit wording	dK1		ind: S3			ana (it - student's suggestion)			
S3	The Indonesian name of Cinnabar Hawk-owl is Punggok minahasa.		Propose	wording	K2		T	recall	prior move	part (text)			
T	OK. (scribing)		Affirm	repeat	K2f		ind: S3						
T			Scribe	repeat	trn		Class	write	prior move				
T	Ada usulan lain nggak?	Any other suggestion?	Focus	wording	dK1		Class	point	prior move				
S8	Punggok minahasa is the Indonesian name.		Propose	wording	K2		T	recall	prior move	part (text)			
T	Good, bagus!	Good, good!	Affirm	praise	K1'		ind: S8						
T					trn					KAL: sentence			
T	Tadi kan sudah bilang Ninox ios.	Previously we said Ninox ios.	Prepare	wording	K1		Class			KAL: pronoun rep; ana (Ninox ios - it)		draft a sentence	
T	Lalu pakai kata ganti gimana itu?	Then what pronoun will we use? So how will we say it so we don't need to repeat?	Focus	wording	dK1		Class	point	prior move				
T	Berarti gimana tuh yang nggak muter-muter?	Like we did yesterday?	Focus	wording	dK1		Class	point	prior lesson	esphoric			
T	Seperti kemarin?		Propose	item	K2		T	recall	prior move				
Some S	The?												
T	Ini kan sudah Ninox ios, lalu (pointing at the second sentence) Ninox ios lagi.	This is Ninox ios, then Ninox ios again.	Reject	reason	K1		Class						
T	Bagaimana supaya pembaca tidak jenuh?	How to make the readers not bored?	Focus	wording	dK1		Class	point	elicit metalg	KAL: identification ana (text on board); rep part			
S3	Its		Propose	item	K2		T	recall	prior lesson				
T	Its!		Affirm		K1		ind: S3						
T	Beautiful!			praise	K1'		ind: S3						

Some S	Beautiful wae. (laughing)	It's always beautiful.		ch	T				Students challenge the overuse of 'beautiful'. It's a challenge as the students intend this interpersonal mo
T	OK, ibu ganti.	OK, I'll change it.		rch					
T	Brilliant!	Brilliant!		K1'	Class				
Ss	Horeeee. (laughing)	Hurray.		K2f	T				
T	Its!		Affirm	repeat	K1				
	Brilliant!		Affirm	praise	K1'	ind: S3			
T	Kalau mau pakai its tidak pakai it.	If you want to use 'its' no need to use 'it'.	Prepare	wording	K1	Class			
T	Kalau its apa?	If we use 'its' then what?	Focus	wording	dK1	Class	refer	prior move	ana
S9	Its Indonesian name		Propose	wording	K2	Class	recall	prior move	part (sentence)
T	Its Indonesian name is...		Affirm/Focus	wording	(d)K1	Class	refer	prior move	part (sentence)
Some S	(interrupting) is Punggok minahasa		Propose	wording	K2	Class	recall	prior move	part (sentence)
T	Beautiful, sorry, brilliant!		Affirm	praise	K1'				
Some S	(pronouncing) Brilliant.		Rehearse	wording	voc	Class	pronounce	prior move	KAL: pronunciation rep
T	(dictating) Its Indonesian name is (pointing at the left board)		Direct	activity	A2	K1 ind: S7			ana (text on board); rep
S7-sr	(scribing)		Scribe	wording	A1	trn T; Class	write	structure	rep
T	Brilliant, ulangi!	Brilliant, repeat after me!	Elaborate - KAL				explain	item	rep
Ss	Brilliant!		Elaborate	pronunciation	A2	dK1 Class	pronounce	item	rep
T	Brilliant artinya sangat cerdas.	Brilliant means very smart.	Rehearse	pronunciation	A1	K2 T	define	translate	rep
Ss	(noisy) Woo hoo. Yes!		Annotate/Re-ins	item	K1	Class			KAL: translate syn
T	Selanjutnya, kemarin juga dikatakan ada nama lain selain Cinnabar Hawk-owl.	Next, yesterday it was discussed there's another name beside Cinnabar Hawk-owl.	Prepare	wording	K1	Class	refer	prior lesson	KAL: Ninox ios' name ana (it-another name)
T	Di gambar juga ada ya nama lainnya Cinnabar hawk-owl?	In the picture, there is another name of Cinnabar Hawk-owl, right?	Focus	wording	dK1	Class	refer	image text	
Some S	Ninox ios.		Propose	item	K2	Class	read	board	cata
T	Ninox ios.		Affirm	repeat	K1	Class			
T	Ada lagi namanya dalam bahasa Inggris?	There's another name in English?	Focus	picture	dK1	Class	refer	image	KAL: another English name of Ninox ios ana (it - picture)
S9	Di gambar ada.	It's in the picture.	Propose	item	A2	K1 T	read	image	cata
T	Cinnabar boobook		Affirm	repeat	K1f	ind: S9			rep
T	OK								
T	Cinnabar boobook.		Elaborate	wording	A2	K1 Class	explain	topic	topic: Ninox ios' names member
T	Dengarkan, beberapa burung namanya banyak ya.	Listen, some birds have a lot of names.	Elaborate	wording	K1	Class	explain	topic	
T	Dia juga dalam bahasa Inggris ada nama lain, namanya Cinnabar boobok.	It also has another name in English, that is Cinnabar boobok.							

T	Nah kita mau bilang nama lainnya.	We also want to say its other name.	Prepare	wording	K1	Class		KAL: translation	syn			
T	It is also called the Cinnabar boobok'.		Focus/Direct	wording	A2	K1	define	translate				
S7-sr	(scribing)		Scribe	wording	A1	K2	T; Class	write	prior move	rep		
T	Coba bacakan 'also' untuk S7.	Please spell 'also' for S7.	Direct	dictate	A2	K2	Class					
S3	(spelling in Indonesian) A-L-S-O		Dictate	spelling	A1	K1	ind: S7	spell	prior move	KAL: pronunciation	part (sentence)	
S10	al - so, c-a-l-l-e-d (spelling in Indonesian)		Dictate	spelling	A1	K1	ind: S7	spell	prior move	rep		
S7-sr	(scribing until 'called')		Scribe	wording	A1	K1	T; Class	write	prior move	rep		
T	Gimana yang Cinnabar boobook?	What about the Cinnabar boobook?	Direct	dictate	A2	K2	Class	spell	prior move		part (sentence)	
S11	(spelling in Indonesian) Cin-na-bar boo- book		Dictate	wording	A1	K1	ind: S7					
S7-sr	(scribing)		Scribe	wording	A1	K1	ind: S11	spell	prior move	rep		
S2	Gimana dibacanya Bu?	How is it (boobok) pronounced, Ma'am?	Elaborate-KAL									
T	Boobook		Query	pronunciation	A1	K2	T	spell	prior move	KAL: pronunciation	ana (boobok - it)	cf*rcf*rp: Students ask teacher to repeat the pronunciation of 'boobook'
Ss	(pronouncing) boobook		Extend	pronunciation	A2	K1	Class	answer	prior move	rep		
			Rehearse	pronunciation	A1	K2	T	pronounce	prior move	rep		
T	Pakai titik ya.	Put a full stop please.	Direct	punctuation	A2	K1	ind: S7			KAL: punctuation	part (sentence)	
S7-sr	(putting a full stop and finishing)		Scribe	punctuation	A1	K2	T; Class	write	prior move	rep		
T	Good job.		Affirm	praise	A2f	K1'	ind: S7					
T	Selanjutnya, S12.	Next, S12.	Direct	next scribe	A2		ind: S12					
S12-sr	(coming up)				A1		T				prepare writing	Focus: writing a paragraph of the Description stage
T	Eh dengarkan ini sudah satu paragraf tentang Klasifikasinya.	Hey listen we did one paragraph about its Classification.	Prepare	wording	A2	K1	Class	refer	left board	KAL: paragraph, Classification-Description	co-class	
	Sekarang paragraf baru tentang Deskripsi.	Now it's a new paragraph about the Description.	Prepare	wording	A2	K1	Class					
	Di buku kalian boleh tulis Description dengan lewati satu baris.	In your book, you may write the <<Description>> by skipping one line.	Prepare	wording	A2	K1	Class	explain	metalg	KAL: writing a heading (Description)	class (Description)	
	Kalau paragraf baru ditandai dengan melewati satu baris ya, atau menjorok saja tulisannya.	If it's a new paragraph it's marked by skipping one line or simply using an indentation.	Elaborate	wording	A2	K1	Class	explain	metalg	KAL: writing a new paragraph	part (text)	

T	Sekarang paragraf selanjutnya kita membahas ciri fisiknya (scribing subheading - appearance).	Now the next paragraph we'll discuss its appearance.	Prepare	wording	K1	K1	Class	refer	metalg	KAL: new paragraph, first sentence; topic: part (text); ana Ninox ios' size (Ninox ios - its)		explain Description stage		
T	Yang pertama yang paling terlihat jelas adalah ukurannya, about its size.	The first one which is most the clearest is its size, 'about its size'.	Prepare	wording	K1		Class	refer	prior lesson	part (text); ana topic: Ninox ios' size (Ninox ios - its)				
T	Nih kalimat pertama akan membicarakan Ninox ios yang ukurannya kecil dan lebih kurang dua puluh centimeter.	Here the first sentence will talk about Ninox ios which has a small size and more or less twenty two centimeters.	Prepare	wording	K1									
T	Kita mulai dengan Ninox ios dulu, coba yang Ninox ios, ukurannya.	Let's start with Ninox ios first. Let's get into this Ninox ios part, its size.	Prepare	wording	K1		Class	refer	elicit metalg	KAL: Ninox ios - subject; topic: Ninox ios' size part (sentence); ana (Ninox ios - this, its)		draft a sentence	Task: writing a sentence	
T	Nah dalam bahasa Indonesia kan bisa bilang Ninox ios ukurannya, dalam bahasa Inggris kan ga bisa "Ninox ios its size", harus punya verb group, verbnya.	So in Indonesia we can say Ninox ios ukurannya (Ninox ios its size), in English we can't say like that, can we? So it needs a verb group, its verb. Memiliki' (to have) for example.	Prepare	wording	K1		Class	define	metalg	KAL: differences in Indonesian & English structure part (sentence)				
T	'Memiliki' misalnya.		Focus	wording	dK1	dK1	Class	refer	KOL					
S3	Has		Propose	item	K2	K2	T	recall	prior lesson	syn (memiliki - has)				
T	Ok, good!		Affirm	praise repeat	K1'	K1'	ind: S3							
S10	Has a small.		Propose	wording	K2	K2	T	recall	prior move	rep				
T	Good.		Affirm	praise	K1'	K1'	ind: S10							
	Kalian bisa bilang 'has a small size or small body' ok.	You can say 'has a small size' or 'small body' right.	Elaborate	extend	K1		Class	explain	structure	part (sentence)				
T	Kita mau bilang dengan kurang lebih duapuluh dua cm, with twenty two cm.	We want to say with more or less twenty two centimeters, 'with twenty two centimeters'	Elaborate	wording	A2	dK1	Class	define	translate	KAL: translation part (sentence)				
S12-sr	(scribing)		Scribe	wording	A1	K2	T; Class	write	item	rep		scribe the sentence		
T	Good.		Affirm	praise	A2	K1'	ind: S12							
T	Nah selanjutnya tadi kan sudah ukurannya	And next, we just discussed its size.	Prepare	wording	A2		Class	refer	prior move	part (text); ana (Ninox ios - it, its)		write the Participant (implicit in the lesson)	Task: writing a sentence	
T	Sekarang kita bilang bahwa Punggok minahasa itu reddish chestnut brown, atau warnanya.	Now we'll say that Punggok minahasa is reddish chestnut brown, or it's the colour. What do you think?	Prepare	wording	A2									
			Focus	wording		K2	Class	point	structure	ana (the new sentence)				
T	S13, maju.	S13, come.	Direct	next scribe	A2		ind: S13							
S13-sr	(coming up)				A1									

[illegible]

Appendix H: Iteration 3 – Detailed Reading

spkr	exchange	gloss	pedagogic activities		pedagogic relations		pedagogic modalities		projected field		comments
			cycle phases	specify phases	exchange structures	addressee	mode	source	lexical item	strings/ chains	
T S (in the back) T	Sekarang kalian siapkan stabilonya dan kita akan meng-highlight di Detailed Reading, ya. Kenapa? kurang satu? oh ok Kurang satu kertasnya	Now you need to prepare your highlighter and we're going to do highlighting for detailed reading. What happened? Need one? Oh OK. Need one more paper?	Direct	preview activity	A2	Class	refer	reading text			Students have been familiar with the term Detailed Reading since they have learned it in the previous two stages using texts in BI.
	So here it is purple crowned fairy wren.				K2 K1	ind: s					
			Prepare	metalg	K1	T	elicit	reading text	KAL: title	whole-part	
			Prepare	wording	A1	Class	refer	text: sentence 1	KAL: sentence 1	part (text)	
T	Now I want you to focus on the first sentence.	This one (read the sentence). I know! (The genus is) Malurus! Malurus (be) <<highlighted>>	Prepare	L1 wording	K1	Class	read	text: sentence 1	KAL: sentence 1	part (sentence)	English starts being used more in Stage 3 as it involves a reading text in English. Students have also been modelled and thus are familiar with the teaching learning in Detailed Reading.
T	Yang ini ya (read the sentence).		Focus	wording	dK1	Class	point	word in sentence	topic: genus		
T	I want you to find the genus of this species.		Propose	wording	K2	T	read	prior move	topic: Malurus	class-member	
S1	Aku tahu! Malurus!		Affirm	praise repeat	K1' K1f	S1 S1				rep	
T	OK good! Very good! Malurus!		Direct	activity	A2	Class	refer	prior move		rep	
T	Dihighlight Malurus		Direct	activity	A2	Class					
T	OK please highlight Malurus										
S6	Yang dihighlight 'Malurus'nya aja kan?	Only 'Malurus' which is highlighted, right?			cf	T	confirm	prior move		rep	
T	Iya, 'Malurus'nya aja.	Yes, only the 'Malurus'			rcf	ind: S6	repeat	prior move			
T	Ini dari satu bahasa.	This is from one language.	Prepare	wording	K1	Class	refer	word in sentence 1	topic: word of origin		
S2, S3, S8	Bahasa apa?	Which language?	Focus	wording	dK1	Class	point	word in sentence 1		part (sentence)	
S1	Greek		Propose	wording	K2	T	read	prior move	topic: Greek	class-member	
T	Yunani (translating to BI)	Greek	Propose	wording	K2f	T	re-instantiate	translate		rep	
T	OK, that's very good!		Affirm	praise	K1'	Class					
Ss	Highlight 'Greek'. (highlighting)		Direct	activity	A2	Class					
Ss			Highlight	wording	A1					rep	
S4	Greek teh dimana?	Where is Greek?	Query	item	cl	Class				rep	
S1, Some S	Yunani	Greek (BI)	Extend	translate	rcl	S4	repeat	prior move	topic: Yunani (Eng: Greek)	synonym	
T	Dari bahasa Yunani	From Greek language	Affirm/Elaborat	repeat	K1	Class	repeat	prior move		rep	
T											
T	Nah ini artinya lembut atau soft	And this (one word) means 'soft' (BI) or soft (Eng)	Prepare	wording	K1	Class	refer	word in sentence 1	topic: malocos (meaning of the genus)	parts (sentence)	
T	Atau bahasa Yunaninya?	Or in Greek?	Focus	wording	dK1	Class	point	word in sentence 1			
Some S	Malocos!		Propose	wording	K2	T	read	prior move		part (sentence)	
T	OK perfect! Malocos!		Affirm	praise, repeat	K1	Class				rep	
T	Please highlight 'malocos'.		Direct	activity	A2	Class				rep	

T	Dan terakhir artinya ekor or 'tail'	And last it means tail (BI) or tail	Focus	wording	dK1	Class	point	word in sentence 1	KAL: translate tail to BI; topic: oura	part (sentence); part (bird)
S9	Oura		Propose	wording	K2	T	read	prior move		part (sentence)
T	That's very good!		Affirm	praise	K1	S9				
T	Malocos artinya ekor or tail	Malocos means 'ekor' (BI) or tail	Elaborate	scientific term	K1	Class	explain	word in sentence 1	KAL: translate Malocos to BI & Eng; topic: oura, word of origin	rep
T	Good! Please highlight 'oura', ya!		Direct	pronunciation	K1	Class	pronounce	item		
Some S	(pronouncing) oura (while highlighting)		Rehearse	technical term pronunciation	voc	Class	pronounce	item		rep
T	Lihat ekornya!	Pay attention to the tail!	Direct	image	K1	Class	refer	picture	topic: the tail of Purple-crowned fairy-wren	part-whole
	Kalau kalian pegang fairywren, ekornya lembut, makanya disebut ekor lembut.	If you hold the tail, (you'll feel) it is soft, so it is called the soft tail.	Elaborate	wording	K1	Class	explain	word in sentence 1	topic: the tail of Purple-crowned fairy-wren	rep
Some S	[noisy]									
T	OK, next... Come on (talking to noisy students)!		Direct	behaviour	A2	Class				
T	Nah tadi ada Malurus dari dua kata malocos and oura.	Previously (we discussed) Malurus from two words malocos and oura.	Prepare	wording	K1	Class	recall	prior move	topic: word origin of Malurus	part (word)
T	Masih di kalimat yang sama.	Still in the same sentence.	Prepare	wording	K1	Class	refer	word in sentence 1	KAL: sentence 1	part (text)
T	I want you to find three words which say the description of the body.		Focus	wording	dK1	Class	point	word in sentence 1	topic: physical appearance; KAL: three words	part (bird); part(sentence)
T	Yang artinya deskripsi ciri fisik tubuhnya	Which means the description of the physical appearance.	Focus	L2 -> L1 wording	dK1	Class	point	word in sentence 1	topic: physical appearance	
S7	Soft tail!		Propose	wording	K2		read	word in sentence 1	topic: soft tail	part (sentence); part (bird)
S1	Soft tail!		Propose	wording	K2		read	word in sentence 1		rep
T	Three words?		Reject/Focus	wording	ch	S7, S1, Class	remind	prior move	KAL: three words	part (sentence)
S6	soft tail feathers		Propose	wording	rch	T	read	word in sentence 1		part(sentence)
S1	soft tail feathers		Propose	wording	rch	T	read	word in sentence 1		rep
T	Beautiful! Soft tail feathers!		Affirm	praise repeat	K1'	Class				
T	Please highlight soft tail feathers. (highlighting)		Direct	activity	A2	Class				
Ss			Highlight	activity	A1					
T	Jadi tadi sudah tahu, yah.	So now you know it.			K1	Class				

While doing Detailed Reading, an image of the Purple-crowned Fairy-wren is displayed from the class projector.

identify words

			Elaborate-topic&KAL										
T	The genus, genusnya apa?	The genus, <i>what is the genus?</i>	Focus	field	dK1	Class	remind	prior move	topic: genus	class			
S11	Malurus		Propose	wording	K2	T	read	prior move	topic: Malurus	class			
T	Great. Malurus is the genus.		Affirm	praise repeat	K1'					rep			
	Artinya apa?	<i>What's the meaning of it (malurus)?</i>	Focus	translate	dK1	Class	remind	prior move	topic: meaning of Malurus				
Some S	Soft tail feathers.		Identify	wording	K2	T	read	prior move		synonym			
T	Soft tail feathers! Good!		Affirm	repeat, praise	K1'	Class				rep			
T	Jadi Malurus artinya bulu ekor yang halus.	<i>So Malurus means 'soft tail feathers' (in BI)</i>	Elaborate	L2 -> L1 words	K1	Class	explain	prior move	KAL: soft tailed feathers in BI	synonym			
T	Selanjutnya	<i>Next</i>	Prepare	next word	A2	Class							
T	I want you to focus on the same sentence.			wording	A2	Class	refer	word in sentence 1	KAL: sentence	part (text)			
T	I want you to find the species.		Focus	wording	dK1	Class	point	word in sentence 1	topic: <i>species</i>	class			
S9	coronatus		Propose	wording	K2	T	read	prior move	topic: <i>coronatus</i>	class			
Some S	coronatus		Concur	wording	K2	T	read	prior move		rep			
T	That's very good!		Affirm	praise	K1'	S9, some S							
S9	Not beautiful?				ch	T							
T	Yes, beautiful.				rch	ind: S9							
S9	Yay, I'm beautiful!				K2								
T	Highlight coronatus (highlighting)		Direct	activity	A2	Class			topic: <i>coronatus</i>	rep			
Ss			Highlight	wording	pin								
T	Nah yang pertama dari bahasa Yunani, coronatus dari bahasa apa?	<i>So the first one (genus) is from Greek, which language does coronatus come from?</i>	Focus	field	dK1	Class	point	word in sent 1	KAL & topic: meaning of coronatus	class			
S10	Latin		Propose	wording	K2	T	read	prior move	topic: Latin	class			
Some S	Latin		Concur	wording	K2		read	prior move					
T	Latin. OK, good, that's very good.		Affirm	repeat, praise	K1'	Class				rep			
T	Please highlight Latin (checking students).		Direct	activity	A2	Class							
Ss	(highlighting)		Highlight	wording	A1					rep			

T	Yang pertama dari bahasa Yunani kedua Latin dan artinya ada... (unclear)	The first word comes from Greek, the second one from Latin. There is a meaning...	Prepare field	K1 Class	refer prior lesson	topic: word origin of coronatus KAL: three words; topic: head part of the bird	rep synonym; part (bird)	identify words		
Ss	I want you to find three words, the meaning... (unclear) on the head part		Focus field	dk1 Class	point word in sentence 1					
S9	[noisy]		Propose wording	K2 T	read prior move	topic: male's purple crowned	synonym rep			
S1	Male's purple crowned		Concur wording	K2 T	read prior move					
T	Can I have another student? S5?			ch Class						
S5	Male's purple crowned		Propose wording	rch T	read prior move	topic: male's purple crowned	rep			
T	Beautiful! Good job!		Affirm praise	K1' T						
S5	Thank you.			K2 T						
T	Please highlight male's purple crowned.		Direct activity	A2 Class						
Ss	(highlighting)		Highlight wording	A1			rep			
T	Male apa male?	Male, what is male?	Elaborate-KAL							
S2	Laki (joking)	Man (translation of 'laki' for human)	Focus lg	dk1 Class	remind prior lesson	KAL: translate male				
Ss	[laughing]		Propose joke	ch Class	recall prior move	KAL: translate male	synonym			
T	[not responding]		Reject ignore	rch S2						
S4	Jantan	male	Propose translate field	K2 T	recall prior lesson	KAL: translate male	rep			
T	Jantan	male	Affirm repeat	K1 Class			rep			
T	Jadi yang punya purple crown hanya burung jantan	So, only the male bird has the purple crown	Elaborate field	K1 Class	explain prior move	topic: male's purp rep				
S5	Berarti yang jantannya masih jomblo ya bu ya?	So that means the male is still single, ma'am?	Elaborate-topic							
T	Ya	Yes	Query field	K2 T		topic: purple crown	part (bird)			
T	Mungkin cara menarik perhatian, ya?	Perhaps, it's a way to attract (female's) attention, right?	Extend field	K1 S5		topic: male's purple crowned	part (bird)			
			Extend field	K1 Class	recall prior move					


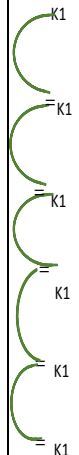
Some students won't raise their hands when answering the questions. As a result, answers sometimes come from the same students. Teacher often asks another student to answer, so other students can get the same chance to be affirmed.

Student initiates a discussion in the Elaborate move. They use everyday Indonesian to discuss with teacher, e.g. *jomblo* is a word for being single used in daily conversation, not in science.

T	OK it's purple. Purple crowned, only the male has the purple crowned.		Elaborate-KAL/topic		K1	Class	remind	prior move	topic: female's crown opposition (converse) topic: female's crown; KAL: part (bird); part make a sentence (sentence) topic: female's crown; reinforce rep KOL		discuss field and language		
	Prepare		field										
	Focus		field	dK1	Class	point	prior move						
	S7		doesn't have.					Propose					item
	T		doesn't have.	Affirm	repeat	K1	Class	recall					prior move
T	So you can say 'the female doesn't have the purple crown'.	Elaborate	L2 sentence	K1f	Class	elicit	metalg						
T	ok now next pindah ke...	OK now we're moving on to... (not intended as Focus)	Prepare	metalg	(d)K1	Class	refer	paragraph 2	KAL: Description (genre structure) class (genre structure)		identify words	Task: highlight words	
Some S	Description (interrupting)		Propose	metalg	K2	T	recall	prior lesson					
T	Description! That's very good!		Affirm	repeat, praise	K1'								
T	We're still talking about purple crowned fairy wren	S6, can you find two adjectives, which (in B1) mean the biggest, the strongest?	Prepare	field	K1	Class	refer	prior move	topic: physical appearance of the bird; KAL: words KAL: adjective; topic: physical appearance KAL: adjective; topic: physical appearance				
	Focus		wording	dK1	Class	refer	word in sent 2						
	Focus (Re-instantiate)		wording	dK1	S6	point	prior move						
	Propose		wording	K2	T	read	word in sent 2						
	Direct		behaviour	ch	Class								
	S6	Can we have another chance for another student? Yang lain? S6? [not responding] Maybe you can help (looking at S7)?	Another student? S6?	Direct	activity	ch = ch rdch	S6 T						
		Direct	activity	dK1									
	S7	the largest		Propose	wording	K2		read	prior move	KAL: adjective; topic: physical appearance			
	T	Good! that's very good! the largest!		Affirm	praise, repeat	K1'							
	T	and I want you to find another one satu lagi, satu lagi yes (looking at S8)?	one more, one more	Focus	wording	dK1	Class	point	word in sent 2	KAL: adjective; topic: physical appearance			
		Direct		activity	A2	S8							
		Focus			dK1	S8							
	S8	most robust		Propose	wording	K2	Class	read	word in sent 2				
T	That's very good! Beautiful!	Affirm		praise	K1	S8							
Ss	ok the largest and most robust, please highlight! (highlighting)		Direct	activity	A2	Class			rep				
	Highlight	wording	A1										

T	please highlight fifteen centimeters. OK?		Direct activity	A2 Class						
SS	(highlighting)		Highlight wording	A1 Class						
T	Still in the same sentence. <i>Masih dalam kalimat yang sama.</i>	<i>Still in the same sentence.</i>	Prepare wording in Eng Prepare wording in BI	K1 Class =K1 Class	refer word in sent 2 refer word in sent 2	KAL: sentence part (text) KAL: sentence synonym		identify words		
T	I want you to find two words on the part of the body. <i>Yang paling mendominasi.</i>	<i>Which dominates the most.</i>	Focus wording Focus wording	dK1 Class = dK1 Class	refer word in sent 2 point word in sent 2	KAL: 2 words; topic: part of the synonym; part body (bird)				
Some S	Tail! Tail! (noisy)		Propose wording	K2 T	read prior move	topic: tail part (bird)				
S6	Mostly tail! (loud)		Propose wording	K1 T	read prior move	topic: mostly tail part (bird)				
T	Good one, that's very good! Now please highlight mostly tail.		Affirm praise Direct activity	K1' ind: S6 A2 Class						
T	[pointing at the picture on the projector] Now you can see mostly tail. <i>Panjang tubuhnya didominasi oleh ekor.</i> We call it 'mostly tail'.	<i>The length of its body is dominated by its tail.</i>	Elaborate-topic/KAL Direct Elaborate image Elaborate wording Elaborate translate	A2 Class K1 Class = K1 Class =K1 Class	refer picture re-instantiate prior move elicit prior move	topic: mostly tail part (bird) KAL: translate synonym KAL: translate synonym	At least 12 students who actively participate in the first half of Detailed Reading can be identified. Some others also participate but cannot be identified because the class is very noisy. More students participate in the next half of the session.	discuss language	Elaborate: words from Task	

Appendix I: Iteration 3 – Joint Construction

		pedagogic activities		pedagogic relations		pedagogic modalities		projected field		lesson activities					
spkr	exchange	gloss	cycle phases	specify phases	exchange structures	speaker/ addressee	mode	source	lexical item	strings/ chains	comments	cycle functions	activity phases	activity function	
T	OK, kita akan melanjutkan paragraf Description, paragraf selanjutnya setelah kita membicarakan tentang ciri fisik secara umum, jadi semuanya, female and male.	OK, we'll continue writing the Description paragraph, the next paragraph after we discuss the physical appearance generally, so all of them, female and male.	Prepare	wording		Class	refer	left board (note-making)	KAL: paragraph part (text) (of Description); topic: physical appearance of male & female birds	There are two boards used in the Joint Rewriting activity. The left board is the note-making board, and the right board is the writing board.	There are two boards used in the Joint Rewriting activity. The left board is the note-making board, and the right board is the writing board.	prepare writing Description stage	Task: continuing writing in the second paragraph	Joint rewriting activity aims at reconstructing a new text taken from the note-making and translation of the text deconstructed in detailed reading activity.	
T	Selanjutnya kita akan membicarakan perbedaannya.	Next, we'll talk about the differences.	Prepare	wording		K1	Class	refer	left board						topic: the differences
T	Dari catatan, ada the male. Kita ingin membuat kalimat the male yang memiliki purple crown dan dimunculkannya saat breeding season. Ada ide membuat kalimat?	From the notes, there's the male. We want to make a sentence about the male which has the purple crown and only appears it in breeding season. Any idea to make a sentence?	Prepare	wording	K1	Class	refer	left board	topic: male - ana (the purple crown notes); part - breeding (text) season						prepare writing a sentence
			Prepare	structure	K1	Class	point	left board	KAL: a senten(part (text))						
S2	Yang mana sekarang?	Which one now?			cf	T									
T	Yang ini di sini kalimatnya.	Here in this part we want to create the sentence.			rcf	ind: S2	refer	right board		ana (this part - on board)					
T	Kita ingin membuat kalimat yang intinya mengenai the male yang tidak memiliki lilac crown, hanya punya lilac crown selama musim kawin.	We want to create a sentence basically about the male which doesn't have the lilac crown, only the male has the lilac crown during the breeding season.	Prepare	structure		Class	refer	text	KAL: a sentence	write the Participant (subject in this lesson)					
	Kita mulai dari subjeknya dulu ya.	Let's start from the subject.	Prepare	structure		K1	Class	refer	text						KAL: the subject, a sentence (sentence)
	Ini kan secara umum jadi subjeknya 'purple crown fairy wren'.	It's in general, so the subject is 'purple crown fairy wren'.	Prepare	wording		K1	Class	refer	text						KAL: subject; topic: purple crown fairy wren (sentence)
	Nah kita mau lanjutkan the male.	So we need to continue on the male.	Prepare	wording		K1	Class	read	left board						topic: the male purple crown part (note-making)
	Kalau kita bilang the male, kita bisa kasih tahu ya, the male artinya the purple crown fairy wren male.	If we say the male, we can tell, right, that the male means the purple crown fairy wren male.	Prepare	wording		K1	Class	refer	text						topic: the male purple crown class (male - purple crown)
	Kita mulai dengan the male, the male-not retain his lilac crown (scribing on board - the male)	Let's start with the male, the male - not retain his lilac crown	Prepare	structure		K1	Class	refer	left board						topic: the male purple crown rep
					A1	Class									

T	Masih ingat tidak artinya retain?	Do you still remember what retain means?	Focus	wording	dK1	Class	remind	prior lesson	KAL: retain in BI syn			
Some S	Memiliki	retain in BI	Propose	wording	K2	T	translate	prior lesson				
T	Nah kita tidak ingin sama dengan retain, kita tidak ingin sama dengan kata yang sudah ada di teksnya.	So we don't want to keep 'retain'. We don't want to write the same (word) with what it's in the (reading) text.	Prepare	wording	K1	Class	read	left board	KAL: change part retain (sentence)			
S1	Keeps?		Propose	wording	K2	T	recall	prior lesson	syn			
T	Keeps boleh!	You can say 'keeps'!	Affirm	repeat	K1'	Class						
	S1 bilang "keeps".	S1 said 'keeps'.	Elaborate	sentence	K1	Class	refer	prior move				
	The male keeps his lilac crown (scribing on board)	The male keeps his lilac crown.	Elaborate	sentence	K1	Class						
T	Ada lagi ide selain retain?	Any other idea beside 'retain'?	Focus	wording	dK1	Class						
S2	has?		Propose	wording	K2	T	recall	prior move	syn			
T	That's very good! has!		Affirm	praise	K1'	Class			rep			
	(scribing on board - has)		Scribe	wording	A1	Class						
	Nah kita bilang 'keeps' ya. The male keeps his lilac crown.	So let's say 'keeps'. The male keeps his lilac crown.	Elaborate	wording	K1	Class	scribe	prior move	KAL: use keeps			
T	The male dulu boleh.	You can write the male first.	Direct	dictate	A2	ind: S3						
S3-sr	[scribing on board - the male]		Scribe	item	A1	T	scribe	right board				
T	Tapi di sini bilang "dons it - the breeding season", hanya muncul saat musim kawin.	But here it says 'dons it - the breeding season', only appears in the breeding season.	Focus	structure	K1	Class	point	left board	ana (here - left board)			
	Kita bilang gini 'the male only keeps his lilac crown during the breeding season'.	We'll say this 'the male only keeps his lilac crown during the breeding season'.	Elaborate	structure	K1	Class	explain	structure	ana (this - the sentence on the notes)			
T	(continuing scribing on board: only - during the breeding season)		Scribe		trn	Class	scribe					
	Jadi dua kalimat itu kalian buat satu.	So, the two sentences are made into one.	Elaborate	wording	K1	Class	explain	structure	KAL: two sentences from the note making	ana (the notes); part (text)		
	Atau ada cara lain. Kalian juga bisa pakai 'has', jadi "The male has his lilac crown, but it only appears..."	Or there's another way. You can also use 'has', so "The male has his lilac crown, but it only appears..."	Elaborate	wording	K1	Class						
T	(writing on board)		Scribe	wording	trn	Class	explain	structure	KAL: sentence	ana (sentence on board)		














draft the Process (replacing the verb in this lesson)

draft the Process (implicit in the lesson)

T	Kapan munculnya?	When does it appear?	Focus item	dK1 Class	refer prior move	topic: breeding season	ana (purple crown - it)			
Some S	Breeding season.		Propose item	K2 T	read prior move					
T	In the breeding season. (continue scribing)		Affirm repeat	K1 trn	scribe prior move					
T	Nah kalian mau yang mana? Yang pertama	So which one do you want? The first one "the male keeps his lilac crown during the breeding season"?	Focus wording	K1 Class	refer board	KAL: sentence	ana (sentence on board)			
Some S	[raising hands]		Propose structure	K2 Class	refer prior move					
T	Atau yang kedua	Or the second one "the male has his lilac crown but it only appears in the breeding season".	Focus wording	K1 Class	refer prior move	KAL: sentence	ana (sentence on board)			
Some S	[raising hands]		Propose structure	K2 Class	refer prior move					
T	Berarti yang pertama ini ya	So that means this one "the male only keeps his lilac crown during the breeding season".	Elaborate repeat	K1 Class	refer prior move	KAL: sentence	ana (sentence on board)			
T	OK, S3 you can write the first one. (scribing the sentence on board)		Direct wording	A2 ind: S3	refer prior move	KAL: sentence ana				
S3-sr			Scribe wording	A1 T		ana				
T	Akhir kalimat memakai titik yah.	At the end of any sentence use a period.	Direct punctuation	dK1 ind: S3	refer prior lesson	KAL: using a period	bridg (any sentence - the sentence)			
S3-sr	(scribing a period)		Scribe punctuation	K2* T						
T	Brilliant!	Brilliant!		K1'						
T	Terima kasih, S3.	Thank you, S3.	Affirm activity	K1f ind: S3						
S5	S5 mau.	I want it.	Propose next scribe	dA1 T						
S6	Aku baru sekali.	I just got one chance.	Propose next scribe	dA1 T						
Some S	[noisy - offering being the scribe]		Propose next scribe	dA1 T						
T	[no response]		Reject ignore	ch	Class					
T	Selanjutnya, S4.	Next, S4.	Direct next scribe	A2 ind: S4						
S4	[coming up and holding a marker]			A1						
T	Kita akan mendeskripsikan female.	We'll describe the female.	Prepare wording	K1 Class	point left board	topic: female's	co-class purple crown (female)			
T	Ok, dengarkan kalimatnya pertama tadi kita udah tentang male, sekarang kita membahas betinanya	Ok, listen. The previous sentence we wrote about the male, now we'll discuss the female purple crown fairy wren.	Prepare structure	K1 Class	refer left board	topic: female's	rep purple crown			
T	Betinanya mempunyai apa?	What does the female have?	Focus item	dK1 Class	remind left board		rep			
Some S	Has large chestnut ear coverts, easily confused with non breeding male.		Propose item	K2 T	read left board / their notes	topic: the female's physical appearance	part (female)			
T	Ini kan mudah tertukar.	It's easily confused, right.	Affirm wording	K1 Class	refer left board	KAL: translate making)	part (note-			

T	Kalau mudah tertukar biasanya ia disebut sama.	If it's easily confused usually it's said 'similar'	Prepare	wording	K1	Class	read	prior move	KAL: translate syn (mudah tertukar = sama)				
	Bagaimana kalian bilang supaya tidak menggunakan kata ini ya?	So how can we say so that we don't use these words?	Focus	wording	dK1	Class	refer	prior move	KAL: translate words - easily confused				
	Gimana caranya kita bisa bilang the female and the non-breeding male itu sama?	How can we say the female and the non-breeding male are the same?	Focus	structure	dK1				KAL: change easily confused				
T	Pakai kata apa, yang sama?	What words will we use, which are the same?	Focus	structure	dK1	Class	refer	prior move	rep				
S7	(raising hand)		Propose	activity	call	T							
T	S7?		Direct	activity	rcall	ind: S7							
S7	Same.		Propose	item	K2		recall	prior move	syn				
T	OK!		Affirm	repeat	K1	ind: S7							
	Bisa kasih contoh kalimatnya?	Can you give the example in a sentence?	Focus	structure	dK1	ind: S7	refer	prior move	ana				
S7	The female and the non-breeding male has same?		Propose	structure	K2	T	recall	prior lesson	part (sentence)				
T	OK!		Affirm	repeat	K1	ind: S7							
T	Are the same.		Elaborate	correct	K1	Class							
T	Kalian bilang are the same atau ada yang bisa pakai are like.	You said 'are the same' or you can also use 'are like'. If you use 'like' only means 'to like' right?	Focus/Elaborate	wording	dK1	Class							
S8	is like		Propose	wording	K2	T	recall	prior move	KAL: change same syn				
T	OK		Affirm		K1'	ind: S8							
T	Good!												
T	is like gimana?	How do you use 'is like'?	Focus	structure	dK1	Class							
S9, S10	The female is like the non-breeding male.		Propose	structure	K2	T	recall	prior move	part (sentence)				
T	Good, beautiful!		Affirm	praise	K1'	ind: S9, S10							
T	(scribing on board)				trm								
T	Jadi ini topiknya ya, the female is like the non breeding male.	So here is the topic/idea, the female is like the non-breeding male.	Elaborate	structure	K1	Class	refer	board	KAL: the female	part (sentence)			
T	(gesture - asking S4 to write)		Direct	activity	K1	ind: S4							
S4-sr	(scribing)		Scribe	activity	K2*	T	write	sentence on board	part (text)				
T	Thanks!		Affirm	praise	K1'	ind: S4							
T	Good!												

T	Ayo ini perhatikan, hati-hati ini ya. is like artinya menyerupai tetapi kalau like saja artinya suka yah.	Pay attention to this carefully. is like' means 'to resemble', but if 'like' only means 'to like'.	Direct activity	A2	Class	refer	prior move	ana (this)			
			Re-instantiate item	K1	Class	define	translate lg	KAL: syn translate			
T	Who's next?		Direct activity	A2	Class						
S5	S5!		Propose activity	A1	T						
Some S	(noisy) Aku!	Me!	Propose activity	A1	T						
T	Ok, tar dulu ya, S7, S5, S11, S12 ok, lanjut!	OK, wait, S7, S5, S11, S12, OK let's continue!	Direct behaviour	A2	Class						
T	S7!		Direct activity	A2	ind: S7						
T	Dengarkan ini kalimatnya sudah mulai 'the female is like the non breeding male'.	Listen to this, the sentence has started with 'the female is like the non-breeding male'.	Prepare activity	A2	Class	refer	prior move	KAL: next part (text) sentence			
T	Kalimat selanjutnya, akan menerangkan mengenai the female.	The next sentence will explain the female.	Prepare structure	K1	Class	refer	prior move				
T	Apa deskripsi yang dimiliki female, yaitu large chestnut ear coverts?	What description does the female have, that is large chestnut ear coverts?	Focus item	dK1	Class	refer	left board	topic: female' part (female)			
S1	The female has large chestnut ear coverts.		Propose structure	K2	T	recall	prior move	KAL: sentence			
T	Good, very good.		Affirm praise	K1'	ind: S1						
T	S1 bilang which is very good "the female has large chestnut ear coverts".	S1 said which is very good "the female has large chestnut ear coverts".	Elaborate structure	K1	Class	refer	prior move	rep			
T	Any other sentences?	Any other suggestion?	Focus wording	dK1	Class	point	prior move	KAL: sentence part (text)			
S1	The chestnut ear coverts belong to the female.		Focus wording	=dK1	Class	point	prior move				
T	Good, very good!		Propose structure	K2	T	recall	prior move	KAL: sentence part (text)			
T	Any other way?		Affirm praise	K1'	ind: S1						
T	The chestnut of ear coverts, emm..		Focus sentence	dK1	Class	refer	prior move	KAL: sentence part (text) part			
S13	The female's ear coverts, S13?		Propose structure	K2	T	recall	prior move	KAL: sentence (sentence)			
T	Ah, the female's ear coverts!		Focus structure	cf	ind: S13						
S13	Ehm, the female's ear coverts are. (stopping)		Propose structure	rcf	T	recall	prior move	part KAL: sentence (sentence)			
Some S	(continuing) Large chestnut brown!		Propose structure	= K2	T			part KAL: sentence (sentence)			
T	Beautiful!		Propose item	K2	T	recall	prior move	part KAL: sentence (sentence)			
			Affirm praise	K1'	Class						

T	Ada dua yah.	There are two (options), right.	Elaborate	repeat		K1	Class	recall	prior move	KAL: sentence part (text)				
T	Ada "the female has large chestnut ear coverts" atau "the female's ear coverts are large chestnut".	There's "the female has large chestnut ear coverts" or "the female's ear coverts are large chestnut".	Elaborate	repeat		K1	Class	recall	prior move	KAL: sentence part (text)				
T	Nah kita lihat lagi.	Now let's check again.	Direct	activity		A2	Class							
T	Tadi dibilangnya "the female is like non-breeding male".	It was mentioned "the female is like non-breeding male".	Elaborate	structure		K1	Class	explain	prior move	KAL: sentence part (text)				
T	Kita mau lanjutkan dengan "the female's ear coverts are large chestnut".	We want to continue with "the female's ear coverts are large chestnut".	Elaborate	structure		K1	Class							
T	Tapi berarti selanjutnya tidak bisa disambungkan dengan ini, the non-breeding male, karena ear covertsnya berbeda.	But then next we can't connect it with this, the non-breeding male, because their ear coverts are different.	Elaborate	structure		K1	Class	elicit	metalg	KAL: referenc part (text); ana (sentence - this)				
T	Jadi kita pakai 'has' saja ya. The female has large chestnut ear coverts.	So let's just use 'has'.	Prepare	structure		K1	Class	explain	prior move	KAL: sentence part (text)				
S7-sr	(scribing 'chestnut' incorrectly)		Prepare	structure		K1	Class	recall	prior move					
T	Chestnut (pointing on the note-making board).		Scribe	item		K2*	T	scribe	board	KAL: word part (sentence)				
S7-sr	(correcting & finishing a sentence without a period)		Direct	item		K1	ind: S7	point	prior move	KAL: spelling part (sentence)				
T	Akhir kalimat pakai apa?	The end of the sentence what do you use?	Scribe	item		K2*	T	write	board					
S7-sr	(putting a period)		Direct	item		dK1	ind: S7	remind	prior move	KAL: part (sentence)				
T	A period!		Scribe	item		K2*	T	recall	prior move					
T	Excellent!		Affirm	repeat		K1'	ind: S7							
T	S5, next?		Direct	next scribe		A2	ind: S5							
S5	(coming up)					A1	T							
T	Tadi kita sudah membahas the female.	We discussed the female.	Prepare	wording		K1	Class	refer	prior move	topic: similarity and differences of the female and the non-breeding male	co-class (the female - the non-breeding male)			
T	Nah sekarang breeding male	And now the non-breeding male.	Prepare	wording		K1	Class							
T	Yang dimiliki non breeding male juga sama ya large chestnut, tapi tidak seterang, ear covertsnya tidak seterang yang punya female.	What the non-breeding male has is the same, right, large chestnut. But it isn't as bright as the female's.	Prepare	wording		K1	Class	refer	prior move					
T	Jadi bagaimana cara buatnya? S14?	So how is the sentence made? S14?	Focus	structure		K1	Class	point	prior move	KAL: sentence part (text)				
S14	But?		Propose	item		K2	T	recall	prior lesson	KAL: part (sentence)				
S13	Pakai 'but', 'tapi yang non-breeding male'.	Use 'but', 'but the non-breeding male'.	Propose	item		K2	T	recall	prior lesson	KAL: part (sentence)				
T	Good!		Affirm	praise		K1'	ind: S13, S14							
T	Pakai but.	We use 'but'.	Affirm	repeat										

T	Sebelum but harus pakai subjek dulu kan?	Before 'but' we need to use a subject first, right?	Prepare structure	K1	Class	explain metalg	KAL: subject part (sentence)				
S1	the non breeding male?		Focus	dK1							
T	The non-breeding male's ear coverts are not such a bright chestnut and has a greyer crown than the female. (scribing student's suggestion)		Propose structure	K2	T	recall prior move	KAL: sentence part (text)	This sentence is still close to the original sentence, but teacher still qualifies it by writing it down on board.			
				trn							
T	Tadi yang katanya mau pakai 'but'?	Those who want to use 'but'?	Focus activity	K2	Class	refer prior move	KAL: but part (sentence)				
S13	Jadi kalau di kalimat yang ada female nggak pakai but.	So if in the sentence with 'the female' in it, it doesn't use 'but'.	Propose structure	K1	T	refer prior move	KAL: sentence rep (but, female)	Some students offer suggestion by using Bahasa Indonesia, and teacher helps them by translating it to English.	draft a sentence		
T	Jadi mau bilang gimana?	So what do you want to say?	Focus structure	dK1	ind: S13	refer prior move	KAL: sentence bridg				
S13	The non breeding male juga memiliki large chestnut ear coverts but not as bright as?	The non-breeding male also has large chestnut ear coverts but not as bright as?	Focus structure	K1							
S13	Iya!	Yes!	Propose repeat	K2	T						
S13	Large chestnut ear coverts but they're not as bright as.		Propose repeat	K2	T	recall structure	KAL: sentence part (text)	Students typically shift languages as resources in participating in the class activity often offer incomplete sentences. This means they are still unconscious of English structures, and thus it must be brought into consciousness.			
T	The non breeding male also has large chestnut ear coverts, but they are not as bright as the female's.		Affirm/ Elaborate	K1	Class	define rephrase structure	KAL: sentence part (text)				
T	(scribing on board)		Scribe wording	trn	T	scribe item					
T	Nah kita pakai ini saja, ear covertsnya nggak usah diulang.	So let's just use this, the ear coverts part doesn't need repeating.	Prepare wording	K1	Class	point sentence on board	KAL: sentence ana (this - last sentence scribed on board)				
T	S5, bisa tolong tulis?	S5, can you please write it down?	Direct wording	A2	ind: S5	point sentence on board	ana (it - sentence on board)				
S5-sr	(scribing)		Scribe wording	A1		scribe sentence on board			select a sentence		
									scribe the sentence		

Appendix J: Samples of pre- and post-texts assessment

Score: 16	1	1	2	1	1	1	1	1	1	1	1	1	2	1	1
Elephant	Description about animals they like						some technical terms	mostly appropriate	logically sequenced from sentence to sentence			Grammatical resources are used congruently; no Problems with number agreement			
Today I want to tell you about Elephant.	A simple classification and description.			some technical, but mostly common sense			elephant	I want to tell you	I, you, Elephant			Simple sentences with simple nominal group.			
It is the largest land mammal in the world.	Classification			Short text and low level of			land mammal	the largest	It -ana			*The elephant usually lives in jungle			
Elephant usually live in jungle or grasslands.	Description			Mostly objective with some personal comments.			usually	big ears, long trunks	Elephant - rep			*It has a tail.. *a long trunk			
It has tails, big ears, and a long trunks.	habitat						tail, ear, trunk		It -ana			*It is herbivorous			
It is a herbivore.	appearance						herbivore		It -ana			*It likes to eat leaves			
It likes to eats the leaves.	diet								It -ana			*with its trunk			
It can take the water with it's trunk.							trunk		It, its -ana						
Elephant is a protected animals.	status						protected animal		(missing the)						
In my opinion, although elephant is the largest land mammal, elephant still funny because it can not jump.	personal comment						land mammal	funny	My -rep, elephant - rep, the largest - bridg, elephant, it - ana			*the elephant *the elephant is still funny			
Score: 38	3	3	3	3	3	2	3	3	2	2	2	2	3	3	3
Sulawesi Hornbill	Descriptive report about an Indonesian endangered bird species			Objective with no personal comments			Objective and appropriate Logically sequenced from sentence to sentence					Some problems with number agreement, missing auxiliary verbs, but using grammatical metaphor			
The scientific name of the Sulawesi Hornbill is Penelopides exarhatus.	A classification of the Sulawesi Hornbill's names, genus & species, its appearance, voice, and habitat.			Using technical terms			scientific name, the Sulawesi Hornbill, Penelopides exarhatus				espho	The Sulawesi Hornbill's length			
The genus is Penelopides, and the species is exarhatus.	Classification			names			genus, species				cata	*It has a white casque			
In Indonesian the Sulawesi Hornbill is called Kangkareng sulawesi.							Kangkareng sulawesi				cata	*The male and the female have different colours on the head, the face, and the throat			
The Sulawesi Hornbill's length is fifty three centimeters for Bacerotidae family.	Description			appearance			Bacerotidae family				bridg	The female's face is black			
It has white casque.							casque				ana	The male's head is yellow			
The male and the female change the head, the face, and the throat.							head, face, throat, male, female		change		espho				
The female face is black, and the colour of the throat is black.							female, face, throat				espho				
The male head is yellow.							head				espho				
The colour of the face and the throat are yellow.							face, throat				espho				
The Sulawesi Hornbill has fast and short notes.	voice						notes, sound, voice				ana	*The sound is like horn			
The sound like horn, and it has short and loud voice 'daak'.							like horn, loud								
Primary forest low lands with hills and border forest with swamp forest are the habitat of the Sulawesi Hornbill.				habitat			forest low lands, hills, border forests, swamp forests, habitat					the habitat of the Sulawesi Hornbill			
The local distribution of the P.e exarhatus is Lembah lands, North Sulawesi until Lindu lake.							local distribution, P.e exarhatus					The local distribution the habitat of the P.e. sanfordi			
West Sulawesi, Muna lands, and Butung lands are the habitat of the P.e. sanfordi.							P.e sanfordi, habitat								
The Sulawesi Hornbill is endemic to Sulawesi.							endemic								
And the global distribution is sub-Sulawesi, Indonesia.							global distribution, subSulawesi		and			the global distribution			

StdId: S2AS2

StdId: S2AS2		Genre			Register			Discourse semantics				Lexicogrammar	Graphology																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																					
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The Cat I have a pet it is a cat. The colour of my cat is white. Every morning, I always feed the cat wit fish. Habits that my cat always want to be loved. I am there fore verry happy cats.	Descriptive report about animals they like			No technical term	Common sense with personal comments		no technical term, on quite inappropriate f not sequenced logically				Congruent grammar use in simple sentences	Mostly accurate	eligible handwriting, but the text is similar to Year 2 Primary School																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																					
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Score: 30	3	3	2	2	2	2	2	2	2	2	2	2	2	2	2
Monarcha boanensis	Descriptive report about an Indonesian endangered bird species			Use of technical terms	Objective		use of technical term. Mostly objective Logically sequenced				complex nominal group				
The scientific name of the Black-chinned Monarch is Monarcha boanensi.		Classification	name				scientific name, Monarcha boanensis			espho					
Monarcha is the genus, boanensis is the species.							genus, species the Black-chinned Monarch, Kehicap biak			bridg					
The Black-chinned monarch is called Kehicap biak in Indonesian.							Monarcha boanensis								
Monarcha boanensis is 16 centimetres long.		Description	appearance				upperparts, head side, chin			ana					
Its upperparts, head side, and chin are black.							underparts, cheek			ana			*underparts		
Its under parts and cheek are white.							endemic			bridg					
The bird is endemic in Boano, South Maluku.			habitat				local distribution, foot of a hill			ana	*at the foot of a hill				
Its local distribution is at foot of a hill about 150 metres.															

StdId: S2AS5

Score: 12

StdId: S2A55	Genre			Register			Discourse semantics				Lexicogrammar	Graphology		
	Purpose	Staging	Phases	Field	Tenor	Mode	Lexis	Appraisal	Conjunction	Reference		Spelling	Punctuation	Presentation
Score: 12	1	1	1	1	1	0	1	1	1	1	0	2	0	1
Rabbit	Descriptive report about animals they like			some technical, but mostly common sense			low level of technicalities			mostly approp logically sequenced with problem		use of congruent grammar problems with auxiliary verbs problems with number agreement no grammatical metaphor		
Rabbits are tame animals, it's like to eat carrots, its can jumped up and down, it's are cute animals, it's are intelligent animals, it's have long ears, it's fur is very soft, it's meat is very tasty, it's herbivore, it's color is white, grey and brown, it has a small body	Classification Description	Classification diet behaviour	appearance				animal	tame like to eat		ana				
								cute intelligent animals		ana				
							ear			ana				
							fur	very soft		ana				
							meat	very tasty		ana				
							herbivore			ana				
										ana				
								a small body		ana				

Score: 27	3	3	1	2	2	2	3	2	1	1	1	3	1	2
Turnix everetti	Descriptive report about an Indonesian endangered b			use of technical terms			objective		technical		appropriate		logically sequenced	
The scientific name of Sumba Buttonquail is Turnix everetti. Turnix is the genus and everetti is the species. Turnix everetti is called Gemak Sumba in Indonesia.	Classification		name				name, Turnix everetti					expanding nominal grorup structures		
The Sumba Buttonquail is 13 cm long, but his beak is strong and the colour is grey blueish, side of the chest barred black and white, with black streaks on the back of the eye to the neck and back feathers red-border and white rush.	Description		appearance				beak, side of the chest, back of the eye, neck, back feathers	strong	but	ana				
The voice of Turnix everetti is woot-woot.			voice				voice							
Turnix everetti inhabits shrubs and grasslands, the endemic is Sumba, East Nusa Tenggara.			habitat				shrubs, grassland, endemic							

StdId: S2AS8

	Genre			Register			Discourse semantics				Lexicogrammar	Graphology		
	Purpose	Staging	Phases	Field	Tenor	Mode	Lexis	Appraisal	Conjunction	Reference		Spelling	Punctuation	Presentation
	1	1	1	1	1	1	1	1	1	2		2	2	1
Text	Description about animals they like			subjective with high use of personal comments no technicality found			quite inappropriate logically sequenced				no grammatical metaphor			
<p>Hanon</p> <p>I have some pets. However, my favourite pet is Hanon. Hanon is a female cat. She is adorable and active cat. She has a black fur, innocent round eyes, and a sweet voice. She always meows when she feels hungry and I gives her a half bowl of cat food and some milk. Hanon is a nice playmate. I'm happy to spend my time with her. Most of time, she is a good girl. It's almost impossible for me to be angry with her.</p>	Classification									I				
	Description		attributes					favourite		my, Hanon Hanon She				
								adorable, active innocent, sweet		She				
			habits					feel hungry		She, she, I				
			comment					nice		Hanon				
								happy good impossible, angry		I, her she me, her				
Score: 17														
Score: 36	3	3	2	3	3	2	3	2	2	3	2	3	3	2
<p>Otus angelinae</p> <p>The bird name is Otus angelinae. Otus angelinae is a scientific name. Otus is the genus, angelinae is the species. Otus angelinae has another name, the english name is Javan Scops-owl and the Indonesian name is Celepuk jawa. Celepuk jawa has a small size with 20 cm long. It is dark coloured. It has a conspicuous ear bunch and white eyebrow. The uupperparts are greyish brown, compact scratch, and black pock marked. The underparts are lined and black scratch on the chest, whitish on the stomach. Celepuk jawa has golden yellow iris, yellow beak, and yellow dull feet. There are differences between the immature and the mature voice. The immature voice are loud , the voice is 'tchttschschsch', and always repeat after 6 second. The mature voice are rarely heard. The Javan Scops-owl's behaviour can be found in mountain forests on the 1500 – 2500 m high. The Javan Scops-owl's habitat is mountain forests the endemic is Java. The local distribution is in mount salak, mount pangrango, mount tangkuban perahu, mount ciremai, and uphill Ijen.</p>	Descriptive report about an Indonesian endangered bird species			use of technical language			Otus angelinae scientific name genus, species Javan Scops-owl, Celepuk jawa		logically sequenced		expanding nominal group use of identifying clause			
	Classification			objective										
	Description		appearance					small		ana				
							ear bunch, eyebrow	conspicuous		ana				
							upperparts			espho			*uupperparts	
							underparts, chest, stomach			espho				
							iris, beak, feet						*a yellow beak	
			voice				the immature and the mature voice the immature's voice	loud					*the immature's voice is loud	
							the mature's voice	rarely					*the mature's voice	
			habitat				mountain forest						*The Javan Scops-owl's behaviour	
							habitat, endemic							
							local distribution							

	Purpose	Staging	Phases	Field	Tenor	Mode	Lexis	Appraisal	Conjunction	Reference		Spelling	Punctuation	Presentation
Score: 19	2	1	1	2	1	1	2	1	1	2	1	2	1	1
Elephant	Descriptive report about animals they like			some technical terms but common sense	objective with few personal comment	quite good control of technicalities but		appropriate	logically sequenced		simple and congruent			
Elephant is one biggest animal in the world. This animal is from Africa. Its colour is grey. It has long trunk and long tusk. Elephant is a tame animal. But if it become to angry it become to dangerous animal, Elephant is warm blood animal. Elephant is a mammal. The body of female elephant is bigger than the body of male elephant.	Classification	classification					biggest							
	Description	appearance					trunk, tusk							
		behaviour					tame	tame						
								angry, dangerous						
			classification				warm blood							
		appearance					mammal							
							female, male	bigger						
Score: 37	3	3	2	3	2	2	3	3	3	2	2	3	3	3
Monarcha brehmii	Descriptive report about an Indonesian				objective			appropriate	logically sequenced		emergence of grammatical metaphor			
Monarcha brehmii is the scientific name of Biak Monarch.	Classification	naming					Monarcha brehmii							
Monarcha is the genus, brehmii is the species. Its Indonesian name is Kehicap biak.							genus, species							
							Kehicap biak							
The length of Monarcha brehmii is 17 cm.	Description	appearance									The length of Monarcha brehmii			
There are differences between the male and the female.							male, female				differences between the male and the female			
The male has contrasting pale yellow in belly, wings, tail and back of eyes.							belly, wings, tail, back of eyes	contrasting						
The female has whitish spot in throat and chest.							throat, chest							
The Papua is endemic area of Monarcha brehmii.		habitat					endemic							
The Biak island is local distribution of Monarcha brehmii.							local distribution				local distribution of Monarcha brehmii			
The West Papua is global distribution of Monarcha brehmii.							global distribution				global distribution of Monarcha brehmii			
The forest is the habitat of this bird.							habitat				the habitat of this bird			
The bird habits is also active search for victims and predators in the middle and lower layers of the forest canopy.		behaviour					middle and lower layers of forest canopy	active						

StdId: S2AS10

Score: 16	Genre			Register			Discourse semantics				Lexicogrammar	Graphology		
	Purpose	Staging	Phases	Field	Tenor	Mode	Lexis	Appraisal	Conjunction	Reference		Spelling	Punctuation	Presentation
	1	1	1	1	1	1	1	1	1	1	1	2	2	1
Elephant	<i>Descriptive report about animals they like</i>		<i>phases are developed</i>	<i>technical but with common sense</i>	<i>objective with personal comments</i>	<i>having control of technicalities but the text is</i>		<i>appropriate</i>	<i>logically sequenced</i>		<i>use of congruent grammar</i>			
Elephant is the largest land mammals.		Classification						the largest						
They have big ears and long noise. Elephant have two species that is African elephant and asian elephant.		Description	appearance											
They can live up to seventy years in the wild.			species				African, Asian elephant							
Elephant live in a group.			behaviour				the wild	can live						
They like fruit very much.			diet					like						
I like this animal because they are tame animals.			comment					like, tame						
They are friendly animal.			behavior					friendly						
They predator are lions, tigers, hyenas, and wild dogs.			threat				predator							
Score: 32	3	3	2	3	2	2	3	2	2	2	2	2	2	2
Pavo muticus	<i>Descriptive report about an Indonesian endangered bird</i>				<i>objective with no personal</i>	<i>good control of technicalities and developing longer text</i>		<i>appropriate</i>	<i>developing external and internal conjunction</i>					
Pavo muticus is the scientific name of the green peafowl.		Classification	naming	<i>using technical terms</i>			Pavo muticus							
Pavo is the genus, muticus is the species.							genus, species							
Its Indonesian name is Merak hijau, and its english name is Green Peafowl.							Green peafowl, Merak hijau				*its English name is the Green peafowl			
The size of the male is 210 cm and the female is 120 cm.		Description	appearance				male, female							
The male has long cover tail and upright crest on head.							tail, crest, head				*the male has a long tail coverts and an upright crest on its head variations between the male and the female			
There are variations between the male and the female.														
The colour of the coat, the neck, and the chest on male are green shine.							coat, neck, chest							
The parts of the tail is shine feathers with spot and eyes formed.							feathers,				*the parts of the tail are feathers with shiny spots and eye-like forms			
The female does not have same feather, the underparts is whitish. It does not have any long tail.							underparts				*The female does not have the same feathers. The underparts are whitish.			
The iris and the beak is brown and the foot is black brownish.							tail							
							iris, beak, foot				*The iris and the beak are brown and the feet are brownish black			
Pavo muticus lives at forest with savanna, tea field or coffee field. Its global distribution is West China, Indocina, assam, and Java. Its local distribution is the National Park Ujung Kulon (West Java) and savanna forest the National Park Baluran (East Java).			habitat				savanna							
							global distribution				Its global distribution			
							local distribution, savanna forests				Its local distribution			
In other places is already extinct.			status				extinct							

StdId: S2A511

StdId: S2AS11		Genre			Register			Discourse semantics				Lexicogrammar	Graphology									
Purpose		Staging	Phases	Field	Tenor	Mode	Lexis	Appraisal	Conjunction	Reference		Spelling	Punctuation	Presentation								
2		2	1	2	1	1	1	1	1	1	1	2	2	1								
Score: 19		Snake			Description about animals they like			phases are developed in one			use of technical terms with			mostly appropriate			number agreement			the text is too short for Year 8 standard		
Snake is a carnivor reptile.		Identification						carnivor reptile						* A snake is a carnivorous reptile								
Snake usually prey on mouse rabbits, chickens, etc.		Description			behaviour			prey			dangerous			*A snake usually preys on mice, rabbits, chickens, etc								
Snake is a dangerous animal.														*A snake is a dangerous animal								
The snake was divided into two kind the poisonous and not poisonous.					classifying									*Snakes are divided into two kinds: poisonous and non-poisonous								
Snake can sheds it skin and often stuck out they tongue to detect the surrounding circumstance.					behaviour			can shed, often						*snakes can shed their skin and often stick out their tongues to detect the surrounding circumstance								
Snake can paralyze its prey by twisting it prey.								can paralyze						*Snakes can paralyze their preys by twisting the preys								
Snake can usually live in forests, fields, gardens, etc.		habitat						can usually						*Snakes usually live in forests, fields, gardens, etc								
Score: 35		3	3	2	3	2	2	3	3	2	2	2	3	3	2							
Pavo muticus		Descriptive report about an Indonesian endangered bird			Classification			Green peafowls, Pavo muticus			appropriate&objective											
The scientific name of Green peafowls is Pavo muticus.								genus, species														
Pavo is the genus, and muticus is the species.								Merak hijau														
Its Indonesian name is Merak Hijau.								male, female														
The size of the male Pavo muticus is 210 cm and the female is 120 cm.		Description			appearance			coat, neck, chest														
The male has shine green coat, neck, chest.								feathers														
Its tail is shine feathers eye like shaped spots.								underparts														
The female has whitish in the underparts.								tail						*Its tail is not long								
Its tail not long.								iris, back, feet						*Its iris and back are brown, and its feet are greyish								
Iris and back is brown, foot greyish black.											like trumpet			*Pavo muticus makes 'kay-yaw' sonorous call like a trumpet at twilight and dawn.								
The voice of pavo muticus is 'kay-yaw' sonorous like trumpet, at twilight and dawn.					voice																	
The global distribution is Assam, Cina, Indocina, and Java.					habitat			global distribution						The global distribution								
Local ditribution in Java, National Park Ujung Kulon (West Java), National Park Baluran (East Java).								local distribution						*The local distribution covers Java, National Park Ujung Kulon (West Java), and National Park Baluran (East Java)			*distribution					
Habitat in forest with savana.								habitat, savanna						*Its habitat is in forests with savanna								

StdId: S2AS15

	Genre			Register			Discourse semantics				Lexicogrammar	Graphology		
	Purpose	Staging	Phases	Field	Tenor	Mode	Lexis	Appraisal	Conjunction	Reference		Spelling	Punctuation	Presentation
Score: 17	2	2	2	1	1	1	1	1	1	1	1	1	1	1
Rabbit	<i>Description of animal they like</i>			<i>objective with common sense</i>			<i>mostly appropriate</i>							
My name is Ana (pseudonym). I love animals.	Classification	greetings						love						
The animals is rabbit. It is mammal.		classification					mammal					*the animal is rabbit *it is a mammal		
The color its white. It is cute. Its ear is long.	Description	appearance						cute				*the color is white		
It has healthy eye. It is herbivore.		diet					herbivore	healthy				*it has healthy eyes *it is a herbivorous animal		
Usually rabbit lives in the savanna. It like carrots. It can jump. It is an active animal. I love song entitled 'Kelinciku' because that song makes me happy.		habitat diet behaviour					savanna	can jump active animal				*usually a rabbit lives in the savanna *it likes carrots		
		comment						love, happy						
Score: 34	3	3	2	3	3	3	3	2	2	2	2	2	2	2
Nisaetus floris														
Nisaetus floris is the scientific name of the Flores Hawk-eagle. The genus is Nisaetus and the species is floris. The Flores Hawk-eagle in Indonesian name is Elang Jawa.	Classification						Nisaetus bartelsi genus, species							
The size of the Flores Hawk-eagle is 71- 82 cm. On the body is dark and underparts is white, it also covers under wings. The color head of individual teens more pale.	Description	appearance					underparts, under wings head more pale							
It does have any information about the voice. It habits alone or in pairs in along slope highlands and fly in the forest at midday. The endemic area is Flores island, Nusa Tenggara. Notes from Paloe and Komodo not yet verified. The local distribution is Flores, Sumbawa and Lombok. Lowlands forests and forests submontane are the habitat of the Flores Hawk-eagle.		voice behaviour habitat					endemic							
The Flores Hawk-eagle is almost extinct and protected, because there is hunting illegal.		status					local distribution lowland forest, submontane forests					The local distribution the habitat of the Flores Hawk-eagle		
							extinct, protected	protected, illegal						

StdId: S1AS5

Score: 17

StdId: S1A55	Score: 17	Genre			Register			Discourse semantics				Lexicogrammar	Graphology		
		Purpose	Staging	Phases	Field	Tenor	Mode	Lexis	Appraisal	Conjunction	Reference		Spelling	Punctuation	Presentation
		2	1	1	1	1	1	0	2	1	1	1	2	2	1
		<i>Description about yourself</i>													
Hello!															
My name is Firdian (pseudonym).		Identification													
I school at A1 Junior High School in 7 W.		greetings													
A1 Junior High School in Sumatera street no 42 Bandung.		introduction													
Bandung is city of flower.															
Bandung is very beautiful.		Description													
Bandung is capital of West java in Indonesia,		my school													
Many tourist come to Indonesia especially Bandung.		city													
My favourite subject in A1 Junior high school is english because English is very important and if we can talk english I can talk with everyone and another country.															
My inspirator is Henry Ford.		my favourite subject													
Henry ford born on July 30, 1873 Town ship Michigan.		my favourite figure													
He make a first car in the world.															
He make a car in 1912.															
He death on April, 7 April 1947 Dearborn, Michigan.															
My inspiring words from the car maker.		my favourite quote													
the car maker is Henry Ford.															
He say "Failure is opportunity to begin more intelligently" in Indonesia is "kegagalan adalah kesempatan memulai lagi dengan Why that my inspiring words?															
Because I want to be success man.															
My hope is be a professor like my uncle.		my hope													
His name Dedy Mulyana.															
he be lecturer in UNPAD, ITB,															
he like abroad, like USA,															
Netherlands, Japan, U.K., Australia, Singapore and many more.															
I want to be like him.															
be a smart man, useful for families, homeland, and nation.															
I want to become the smartest people in Indonesia, even in the world.															

Score: 36	3	2	2	3	3	2	3	2	3	2	3	2		
Aceros everetti	Descriptive			extensive	objective	written	highly technical	appropriately	logically		use of grammatical	mostly	mostly accurate	eligible
Aceros everetti is the scientific name of the Sumba Hornbill.	Report about endangered bird	Classification		use technical terms			Aceros everetti, the Sumba	used for a factual text		sequenced	metaphor	accurate		handwriting & use of image
Aceros is the genus and everetti is the species.							genus, species			participants well-introduced &				
The Sumba Hornbill Indonesian name is Julang Sumba.							Julang sumba							
The length of the Sumba Hornbill is approximately 70 cm.		Description	appearance				the length	approximately			The length of the Sumba Hornbill			
Mostly the plumage of the bird is black.							the plumage	mostly						
The voice of the Sumba Hornbill can be described in various ways as the raucous tones of repetitive beats two short tones, like “erm-err” and “kokokokokokokoko”.			voice				voice, tones, repetitive beats	can be described, various ways, raucous tones			*raucous tones of repetitive beats of two short tones			
The female and the male have differences, on the neck and the head.			male female appearance				male, female, neck, head				the male and female have differences			
The female’s head and neck are black, but the male has rust-red head and neck.							head, neck							
The Sumba Hornbill can live individually, in pair, and in group with up to 15 birds, with a big group of up to 70 birds, it lives in trees.			behaviour					can live						
It usually lives in the canopy , and sometimes under the canopy.							in the canopy, under the canopy	sometimes						
They can also seen when flying over at fruit trees and flying over former forest areas.							former forest areas	can also be seen			*they can also be seen			
The Sumba Hornbill is endemic in Sumba, East Nusa Tenggara.			habitat				East Nusa Tenggara							
It can be found in primary forests and green secondary forests.							secondary forests	can be found						

Appendix K: Samples of students' individual construction – Class 1

The Javan Hawk-eagle

In Indonesia, the Javan Hawk-eagle is called "Elang Jawa". The scientific name is *Nisaetus bartelsi*. "Nisaetus" is the genus, and "bartelsi" is the species. ✓

The Javan Hawk-eagle has a noticeable crest. The crown and the moustache line are black.

The species has a blackish bill, yellow feet, and brown tail with black stripes. ✓

The young has grey-blue iris. Its head and underparts are reddish dark yellow. The adult has gold yellow iris. The throat is white with black stripes in the middle, and the nape is chestnut brown. The plumage and the iris change between the young and the adult. ✓

We can find the Javan Hawk-eagle in hilly forest and highlands. It is endemic in Java. It is usually found in Meru Betiri, East Java.

The Javan Hawk-eagle can be found in hilly forests and highlands.

Hilly forest and highlands are where the Javan Hawk-eagle can be found.

75



10

Name
Class
No

No. _____

Date: _____

Malurus coronatus coronatus

Malurus coronatus coronatus's English name is the Purple-crowned Fairy-wren. It is from two Greek words "malocos" and "Eura" which mean soft tail feathers. Malurus is the genus. Coronatus is the species and the subspecies. It comes from a Latin word which means crown. It refers to the male's Purple crown.

The Purple-crowned Fairy-wren is 15cm in length which is dominated by tail. The male only keeps his lilac crown during the breeding season. The female is like the non-breeding male. It is the largest and most robust Fairy-wren. The non-breeding male also has large chestnut ear coverts, but they are not as bright as the female's. His crown is greyer than the female. The female has large chestnut ear coverts.

The species it usually lives in dense vegetation, such as pandanus cane grass and mangroves which protects the species from predators. The species lives in each side of permanent rivers between 5 and 10 metres. It prefers to inhabit well developed ~~mid~~ mid-story shrubs under eucalyptus and melaleuca trees.

Appendix L: Samples of students' individual construction – Class 2

No. _____

Date: _____

Kamis

tgl: 17 Oktober 2013

The Javan Hawk-eagle

The Javan Hawk-eagle scientific name is *Nisaetus bartelsi*.

The genus is *Nisaetus*, the species is *bartelsi*. Elang Jawa
is called of the Javan Hawk-eagle's ~~the~~ Indonesian name

60 cm is long of the Javan Hawk-eagle's ^{size} Elang Jawa

~~dark~~ has a noticeable crest. Black is the color of its crown, moustache
~~dark~~ line and crest. Elang Jawa has a beak blackish, and cere is
~~dark~~ dark.

Between the young and the adult ^{can} change the iris and the

plumage. The young has reddish dark yellow head and

underparts and grey blue iris. Golden yellow iris its

the adult. Chestnut brown is the color of ^{the} headside

and nape. Also it has dark brown back and wings.

Hilly forests and highlands it inhabits of the Javan

Hawk-eagle's. Java is the endemic area. Meru Beliri, etc.

Java is the local distribution of the Javan Hawk-
eagle's



Date: _____

<input type="checkbox"/>	
<input type="checkbox"/>	Ninox 105
<input type="checkbox"/>	
<input type="checkbox"/>	In Indonesia, Ninox 105 is called Punggok minahasa.
<input type="checkbox"/>	the scientific name of The Cinnabar Hawk-owl is Ninox 105.
<input type="checkbox"/>	the genus is Ninox, the species is 105.
<input type="checkbox"/>	It's also called The Cinnabar Boobook.
<input type="checkbox"/>	
<input type="checkbox"/>	Ninox 105 has a small size with more or less 22 cm.
<input type="checkbox"/>	Punggok minahasa has brightly coloured and the colour is
<input type="checkbox"/>	reddish chestnut brown. the colour of its feather shafts, its
<input type="checkbox"/>	underparts, and its scapulars are whitish, but only the
<input type="checkbox"/>	scapulars have a spots. the lower body is dark scalloping and
<input type="checkbox"/>	feathers on the tail are dark thin bars. Ninox 105 doesn't
<input type="checkbox"/>	have any facial pattern. and, there is no information
<input type="checkbox"/>	about the voice and the behavior.
<input type="checkbox"/>	
<input type="checkbox"/>	montane forests is the place Ninox 105 lives in. Sulawesi is
<input type="checkbox"/>	the endemic. The National Park Bogani Nani Wartobone and
<input type="checkbox"/>	Mount Ambang, North Sulawesi, are the local distribution.
<input type="checkbox"/>	
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Malurus coronatus coronatus

The scientific name of the Purple crowned Fairy-wren is Malurus coronatus coronatus. genus is the Malurus. It is from two Greek words "Makros" and "oura" which mean soft tail feathers. Coronatus is the name of the species and the sub-species coronatus which is from a Latin word. It refers to the male's purple crown.

15 cm is size of the Purple crowned Fairy-wren which largest and the most robust Fairy-wren. the back is warm brown, and beneath is white. the tail is upright long. and dark.

There are the male variations among. the female non-breeding, and juvenile. the male only shows his lilac crown during breeding season. the female has large chestnut. Her crown is also greyer than the ~~adult~~ female. the juvenile looks like the Adult female and the non-breeding male, but its tail is longer and more noticeable.



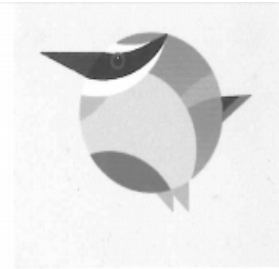
KIKY

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Appendix M: Samples of students' post-texts

THE FAIRY PITTA

BY KAPPA MASHA Z. (VMP-012)



In Indonesia, the Fairy Pitta is called Paok Bidadari. This bird's scientific name is *Pitta nympha*. *Pitta* is the genus, and *nympha* is the species.



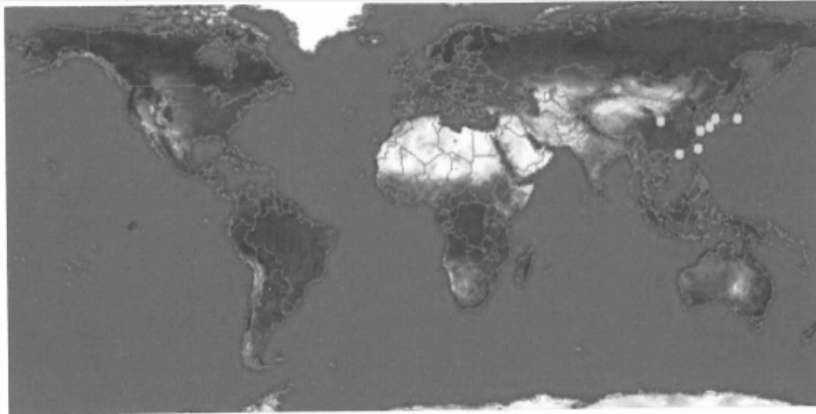
The Fairy Pitta is a colourful bird with 20 cm in length. There is another bird which has some similarities and looks like the Fairy Pitta. It is Paok Hujan. However, they both have differences. The underparts of the Fairy Pitta are greyer and paler than Paok Hujan. The Fairy Pitta also has blue sky spotted wings and back. Its bill and feet are blackish. The iris of this bird is brown. Its voice and habit are like Paok Hujan.



The Fairy Pitta ↗



↖ Paok Hujan



This bird breeds in Japan, Korea, and East China. In the winter, it migrates to the south, until South China, Indochina, and Kalimantan. The migration is from October until March.



The Fairy Pitta inhabits lowland forests.

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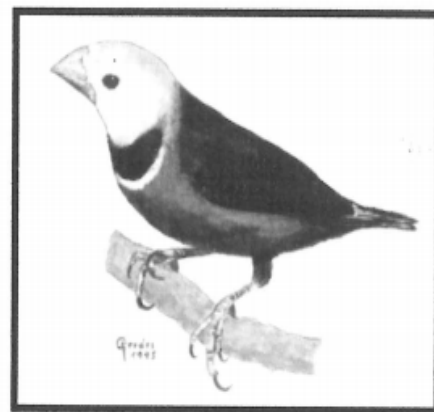
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Grey-banded Munia

The scientific name of Grey-banded Munia is *Lonchura vana*. *Lonchura* is the genus and *vana* is the species. In Indonesian, it is called Bondol arfak.

The Grey-banded Mannikin is approximately 10 cm long. This species is a grey pale-headed munia with brownish-grey breast, narrow and grey lower breast-band, rufous-brown belly, dark brown mantle and wings, and pale yellow rump and tail. The voice of Grey-banded Munia is "ts ts ts..".

Montane pastures are the place where can be seen the Grey-banded Munia. The bird is endemic in Papua, Indonesian. The Anggi Gigi, Tamrau Mountains and Arfak Mountains is the Grey-banded Munia local distribution.



The Javan Scops-owl



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Image :

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wBw)

Information :

<http://www.burung.org/Database-burung/otus-angelinae.html>

The scientific name of the Javan Scops-owl is *Otus angelinae*. *Otus* is the genus and *angelinae* is the species. In Indonesian, it is called Celepuk jawa.

The Javan Scops-owl has a small size with 20 cm long. It is dark coloured. Some parts have different colours. In all over upperparts are grayish brown and patches of black spot. In all over lowerparts are ribbed and streaked with black on the chest. On belly, it is whitish. It is gold yellow on its iris, a yellow beak, and also dull yellow feet.

This species has variations in voice. The young bird when practicing for flying makes "tch-tschesch" repeated voice every 6 seconds. Different from the young, the adult bird is very seldom to be heard.

This bird is endemic in Java. It can be found at various places in Java, for example mount Salak, mount Pangrango, mount Tangkuban perahu and Ijen highlands. It lives in 1.500 m until 2.500 m height.

Angsa - batu christmas

The English name of Angsa - batu christmas is Abbott's Booby. The scientific name of Angsa - batu christmas is *Papasula abbotti*. The genus is *papasula*, and the species is *abbotti*.

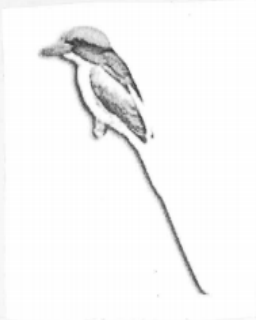
The size of Angsa - batu christmas is 71 cm. The colour is black and white. The wings and the tail on the top are black. But at the bottom of the wing is white except for the black edges. The skin around the eyes has no feathers, its colours are black and blue. Others feathers are white with a few black spots on the sides of the hull and tunding. The female beak of a pink colours. The young look like adult but beak colour is grey. The iris colour is brown. The male beak colour grey blueish or female a pink colours. The beak is black edges for kid. The leg colours is grey.

The Angsa - batu christmas not voice while at sea.

Local distribution of Angsa - batu christmas is marine waters seram, Banda and arafura, of the coast of sumatra and java south west part of southwestern.

Habitat of Angsa - batu christmas is of shore waters.

In Indonesian Kofiau Paradise-king Fisher is cerakak -Pita Kofiau. The scientific name of the Kofiau Paradise-king Fisher is *Tanysiptera ellioti*. The genus is *Tanysiptera*. The species is *ellioti*.



The size of the Kofiau Paradise-king Fisher is 33-43 cm. The color crown is blue bright. Very long central tail feathers but edges are not shaped spatula.

Vibrating soft melodious whistle series of fast sound, louder higher, pitched. Sound that is often ignored is the single whistle, slow, sad, decline or rising tone for 2 seconds.

Endemic Kofiau island west Papua. The local distribution in low land forest and secondary. The habitat it's is primary and secondary forest low land.

Name : Jessica Ananda

class :

**Appendix N: Follow up L2 development: An additional report
from the teacher in Class 1**

Two weeks after the program was finished, the teacher of Class 1 contacted the researcher to inform her that the students involved in the program continued doing well in their new learning tasks, in fact better, compared to the performance of the students, who did not take part in the intervention program. The teacher sent seven samples of tasks from the 'intervention' and 'non-intervention' classes.

The learning task was to do with the curriculum unit of speaking. In the task, students worked in pairs to create a dialogue about any topics which included several expressions of giving opinions such as I think so, in my opinion, I agree, etc. These expressions were not taught by using the genre-based approach since it was considered to do with speaking practice, not writing.

The sample of the dialogue texts demonstrates interesting differences to the extent of choices of topic and dialogue organisation. From all the dialogue texts, the topic reflects students' everyday life. The dialogue texts from Class 1, for example, are to do with discussing the upcoming physics test and planning a birthday party. From the 'non-intervention' class, the topics involve exchanging opinions about video games and a movie. The dialogue texts from the 'intervention' class are better organised than those from the 'non-intervention' class.

In dialogue 1, where the students talk about the physics test, Dina starts the conversation by asking whether there will be a test for tomorrow. Manda reminds her about the physics test. They then start to discuss some physics formulas where this mainly involves Dina asking Manda to teach her. The dialogue flows from one formula to another, then to a personal question whether she could do the physics test.

Dialogue 1 – Class 1

The Physics Test

- Dina Hi Manda. Is there any test for tomorrow?
- Maya Tomorrow we're going to have a physics test.
- Dina Physics? It is about velocity?
- Maya Yes it is. About velocity and don't forget the formula.
- Dina I still don't get it. Can you teach me? Please.

Maya Of course! You just have to remember the delta formula.

Dina Velocity is distance divided by time.

Maya Yup! You're right. What smart girl!

Dina Ah. Not really but thank you.

Maya Any time. Don't worry I think it's easy enough. At least you understand to concept.

Dina I know right. By the way. Manda, may I ask you? I don't really understand how to find distance and time.

Maya To find distance, you have to multiplay velocity with time to find time. You have to divide distance with velocity.

Dina Owh. I got it now. Thanks Manda!

Maya Any time, Dita! And would you mind if I draw the delta, so you can remember the formula, well?

Dina Yes please. Manda!

Maya Here (gives Dita a note) learn it right okey?

Dina Sure, I will. Thanks again and may I ask you again?

Maya What is it?

Dina Do you think I will pass the test?

Maya I think so, just study more and more, you can pass the test.

In dialogue 2, Nadya and Anna are two good friends who are planning for Nadya's party. The dialogue is organised through the setting of the school and Nadya's house. At school, Nadya talks about her plan for the birthday, and this begins with her reminding Anna about her birthday. There is a twist in that Anna forgets her friend's birthday, followed by Anna giving suggestions for the party. In the birthday's party, Nadya talks about her celebrating her newborn sister. The dialogue is closed by Anna giving her a birthday present as a surprise.

Dialogue 2 – Class 2

Nadya's Birthday Party

At school.

Nadya Hello Anna. What are you doing?

Anna Hello Nadya, I am reading.

Nadya Do you know today is first November?

Anna Oh yes, what happen of the first November?

Nadya Don't you remember?

Anna Remember about what?

Nadya The first of Novermber is my birthday.

Anna Oh yes, I'm sorry I forget your birthday.

Nadya It's OK Anna.

Anna Happy birthday Nadya, wish you all the best!

Nadya Thank you Anna.

Anna Your welcome Nadya.

Nadya Anna I will celebrate my birthday party. Would you come to my birthday party?

Anna Yes, I will

Nadya Would you help me to invite our classmates to come to my birthday party?

Anna Sure, when will the party be hold?

Nadya What do you think if the party is hold at 05.00 a.m.

Anna I don't think so, because we finish school at 02.00 a.m. and we can't prepare well to come to your birthday party.

Nadya What is your opinion?

Anna In my opinion the party must be hold tomorrow.

Nadya OK, don't forget to invite our classmates to come to my birthday party tomorrow in my house.

At Nadya's birthday party

Nadya Anna can I get you something to drink?

Anna That's very kind of you.

Nadya Do you want a slice of cake?

Anna Yes, please.

Nadya OK I'll take it. Anna besides to celebrate my birthday, we also celebrate our new litle sister.

Anna Congratulations!

Nadya Thank you Annisa.

Anna Nadya, before I go home I want to give you something.

Nadya Here it is.

Anna May I open this present?

Nadya Yes, of course.

Anna Wow, I like the present. Thank you Anna. You are my best friend.

Dialogues 1 and 2 are well-organised, having a good flow of conversation.

Dialogue 1 involves the field of physics by involving a method of applying formula which organises the flow of the conversation. Dialogue 2 has two different settings indicating the different time and place to develop the talk, each is infused with a twist such as forgetting the birthday and a birthday gift surprise, as if resembling a narrative. Those dialogues are interesting as well as showing the use of “expressions for giving opinions” as required by the teacher.

In Dialogue 3 and 4, expressions for giving the opinions are used, but dialogue is not organised as well as Dialogues 1 and 2. In Dialogue 3, Anne and Prita talk about the movie that they recently watched. They basically exchange a review of the movie by evaluating the characters and the plot of the movie. The dialogue is organised in a quite simple fashion by greetings, exchanging opinions, and bidding farewell as if it attempts to resemble a small chat. The evaluation in the text is, however, rather awkward because of the use of expressions.

Dialogue 3 – ‘non-intervention’ class

Watching ‘Despicable Me’

Anne Hi, Prita! How are you?

Prita Hi Anna! I’m fine. How about you?

Anne I’m fine thank’s. have you ever watched ‘Despicable Me’?

Prita Yes, sure. What do you think about the film?

Anne I think that is so funny. I almost always laughed when I watched that film.

Prita Which part of that film that make you laugh?

Anne I think the funniest part is when the minion is buying toy for Agnes. Because Dave wearing girls clothes. What about you?

Prita I laughed when the minion say ‘bottom’

Anne Oh, I see. I think so, that’s so funny.

Prita Do you think Gru is cute?

Anne I don’t think so. He is frightened.

Prita What do you think about Lucy?

Anne She is great when she solve the problem.

Prita Yeah the minions and Agnes are very cure, right?

Anne Yes, it really is. I love watch Despicable Me.

Prita That's right, Prita, I have to go now. Goodbye.

Anne Oh, ok. Goodbye see you.

In Dialogue 4, Rendi and Sandi discuss different kinds of video games. The use of evaluative language is clear to express their opinions. The organisation, however, is a bit awkward in that it sometimes the transition between exchange is not flowing, for example by offering to install the video game, or asking whether Rendi has a question for Sandi. It is somewhat organised to simply use the expressions for giving opinions.

Dialogue 4 – ‘non-intervention’ class

Video games

Rendi Hi Sandi, I need your opinion about something.

Sandi Sure, about what?

Rendi What do you think of Call Duty Black Ops 2?

Sandi I think the game is exciting and thrilling and the graphic is very high quality.

Rendi Do you ever play the game yet.

Sandi Do you want me to install it for you?

Rendi No thanks, because my laptop isn't compatible for the game.

Sandi Oh, ok. Do you have any questions for me?

Rendi Yes I have. Do you know about Sleeping Dogs?

Sandi Yes, I know the game.

Rendi What do you think about it?

Sandi I think the game is similar to Grand Theft Auto, but Sleeping Dogs have much more objectives than Grand Theft Auto.

Rendi Do you ever play the game?

Sandi Yes I have, but not in Laptop, I paly it on Xbox.

Rendi Do you want the Sleeping Dogs CD?

Sandi No thanks, I already play it on Xbox.

Rendi Okay. Do you think World Rally Racing is better than Dirt 3?

Sandi No, because World Rally Racing graphic isn't better than Dirst
3 and Dirt 3 challenge is more exciting than World Rally Racing
because World Rally Racing challenge is only driving as fast as
you could.

Rendi Yeah I agree with you.

Sandi Ok, I have to go home now because my mom is already arrive.

Rendi See you tomorrow at school.

Sandi Ok, tomorrow we will FIFA together.

The text organisation and topic are part of the focus in the intervention program. The Dialogue 1 and 2 reflect better organisation of text structure and topic. This may indicate that the learning skills the students in Class 1 have learned from the program are their resources to learn other kinds of lesson units in English as far as the data are concerned. This strengthens the fact that the use of KAL particularly in stages and phases, as some students said in the interviews, helped them to know what they read and prepare for their writing.