

Technology and Foreign Language Learning and Teaching

Nurairhan Mat Daud



IIUM PRESS
INTERNATIONAL ISLAMIC UNIVERSITY MALAYSIA

TECHNOLOGY AND FOREIGN LANGUAGE LEARNING AND TEACHING

Editor
Nuraihan Mat Daud



IIUM Press

Published by:

IUM Press
International Islamic University Malaysia

First Edition 2012
©IUM Press, IUM

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 of the publisher.

Perpustakaan Negara Malaysia Cataloguing-in-Publication Data

Tehnology and Foreign Language Learning and Teaching/Nurairhan Mat Daud
ISBN: 978-967-418-027-0

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

Printed by
IUM 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

Contents

Preface	vi
Language Teachers' Web Surfing Skills: Teachers' Knowledge of Metasearch Engines and Advanced Search Facilities Nuraihan Mat Daud	1
Challenges Facing Primary and Tertiary Language Teachers in Implementing CALL Nor Shidrah Binti Mat Daud & Nuraihan Mat Daud	12
Managing Language Learning Using MOODLE Mohd Azrul Azlen Abd Hamid, Adeline Low Hui Lin, Shahrizal Idzuan Wahab Abd Rahman & Nuraihan Mat Daud	30
Designing Language Activities Using Second Life Mohd Azrul Azlen Abd Hamid, Adeline Low Hui Lin & Nuraihan Mat Daud	45
Developing Arabic Writing Skills Using Facebook Wan Rusli Wan Ahmad & Nuraihan Mat Daud	57
SMS-aided Teaching of Reading in Malaysia: Factors to Consider Nuraihan Mat Daud & Zamnah Husin	68
Arabic Language Learners' Font Preferences Nurkhamimi Zainuddin & Nuraihan Mat Daud	81
Young Learners' Use of ICT Facilities and the Development of Their Language skills Nuraihan Mat Daud	90
The Relationship Between Learning Style and Writing Performance of Young Learners in Powerpoint Assisted Classes Radzita Radzi & Nuraihan Mat Daud	99
Factors Affecting the Teaching of Writing Using WIKI Nuraihan Mat Daud, Nor Shidrah Mat Daud & Zailin Shah Yusof	113
Contributors	122
Index	124

CHAPTER 9

THE RELATIONSHIP BETWEEN LEARNING STYLE AND WRITING PERFORMANCE OF YOUNG LEARNERS IN POWERPOINT ASSISTED CLASSES

RADZITA RADZI
NURAIHAN MAT DAUD

This paper discusses the correlation between young learners' writing performance and their learning styles when PowerPoint was used in teaching writing skills. This study focuses on the sensory learning styles which comprises visual, auditory, kinesthetic and tactile learning styles (perceptual learning style). Reid's (1995) 'Perceptual Learning Style Preferences' questionnaire was used to ascertain the students' learning styles and a correlation analysis between their learning styles and writing performance was run. The analysis shows that there is no statistically significant difference between the writing performance of the young learners in computer-assisted class and the traditional class. Their learning styles did not have a significant influence on their performance.

Keywords: Learning style, writing performance, young learners, PowerPoint, English proficiency

INTRODUCTION

General practice has shown that in the early years of writing experience it is important that young learners are given flexibility and freedom to express themselves in writing. In this way they are stimulated to express the flow of their thoughts creatively, without having to think of the language form which is often a contributory factor to writing blocks and difficulties in the later years. Teachers of writing often focus on form rather than function in writing and set all the parameters on when, what and how to write. These were found to be among the factors that contribute to the difficulties learners would face later in writing (Scardamila, 1981).

In developing writing skills, however, one of the major factors to consider is the learners' learning styles. Learning styles refer to an individual's natural, habitual, and preferred way(s) of absorbing, processing and retaining new information and skills (Reid, 1995). Alfonseca et al. (2006), point out that teachers awareness of their learners' learning styles can help in deciding which approach to use in writing.

Young learners may have different learning styles and teachers may want to use a variety of ways to teach writing to make their classes more effective. Teaching aids may need to be used to cater to the different learning styles. Technology may be integrated into the writing class for this reason. The introduction of computer into the classroom which allows rich media experience, may mark the final departure from the conventional method of teaching and help to make the lesson more interesting to