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Exploring the Classroom Practice of Productive Pedagogies of the Malaysian Secondary School Geography Teacher

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Abstract

The productive pedagogies as a framework to enhance teaching and learning outcomes were developed by Lingard et al. (2001) consisted of four main dimensions – intellectual quality, connectedness, supportive classroom environment, and working with and valuing differences. This study is to investigate the productive pedagogical practices among geography teachers in the selected Malaysian secondary schools. The objective is to develop a framework of productive pedagogies that might enhance the quality of teaching in the classroom. A fundamental element of this study is its emphasis on classroom practices through the application of an observation technique that incorporate the standards of authentic. This exploratory study employed the qualitative approach and conducted a series of video recording on teaching and learning processes in the classroom of nine teachers. The observation checklist was used to collect the data for this study. The data was analyzed and the results of the analysis showed that the competency level is

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under par excellent from the established criteria of the productive pedagogies practices.

Keywords: pedagogies, pedagogical practice, productive pedagogies, geography teacher, classroom practice

Introduction

Pedagogy is the fundamental aspect of teachers' professional knowledge, identities and practices which give the most significant impact to the students' learning outcomes. It is closely related to the transmission of knowledge and can be linked to the schooling process (Bernstein, 1996). The effectiveness of knowledge transmission and dissemination through instructions or teaching strategies (pedagogy) is important in order to attain the maximum learning outcomes in overall aspects of education (Firestone, 1991). In this sense, teachers and their classroom practices are one of the important factors for ensuring the productive educational outcomes, especially in relation to school performance and educational quality. Coleman, Campbell, Hobson, McPartland, Mood, Weinfeld and York (1966) noted that pedagogies are the most significant element of schooling that has an influence on students' learning outcomes. In Malaysian context, research found that the teachers' pedagogical practices in classroom are one of the factors that affect student's performance (Aminah, Hazri, Halim, Maznah and Farouk, 2004). Therefore, teachers are the most significant actors at the classroom level and carried out the important task of educating the younger generation. Furthermore, teacher quality had long been recognized as having a great influence on student achievement (Ackerman, Heafner & Bartz, 2006; Darling-Hammond, 1999; George & Kaplan, 1998).

School become among the important place and plays a significant role to achieve the aim of the quality education as well as in developing human capital of the nation. In view of that, teaching and learning need to address complexities, uncertainties and changing understanding to live in the future (Lingard, Hayes, Mills & Christie, 2003). In addition, pedagogical practices in school need to take into account the complexities of Malaysian society and different educational environments. As one of the subject at the secondary school level, geography might be one of the catalysts to enhance student understanding of the complexity and the dynamics of cultures, societies and economies (Royal Geographical Society, no date). Apart from the syllabus, the role of teachers in teaching and learning process is also important. Hence, the effectiveness and the quality of geography teacher's pedagogical practices, is important aspect to be ensured and sustain in order to make geography interesting for students. According to Morgan and Lambert (2005), we need to design the geography lessons that stimulate the relevant, worthwhile and enjoyable

learning. However, research found that geography teachers were still using traditional didactic methods in their classroom (Mohammad Zohir Ahmad, 2009; Periasamy, 2004).

Research examining the productive pedagogical practices among geography teachers has yet to be done in Malaysian context. Thus, this study will add value to knowledge and theory construction related to the dimensions of productive pedagogy in the classroom especially its implementation in the classroom by Geography teachers. The central intention of this paper is to present the preliminary findings of productive pedagogies practices based on the observation on the teaching and learning processes of nine geography teachers in selected secondary schools.

The Brief Concept of Productive Pedagogies and the Need in Teaching and Learning Geography

The notion of productive pedagogies emerged from the School Reform Longitudinal Study (SRLS) being conducted in Queensland Schools (1998-2000). This concept is a key plan for the teachers' professional development which focuses on classroom practices whilst foregrounding persistent equity concerns of education in Australia (Lingard, Ladwig, Mills, Bahr, Chant, Warry, Ailwood, Capeness, Christie, Gore, Hayes & Luke, 2001). Part of the appeal of productive pedagogies is their potential for renewing a focus gender, ethnic and socio-economic class as markers of educational achievement, by contributing to the approach to deal with new student identities, economies and workplaces, technologies, diverse communities and complex culture (Education Queensland, 2000, p. 2). This situation suits the complexities of rapid changing Malaysian society and educational environment. Dealing with pedagogical practices in Malaysian school also need to meet the changing scenario in economic, social and technologies and market demands towards educational outcomes (Kementerian Pelajaran Malaysia, 2006). Hence, as geography is the subject that help future citizens to think sanely about political and social problems by train them to imagine accurately the condition of the great world stage (Lidstone & Stoltman, 2007), pedagogical practices in Malaysian school geography classroom for achieving quality, equity, democratization, competencies and values in developing human capital should be given attention.

The productive pedagogies as a framework to enhance teaching and learning outcomes were developed by Lingard et al. (2001) and consisted of twenty pedagogies that have been broken down into four main dimensions – intellectual quality, connectedness, supportive classroom environment, and working with and valuing differences as shown in Table 1. Intellectual quality is integral dimension in teaching and learning process. Previous studies indicate that high intellectual quality

classroom help students to perform well academically (Boaler, 1997; Hayes et al., 2006; Oakes, Gamoran & Page, 1992). Connectedness attempt to connect students' lives with schooling (curriculum and content) or school studies to be more 'relevant' that will provide them with more meaningful experiences. The supportive classroom dimension is needed to support high intellectual quality and connectedness to ensure that students are able to achieve the learning objectives. In addition, Hayes et al. (2006) assert that teachers should give more emphasis and need to recognize the diversity exists among students with different cultural backgrounds and beliefs in order to achieve better outcomes.

Table 1.
Productive pedagogy dimensions, items and key questions addressed

Intellectual quality	
Higher order thinking	Are students using higher-order thinking operations within a critical framework?
Deep knowledge	Does the lesson cover operational fields in any depth, detail or level of specificity?
Deep understanding	Do the work and responses of the students demonstrate a deep understanding of concepts or ideas?
Substantive conversation	Does classroom talk lead to sustained conversational dialogue between students, and between teacher and students, to create or negotiate understanding of subject matter?
Knowledge problematic	Are students critically examining texts, ideas and knowledge?
Metalanguage	Are aspects of language, grammar and technical vocabulary being given prominence?
Connectedness	
Knowledge integration	Does the lesson integrate a range of subject areas?
Background knowledge	Are links with students' background knowledge made explicit?
Connectedness to the world	Is the lesson, activity or task connected to competencies or concerns beyond the classroom?
Problem based curriculum	Is there a focus on identifying and solving intellectual and/or real-world problems?
Supportive classroom environment	
Student direction	Do students determine specific activities or outcomes of the lesson?

Social support	Is the classroom characterized by an atmosphere of mutual respect and support between teacher and students, and among students?
Academic engagement	Are students engaged and on-task during the lesson?
Explicit quality performance criteria	Are the criteria for judging the range of student performance made explicit?
Self-regulation	Is the direction of student behavior implicit and self-regulatory?
Recognition of difference	
Cultural knowledge	Are non-dominant cultures valued?
Inclusivity	Are deliberate attempts made to ensure that students from diverse backgrounds are actively engaged in learning?
Narrative	Is the style of teaching principally narrative or is it expository?
Group identity	Does the teaching build a sense of community and identity?
Active citizenship	Are attempts made to encourage active citizenship within the classroom?

Source: The State of Queensland (Department of Education, 2002)

Research had shown that there were positive correlation between intellectual quality, supportive classroom pedagogies and connectedness; and students' academic performance while students' social performance was heavily correlated with connectedness, followed by recognition of difference and supportive classroom environment (Lingard et al., 2003a).

Malaysian School Geography Syllabus

Malaysia has a 6-3-2-2 system of education, comprising six years of primary education, three years of lower and two years of upper secondary education, followed by another two years of post-secondary education (Ahmad Mohamad Sharif & Kong Meow San, 2001). The curriculum is centralized and coordinated by the Curriculum Development Division (CDD), Ministry of Education. The CDD designs the syllabus and the Description of the Syllabus for all school subjects (including Geography) for the preschool, primary and secondary schools. The elements of geography are introduced at the primary schools (Year 4 to 6) through a subject known as 'Local Studies'. Local Studies is the social studies based that combine Geography and History elements. The Geography syllabus at the

Secondary Level was formulated based on three sections; (A) Geography Skills, (B) Human And Physical Geography, and (C) Local Study. In the first section, the students will learn about location, direction, scale and distance, graphs, cart, figure, photo, maps, relief, cross section and topographic maps interpretation. The second section covers the Physical Geography and Human Geography based on eight main themes; i.e. the Physical Feature and its Potential; Weather and Climate and its Influence; Natural Vegetation and Wildlife; the Dynamics of Population; Settlement and its Development; Transportation and Communication; Resources; and Economic Activities. Each theme contains specific topics. The third section is the Local Study that requires students to conduct a fieldwork in selected areas that are related with the theme being studied and current geographical issues (Kementerian Pelajaran Malaysia, 2000). At the lower secondary (Form 1-3), geography (allocated 120 minutes per week) is a compulsory subject, while at the upper secondary (Form 4 and Form 5), it is an elective subject.

Meanwhile at the post-secondary level (Form Six – Lower and Upper - also known as pre-university level), geography is offered as an optional subject out of 23 subjects and the students can only enrolled a maximum of 5 subjects. The syllabus is developed and coordinated by the Malaysian Examination Council which is based on four core components of Geography: the physical environment as man's habitat; man and their activities in the habitat; the dynamics, uniqueness and universality of man's habitat; and, the geographical skills for gathering, analyzing, interpreting, explaining, presenting and synthesizing information and data (Zaharah Mahmud, 1996). This curriculum also stresses on the dynamics of human relationship and interaction with its natural environment. It comprises of two main sections namely (A) the physical environment (160 minutes per week) and (B) the human environment (160 minutes per week).

Research Method

This study employed the qualitative research approach and the data is collected through the video tape recording technique of teaching and learning processes in the classroom of nine geography teachers from nine secondary schools in the northern state of Malaysia in 2010. In qualitative methods, there are no rules about the size of the sample (Gay, 1996; Patton, 2002; Polit & Beck, 2008). The sample size depends on the point to be raised, the purpose of research, useful things, and things to do with the time and resources available. But according to Smith (2004) in qualitative research, the sample must be small to allow detailed investigation.

The schools were selected randomly. One geography teacher from each school who teach either Form 1 or Form 2 was selected randomly and gets their consent to

video recording their teaching session. In Malaysia, Form 3 and Form 5 classes were the 'examination classes' that are not allowed to be involved in any research by the Educational Planning, Research and Development Division (EPRD), Ministry of Education. However, most of schools did not offer geography for upper secondary.

We employed video-recordings to capture rich behavior and complex interactions moment-by-moment, subtle nuances in speech and non-verbal behavior (Martin, 1999) and it allows investigators to re-examine data again and again (Clement, 2000) as frequently as necessary and in flexible ways such as "real time, slow motion, frame by frame, forward, backward," and attend to their different features (Bottorff, 1994). Thus it will reduce the possibility of premature inferences and conclusions (Erickson, 1992).

In making video recordings, the researchers acted as non-participant observer that is a person who record but did not participate (Creswell, 2002; Gay & Airasian, 2003). Despite possible changes in behavior in the presence of video cameras and can affect the validity of the video recording, the change will be reduced when the respondents are familiar with observers using a video camera, an becoming less threatened and confidence to the researcher (Morse & Field, 1995). Therefore, we spent time to meet with the respondent during the first visit and before each recording sessions. In this study, each teacher is recorded for three times and this is considered to meet the purpose of multiple observations (Medley & Mitzel, 1963) and reached the theoretical saturation (Adler & Adler, 1994).

All video recordings were transcribed by the researchers. The video and transcript were viewed again by the first author. The process of watching (the video) are sometimes made simultaneously by reading the transcript, and sometimes made separately. A sequence of seven interacting, non-linear phases of Powell et al. (2003) model was used to analyze the video data that is: (a) viewing attentively the video data; (b) describing the video data; (c) identifying critical events; (d) transcribing; (e) coding; (f) constructing storyline; and (g) composing narrative. While watching the recording, the researcher made notes, looking for ideas or themes raised based on the rubrics of each dimension of productive pedagogies as in Table 1.

Findings and Discussion

This section presents the finding of the video recording observation which is carried out to capture the teachers' practices in classroom. The teachers' pedagogical practices were categorized according to four dimensions of productive pedagogies

which are: (A) intellectual quality, (B) connectedness, (C) supportive classroom environment and (D) recognition of difference.

Intellectual Quality

The first dimension, the intellectual quality consists of six elements which are higher order thinking, deep knowledge, deep understanding, substantive conversation, knowledge as problematic and metalanguage. From the observation, it showed that the students are less involved with higher order thinking skills where most of the geography teachers did not encourage the students to think deeper and involve actively during the teaching and learning process. They either receive, or recite, or participate in routine practice in the classroom.

> *-"...So nowadays we can see people has make a bit of... change which occurs to the weather and cli.... mate... (Continued by students). The short/limited distance when it is hazy, especially when you look into your textbook, on what year did the worst haze occurs in Malaysia?...*
> *1994 (answered by student). (T4, V1)*

Teacher asked lower-level question to the students.

> *-Teacher, "... give me two factors that helped the early settlements in the world? Students answered "... near the river... which provides food." (T2, V2)*
> *-Teacher, "What is the function of the ozone up there? Students answered, "To protect the earth from the ultraviolet rays." (T3, V3)*

At most of the time, students only receive information passively like listening lecture from the teacher. ((T1, V1), (T1, V2), (T2, V2), (T2, V3), (T3, V1), (T3, V2), (T3, V3), (T4,V1), (T5,V1),(T6,V2), (T8, V1))

Besides, for most of the lessons, it could be said that the knowledge is treated unevenly during the instruction where sometimes the knowledge is presented very deeply in the lesson and focusing on a significant topic but for the rest of the time, the deep knowledge of something is countered by superficial understanding of other knowledge where the focus is not sustained.

Sometimes, the teacher gives explanation in detail about the lesson's content.

> *-"The early settlements in the world starts at the river mouth or estuary ... Euphrates... Tigris River Basin, Mesopotamia...then followed by the civilization of Mesopotamia... During the civilization of Mesopotamia such as Tigris River Basin...the early settlement existed. Then... Nil River*

Basin, the civilization of Egypt. Repeat after me, Nil River.. The civilization of?.... Egypt (students answered).There was early settlement at that place. Then Indus River Basin, the civilization of Indus. Followed by Hwang He River Basin the civilization of Hwang He. OK, those are few of the early settlements …near the river valley." (T2, V2)

However, for Teacher 6, most of the lesson's content knowledge is very thin because it does not deal with significant topics or ideas. Teacher only explains through handout notes which have been distributed to the students. (T6, V2)

Furthermore, almost all of the students demonstrated understanding involving the coverage of simple information which they are to remember and being able to provide feedbacks to the teacher, but they did not do much reasoning, explanations and arguments that showed their level of understanding pertaining to the lesson's content.

Students can give feedback to teacher's questions regarding to the information that is short and easy to memorize.

- *Teacher, "How many migrations are there?" students answered, "Two…" (T1, V2)*
- *Teacher, "... usually the land which is fertile for farming… … for being cultivated. Like what crop/ plant? Students answered, "Paddy..." (T2, V2)*
- *Teacher, "…the population expands, the town developed… why is that?" Students answered, "Job market…" (T2, V3)*
- *Teacher, "Have you ever seen haze? How does it look like when it is hazy?"*

Students answered, "Foggy…" (T3, V2)

In the conversation, there were no productive and intellectual discussions going on during the teaching and learning process. It was more to lecture based the teacher-centered learning where there were very limited two-way interactions between the teachers and the students. Students only answered a word or two of teacher's questions. (T6, V2)

-Teacher, "Look there, at Taman Harapan, any changes in the landscape? What are the changes that took into place? Students answered, "House." Teacher asked, "…Any development at your places? What are those? Facilities? Public amenities? Infrastructure? Students answered, "Transportation…"

-Teacher, "What kind of transportation? Hha.. Bus transportation…back then you used to see those mini city liner bus …no bus were available in the old days, but nowadays there a lot of buses. So the facilities provided increased…" (T2, V3)
- Teacher, "What happens when the sea level increased? Students answered "Flood." Teacher, "…Floods occurs... and ….when there is heavy downpour on the....land (answered by the students)

Teacher asked a question, "who did this.. Who did this? Students answered, "Human kind." (T4, V1)

Moreover, there was no presentation of knowledge as problematic observed. All knowledge was presented in an uncritical manner where there was no argumentative discussion on information between students and teachers which proving that the students accepted almost all information given by the teacher instantly.

- *Teacher, "...What is the importance of transportation?" students, "(various answers)…" Teacher, "The first and foremost it is important for what?... OK… to make it easier for us to move about, our mobility….am I correct?..." Students answered, "Correct…" (T1, V1)*

- *Teachers, "That's the cause of haze.. And like you said just now... open burning....if we ever burn something until it is done, can you still see the smoke?" Students answered "no..." (T4, V1)*

There is no intelligent argument debating on information itself between teacher and students. Teacher kept up a monologue to himself and read the content of the textbook to the students. (T5, V1)

For the metalanguage element, it was observed that most of the teachers were using low metalanguage instructions as at the most of the time, that indicates that teacher did not really taking into account or giving feedbacks towards the students' usage of language. The teacher proceeds through the lesson, without stopping and commenting on his/her own or students' use of language ((T4, V1), (T5, V1), (T6, V2), (T7, V1), (T8, V1), (T9, V1)). Only Teacher 3 stops and gave guidance on students' language usage once in a while during teaching and learning process.

- *Teacher, "If farming is made possible, then what do they do? Students answered, "Log". Teacher corrected student's language usage, "logging" (firmly)…*" (T3, V1)

These findings indicate that the level of intellectual quality in the geography classroom is found to be very low. The result supported the findings of a study conducted by Nor Asniza Ishak (2010) among secondary school Science teachers.

Connectedness

The second dimension, connectedness consists of four elements such as background knowledge, knowledge integration, connectedness to the world and problem-based curriculum. For background knowledge, most of the lessons were observed to not making any reference to students' background knowledge either to students' community or their cultural knowledge. Teacher begins the lesson by giving examples from current issues.

> *- Teacher, "How's the weather today? Students answered," It's rainy..". Teacher, "Well then, does your father go to work when it's rainy? Students answered, "No…." Teacher, "The weather does influence people's activity especially work....Your father's job.. Your fathers are fishermen, aren't they? So they can't go to... sea.. (answered by students).Look into the 10th Chapter shall we.. Which are the effects of weather and climate on people's activity? (Teacher writes the topic on the whiteboard). (T6, V2)*

However, there are some connections to out-of-school background knowledge. Teacher relates students' previous knowledge with today's lesson.

> *-"That day, we learnt about the people from..., Students answered "Desert." Another question by the teacher, "Ok, in another word which zone are they living in?" Students answered, "Hot zone." Teacher, "Ok, I'll repeat.. (drawing the circumference of earth and main horizontal lines which indicates main zones) Our world is categorized into three zones..." (T3, V1)*

Furthermore, in terms of knowledge integration, most of the content taught by the geography teachers was limited to the subject itself without linking the knowledge with other subjects' content ((T1, V1), (T1, V2), (T1, V3), (T2, V1), (T2, V2), (T2, V3), (T3, V1), (T3, V2), (T3, V3), (T4, V1), (T5, V1), (T6, V2), (T7, V1), (T8, V1), (T9, V1)).

As for the connectivity to the world, it was observed that some of the teachers did not try to connect the lessons' content and activities to anything beyond itself but there was a few who actually tried to relate the lesson with students' real world situation.

Teacher, "OK, next we move on to the early settlements in the world... OK, the first one is the civilization of the ancient Egypt at Nil River. Ok, if you want to see where this civilization of ancient Egypt is, you can refer to the text book. (T9, V1)

However, students recognize some connection between classroom knowledge and situations outside the classroom, but they do not explore the implications of these connections which remain abstract or hypothetical.

-Teacher, "Hha.. Because of open burning....as seen in villages, what are they doing in the paddy field? They are operating the machine, cutting the paddy... In the old days, the middleman did the work... The machine usage took the yield... Then to make things easier they...burn the hay. What happen after the burning process is done? The soot was released... Then carbon dioxide goes up to the atmosphere and become accumulated... Isn't it? Ok, that did not happened overnight right? The students answered, "No…." (T4, V1)

Moreover, all of the lessons were observed to be carried out using the traditional method which is by giving lectures and monologue rather than using the problem-based learning approach ((T1, V1), (T1, V2), (T2, V2), (T2, V3), (T3, V1), (T3, V2), (T3, V3), (T4, V1), (T5, V1), (T6, V2), (T7,V1), (T8, V1), (T9, V1)).

However, this finding is contradicted to the findings obtained by Nor Asniza Ishak (2010) and Dashwood (2005). Nor Asniza found that teachers seem to relate students' background knowledge and their real-world in their teaching. Meanwhile Dashwood (2005) observed that teachers made many successful attempts to relate student background knowledge and previously learned subject matter and experiences to a new learning situation.

Supportive Classroom Environment

The third dimension of productive pedagogies which is the supportive classroom environment is consists of five elements; student direction, social support, academic management, explicit quality performance criteria and self-regulation. From the observation, the students' activities in all of the lessons were decided by the teacher where the students could not choose their own direction of learning. Teacher determines students' activity during teaching and learning process such as listening to lectures, doing exercises in worksheets, quizzes, group discussion, and presentation activities ((T1, V1), (T1, V2), (T1, V3), (T2, V1), (T2, V2), (T2, V3), (T3, V1), (T3, V2), (T3, V3), (T4, V1), (T5, V1), (T6, V2), (T7,V1), (T8, V1), (T9, V1)).

Hence, in most of the lesson, there were very limited social supports given to the students where the teachers did not give enough moral support or encouragement to the students during the teaching and learning process which was supposed to be able to stimulate meaningful and active learning atmosphere in the classroom. ((T1, V1), (T1, V2), (T1, V3), (T2, V1), (T2, V2), (T2, V3), (T3, V1), (T3, V2), (T3, V3) (T4, V1), (T5, V1), (T6, V2), (T7, V1), (T8, V1)).

Besides, in terms of academic engagement, in some lessons, there were some students' involvement in the teaching and learning process but it caused no harm to their attentiveness while for the rest of it, the teaching and learning process occurred without any distractions ((T4,V1), (T5, V1), (T7, V1), (T8, V1), (T9, V1)).

Furthermore, there were some teachers who did not make any explicit statements of the expected learning outcomes and the quality of performance required of the students. Teacher only introduced the topic but didn't state it clearly the objective that is need to be achieved at the end of the lesson.

> *-"...We look at the settlements...history of the early settlements.. Look for what it means by early settlements. What is a settlement? It refers to ..." (T2, V2)*

However, some of them did state the learning outcomes at least once during the lessons.

> *-Teacher, "OK, when we talked about the hot weather, today we will discuss a topic about heat. The topic that we are going to discuss…in your textbook page 11…which is? What is it?". "Human influence on weather and climate". (Students answered in sync while referring to the textbooks). (T4, V1)*
>
> *-Teacher, "OK now ....regarding to our topic last week... Here are some papers clippings that I wanted to show you. You've seen this in the library (while showing a pamphlet about global warming... (T7, V1)*

Moreover, there were no teachers' talks which focused on the students' behaviors or movements and the lessons proceeded without much interruption. Teachers did not spend the period for controlling students' behavior ((T1, V1), (T1, V2), (T1, V3), (T2, V1), (T2, V2), (T2, V3), (T3, V1), (T3, V2), (T3, V3), (T4,V1), (T5, V1), (T6,V2), (T7, V1), (T8, V1), (T9, V1)).

The present study is contradicted to what has been found by Lingard et al. (2007) and Dashwood (2005). Teachers in Australia are found to create a supportive

classroom environment (Lingard et al., 2007). Based on his finding, Dashwood (2005) concluded that engaging students in the learning process was fundamental aspect for teachers in the classroom. They valued their student's contribution, and gave opportunities for students to give some direction to a lesson, established good relationship with their students and humor. Meanwhile, Nor Asniza Ishak (2010) highlighted that teachers adopt democratic approach in determining the activities in their classroom.

Recognition of Difference

The last dimension, recognition of difference is also consists of five elements which are cultural knowledge, inclusivity, narrative, group identity and active citizenship. From the observation, there was no explicit recognition or valuing of other than the dominant culture in curriculum knowledge transmitted to students where the teachers did not emphasized on a clear cultural appreciation during the lessons ((T1, V1), (T1, V2), (T1, V3), (T2, V1), (T2, V2), (T2, V3), (T3, V1), (T3, V2), (T3, V3), (T4,V1), (T5, V1), (T6,V2), (T7, V1), (T8, V1), (T9, V1)).

Besides, there was also no clear non-dominant group participation during the learning sessions suggesting that there was no inclusivity in the classrooms. Furthermore, it also found that, narrative is seldom used in the lessons whereas all of the teaching and contents remain expository to the students. No element of recounting about culture, values and context in teaching and the explanation only focused on the lesson's content. ((T5, V1), (T6, V2), (T8, V1), (T9, V1)). However, for some teachers, the lesson processes and content are evenly split between narrative and expository forms. Teacher 3 included some recounting element when explaining one of the lesson's content which the contributor to the thinning of ozone layer is.

> *"… The nuclear weapon test. In a country… (writing on the board - Chernobyl). Chernobyl is a place near Russia... There was a year when a great explosive hit the nuclear factory …hha…it was not known where does it went wrong … blowing up the people living there.. Exposing them to the radioactive substance. The impacts are on the survived victim, pregnant women, they become handicapped, unusually disfigured, due to mutation... These people looks uncanny.. So ugly.. Tilted head... Small eyes...crooked hand... Those are the survivors and being born after the tragedy …due to the radioactive effect …" (T3, V3)*

Moreover, the teachers also treated all of the students in the classroom as the same and also discussing about the citizenship rights and the practices of good citizen throughout the learning process with the students.

-Teacher, "avoid from those phenomenon that can bring us damage. The least we can do is don't do open burning. Dig for holes, we bury those trash in it. If we have the awareness, do bury the aerosol container... These are the things that can do us damage. That is why we have to work hard at it. Since now you already know you have to work it out so that it won't happen to you and also..." The human kind" answered the students. (T4, V1)

However, there was no discussion and practice about the rights of citizenship between teacher and students throughout teaching and learning session for Teacher 6, 8, and 9.

With reference to this domain of pedagogy productive practices, Lingard et al. (2007) found that valuing and recognizing differences is the less emphasized by teachers in Australia. However, Nor Asniza Ishak (2010) found that Science teachers in Malaysian secondary schools seem to promote practices that respect racial and ethnic backgrounds of students in the class.

Conclusions and Recommendations

The results of the study had provided information regarding the state of geography teaching in some Malaysian schools. Findings indicate that the practice of four dimensions of productive pedagogy is very low among Geography teachers. There were very limited intellectual quality, connectedness, supportive classroom environment and recognition of difference activities in the classroom. It was more to traditional method with teacher-centered learning where there were very limited interactions between the teachers and the students.

From the study, it is necessary for Geography teachers to adopt a productive pedagogy in the classroom to make better quality of teacher. They should increase the practice of increasing students' thinking through specific methods in the classroom in line with the needs and abilities of students. Teachers need to be more creative in creating the environment that demands students to think beyond all things that are taught in class through questioning and discussion techniques. Teachers also need to be skilled in integrating and practice all dimensions of productive pedagogy. This will enhance student understanding of the complexity and the dynamics of cultures, societies and economies and make geography interesting for students.

The parties responsible for providing training to teachers such as Teacher Centre (PKG) and Teacher Training Division (BPG) through State and District Education

Department can give information on the productive pedagogical practices among Geography teachers through training workshops or seminars. This will improve the performance of students in geography subjects in terms of intellectual quality, relevance, and support classroom environment and to appreciate and address the differences.

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Biographical statement

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