



ESSAYS ON ESL READING AND WRITING

EDITORS

NORMAZLA AHMAD MAHIR
NOOR SAAZAI MAT SAAD
HARISON @ HANISA MOHD SIDEK



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USIM's Publisher
Islamic Science University of Malaysia
Bandar Baru Nilai
Negeri Sembilan
2010

First Printing 2010

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Published By:

USIM's Publisher

Islamic Science University of Malaysia,

71800 Bandar Baru Nilai,

Negeri Sembilan Darul Khusus

Tel: 06-798 8226 / Faks: 06-798 6083

Layout & Printed By:

Anugerah Ilham Management & Services,

PT 9966 First Floor Putra Point Phase 2A,

Jalan BBN 1/3L 71800 Putra Nilai,

Negeri Sembilan

Tel: 06-759 1029 / Faks: 06-850 2408

Perpustakaan Negara Malaysia Cataloguing-in-Publication Data

Essays on ESL reading and writing / edited by: Normazla Ahmad

Mahir, Noor Saazai Mat Saad, Harison@Hanisah Mohd Sidek

ISBN 978-967-5295-16-4

1. English language-Study and teaching. I. Normazla Ahmad Mahir

II. Noor Saazai Mat Saad. III. Harison@Hanisah Mohd Sidek.

428.20711

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FOREWORD

English language practitioners have been investing time and orchestrating effort to improve students' performance in learning English as a Second Language.

Thus, this book presents the snapshots of the authors' understanding and views of the areas and factors that should be given appropriate attention in facing the challenges of second language teaching and learning in the two main components – Reading and Writing. Although linguistic aspects of second language learning have been the primary concern of practitioners and researchers in second language acquisition field, this book attempts to highlight the effects of language learning as the other facet of second language acquisition.

I believe that this book will lend useful insights into the mastery of language skills among its users, particularly in the context of reading and writing. More alike effort should be aligned towards the improvement of teaching quality within our setting by taking into accounts all possible elements that affect the attainment of teaching and learning goals in the second language context.

All the best!

Associate Prof. Dr Bhasah Abu Bakar
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PREFACE

Issues pertaining to English as a Second Language (ESL) are infinite, be it in the context of teaching or learning. One such issue is the lack of interest among students in acquiring the language. Series of essays have been compiled in this book with the aim of exposing a more realistic understanding of the language needs by unmasking the problems faced in dealing with 2nd language learners.

This book presents educationists and learners with emerging issues involving researches on language skills (reading and writing) as pertinent in language teaching and learning context. Among the covered topics are learners' reading attitudes and their comprehension on both conventional printed texts and on-screen texts (e-reading).

As for the second part of the book, readers may find elements of soft skills (Kemahiran Insaniah - KI) like the ability of using one's creativity to solve problems and of collaborating in groups, being carefully embedded in few articles discussing on journal writing and peer-editing.

On the whole, this book could serve as fundamental launching pads for Malaysian L2 practitioners to engage in intellectual discussion. This will trigger critical thinking that brings about educational importance to second language **development**.

Normazla Ahmad Mahir
Noor Saazai Mat Saad
Harison @ Hanisa Mohd Sidek

CONCLUSION

This study has shown that the technique of using movies in writing class proved to be beneficial. It enhances the students' motivation to learn as they perceived the movie as an attractive tool in learning English. In addition, the movie provides an interesting platform for fun activities. The lesson using movies also helps to foster students' understanding of the notions of the writing structure. It can also enrich the students writing by providing content or subject of discussion. This technique also provides a platform for dynamic discussions which could also affect vocabulary knowledge as well as critical thinking.

In short, using movies in the ESL classroom opens up a vast opportunity for language learning. Movies should no longer be treated just as fillers after the examination weeks but taken into the classroom as a text itself. Their potential should be manipulated to benefits both teachers and learners.

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APPENDIX

**Group 1
Friendship**

Search for signs of friendship in the movie. State the exact scenes.

**Group 2
Teamwork**

Search for signs of teamwork in the movie. State the exact scenes.

**Group 3
Human Reaction towards Change**

Search for signs of loyalty in the movie. State the exact scenes.

Biodata of Authors

Harison @ Hanisa Mohd Sidek, possesses MEd (TESL), Med (Reading Education) and is currently pursuing her PhD in Foreign Language Education at the University of Pittsburgh, USA. Her area of interest is ESL reading.

Haliza Harun holds an M.A. in TESL from Universiti Kebangsaan Malaysia and a B.Ed. TESL from the same university. Her area of specialization is CALL. She is now doing her PhD at the University of Essex, UK.

Normazla Ahmad Mahir has an MA in English Literature from Universiti Putra Malaysia and is presently attached to the Faculty of Major Languages, Islamic Sciences University of Malaysia as a lecturer. Her area of interest revolves around the issues of women as apparent in Malaysian Literature in English. Currently, she is at Monash University, Australia, working on her PhD.

Norhana Abdullah has 17 years of ELT experience in both secondary and tertiary institutions. She is currently attached to the Faculty of Major Languages, Islamic Science University of Malaysia as a lecturer. Her areas of interests are multi-ethnicity, culture and discourse analysis.

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Essays on ESL Reading and Writing

“The interesting feature of this collection of works is that it does not only include some of the common problems faced by many language learners but also some insightful ideas on teaching techniques in the ELT scenario in the country as well as the teaching of literature in small ‘l’. The writers have put forward intellectual discussion focusing on the topics given; hence instigating ideas for readers to explore new areas for research.”

Editors

Normazla Ahmad Mahir, Noor Saazai Mat Saad & Harison @ Hanisa Mohd Sidek are lecturers/tutor at Faculty of Major Languages, Islamic Science University of Malaysia. They also act as the Editors for the faculty’s compilation series of presented articles in Munaqashah Luqhawiyah – Language Discourse (MULLAD) seminar. Currently, all of them are pursuing their doctorate overseas.

ISBN 978-967-5295-16-4



9 789675 295164