

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
Nurairhan Mat Daud



IIUM PRESS
INTERNATIONAL ISLAMIC UNIVERSITY MALAYSIA

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



IIUM Press

Published by:

IIUM Press
International Islamic University Malaysia

First Edition, 2011
©IIUM Press, IIUM

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without any prior written permission from the publisher.

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

TABLE OF CONTENTS

PREFACE.....	V
CHAPTER 1:.....	1
Minimising Students' Communication Apprehension: The Application of Groupwork Learning Strategy in English Classrooms	
INTRODUCTION.....	1
LITERATURE REVIEW.....	2
PROBLEM STATEMENT.....	5
RESEARCH OBJECTIVES.....	5
METHODOLOGY.....	6
FINDINGS.....	8
DISCUSSION.....	13
CONCLUSION AND FUTURE RESEARCH.....	14
REFERENCES.....	16
APPENDIX A.....	19
APPENDIX B.....	21
CHAPTER 2:.....	23
Communication Anxiety Among Pre-University Students	
INTRODUCTION.....	24
PROBLEM STATEMENT.....	25
RESEARCH OBJECTIVES.....	25
METHODOLOGY.....	26
FINDINGS.....	28
DISCUSSION.....	32
CONCLUSION.....	33
REFERENCES.....	34
CHAPTER 3:.....	37
An Analysis of Online English Language Learning Forum	
INTRODUCTION.....	37
LITERATURE REVIEW.....	38
METHODOLOGY.....	41
FINDINGS AND DISCUSSION.....	41
DISCUSSION.....	46
CONCLUSION.....	47
REFERENCES.....	48

CHAPTER 4:	49
The Effects of Oral Communication Strategy Training on ESL Learners' Oral Proficiency	
INTRODUCTION	49
RESEARCH OBJECTIVE	51
LITERATURE REVIEW	51
METHODOLOGY	54
FINDINGS.....	58
CONCLUSION.....	64
REFERENCES.....	66
CHAPTER 5:	71
Responses to Extensive Reading: A Survey of ESL Learners	
INTRODUCTION	71
BACKGROUND.....	73
RESEARCH OBJECTIVES.....	74
METHODOLOGY.....	75
FINDINGS.....	76
DISCUSSION	81
CONCLUSION.....	84
REFERENCES.....	85
CHAPTER 6:	89
The Use of Metacognitive Strategies in Listening	
INTRODUCTION	89
LITERATURE REVIEW	91
METHODOLOGY	94
RESULTS.....	95
DISCUSSION.....	98
CONCLUSION.....	100
REFERENCES.....	102
CHAPTER 7:	105
Managing English for Academic Writing Using Learning Management System	
INTRODUCTION	105
LEARNING MANAGEMENT SYSTEM (LMS)	107
BACKGROUND.....	108
PROBLEM STATEMENT	109
RESEARCH OBJECTIVE	110
METHODOLOGY.....	110
FINDINGS	111
DISCUSSION.....	111
CONCLUSION	118
REFERENCES.....	119

CHAPTER 8:..... 121

Teaching English in Multicultural Classrooms

INTRODUCTION 121
PROBLEM STATEMENT..... 122
RESEARCH OBJECTIVE 123
LITERATURE REVIEW 123
METHODOLOGY 125
FINDINGS AND DISCUSSION 126
CONCLUSION AND RECOMMENDATIONS..... 136
REFERENCES..... 138

CHAPTER 9:..... 141

Task Based Learning: From Theory to Practice

INTRODUCTION 141
TASK BASED LEARNING 142
PROBLEM STATEMENT..... 145
RESEARCH OBJECTIVE 146
METHODOLOGY 147
FINDINGS AND DISCUSSION..... 151
CONCLUSION..... 154
REFERENCES..... 156

CHAPTER 10: 159

Incorporating Field Trip Activities in EOP

INTRODUCTION 159
RESEARCH OBJECTIVE 164
RESEARCH QUESTIONS..... 165
METHODOLOGY 165
FINDINGS AND DISCUSSION..... 166
CONCLUSION..... 170
REFERENCES 171

CONTRIBUTORS 175

INDEX 179

CHAPTER 6:

The Use of Metacognitive Strategies in Listening

FARIDAH ABDUL MALIK

This article reports the results of a study conducted on 175 ESL learners undergoing a pre-university English programme at an English medium institution of higher learning. The objective of the study was to investigate ESL learners' use of metacognitive strategies in listening. The study also examined patterns of metacognitive strategy use by skilled and less-skilled listeners. Based on the Metacognitive Listening Strategy Questionnaire (Vandergrift, 1997), the findings indicate that ESL learners used all metacognitive strategies of planning, monitoring and evaluation strategies. Even though skilled learners had relatively higher mean scores, the independent t-test conducted on the total mean score did not yield a statistically significant difference between the skilled and less-skilled listeners. The findings of the study highlight learners' perceptions of metacognitive strategy use instead of actual use. Future studies should employ other procedures, in particular, the think-aloud to investigate ESL learners' actual use of metacognitive strategies in listening.

Keywords: metacognitive strategies, listening comprehension, skilled and less-skilled listeners, ESL learners, pre-university learners.

INTRODUCTION

Listening comprehension is generally regarded as one of the most difficult skills by language learners mainly due to its transient nature and limited degree of control by the listeners on the stream of speech (Huang, 2003; McDonough, 1999; Yang, 1999). It is also a source of anxiety for them (Arnold, 2000; Graham, 2006; Hassan, 2000; Vogely, 1998). This anxiety is exacerbated if the listeners are under the false impression that they must understand every word they hear. This leads them to have