

RESEARCH INSIGHTS IN ENGLISH TEACHING AND LEARNING

Editors:

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Nurairhan Mat Daud



IIUM PRESS

INTERNATIONAL ISLAMIC UNIVERSITY MALAYSIA

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IIUM Press

Published by:

IIUM Press
International Islamic University Malaysia

First Edition, 2011
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Perpustakaan Negara Malaysia

Cataloguing-in-Publication Data

Research Insights in English Teaching and Learning / editors Engku Haliza Engku Ibrahim, Isarji Hj. Sarudin, Ainon Jariah Muhamad, Aishah Abdullah @ Adeline Low Hui Lin, Nurshidah Abdul Wahab, Nuraihan Mat Daud

ISBN 978-967-418-028-7

Member of Majlis Penerbitan Ilmiah Malaysia – MAPIM
(Malaysian Scholarly Publishing Council)

Printed by :
IIUM PRINTING SDN. BHD.
No. 1, Jalan Industri Batu Caves 1/3
Taman Perindustrian Batu Caves
Batu Caves Centre Point
68100 Batu Caves
Selangor Darul Ehsan

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CHAPTER 4:

The Effects of Oral Communication Strategy Training on ESL Learners' Oral Proficiency

NUR AZIERA MOHD. RAMLI

ISARJI HJ SARUDIN

The issue of teaching communication strategies in the ESL classroom has been debated over the past few decades. Some argue that communication strategies (CSs) cannot be taught effectively to low proficiency students. The objective of this study was to investigate the effects of oral communication strategy (OCS) training on pre-university ESL students' oral proficiency. The instruments used for data collection were students' speaking tasks and Dornyei's (1995) self-report questionnaire. The subjects for this mixed method research were 31 pre-university ESL students at the elementary level of English language proficiency who received 14 weeks of OCS training. The findings reveal that the mean score of students' CSs was higher after the training, statistically significant at $p < 0.000$ level. This study highlights that OCS training can benefit low-proficiency students.

Keywords: Oral communication strategy training, pre-university students, ESL, learning strategies, English language

INTRODUCTION

Language learning strategies (LLSs) have always been the focus of an increasing number of studies in second language learning (L2). By knowing these strategies, language learners are able to retrieve, store material, and facilitate their learning by structuring its environment (Gardner & MacIntyre, 1992: 219). Research has shown that the degree of success in language depends greatly on the strategies learners use. This is supported by Ellis (1994) when he states "the study of learning strategies holds