

ISSUES ON ENGLISH AS SECOND LANGUAGE PEDAGOGY: A RESEARCH BASED PERSPECTIVE

Editor
Haliza Harun

UNIVERSITI SAINS ISLAM MALAYSIA
ISLAMIC SCIENCE UNIVERSITY OF MALAYSIA



Hoopla - during
Smorgasbord - m. l. range
pounce - seize, finish
darning - mend with interlacing stitches
woe - interjection to express grief/affliction
philistine - person guided by materialism, dis
of intellectual or artistic values
plethora - excess, superfluity, abundance
blatant - completely, offensiv manner
douchebag - un
too!, moron, asshat, crapweasel

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(Editor)

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PREFACE

English language teaching in Malaysia poses some challenges to language teachers, between fulfilling the need for international accolade and the preservation of the national identity. In the meeting such needs, those involved within such an environment need not only be the catalyst of the language ; assisting instruction and supporting learning across the curriculum, but also the planner and researcher of the field.

The articles in this collection identify some of the issues pertaining to the teaching and learning of English as well as the significant values of the language and knowledge as a whole. As asserted in the National education Policy, apart from the National Language – Bahasa Malaysia, the English language has become the integral part of the whole National Education System. As the country is moving towards pragmatism that involves progressing in line with the challenges of globalization such as deepening economic integration, increasing economic openness as well as growing economic interdependence between countries in the world economy, the extension of English as a medium of instructions in Malaysian tertiary education system is seen timely.

The change in policy has resulted in the change of the roles to be played by the many English language teachers in the nation. Hence, the collection found in the articles highlights the continuing concerns on the problems and teaching techniques in the effort of improving the mastery of English language in the country especially among the university students.

Haliza Harun
Editor
October 2007

FOREWORD

This book is collection of articles, which address issues in teaching and learning English as a second language. It aims to provide teachers and learners with ideas on how to overcome the challenges they encounter in the classroom.

Because the English language plays an important role in Malaysia, teachers need to be able to help learners understand and use the language effectively. In learning a language, learners need to not only know how the rules of the language, but to also know how much to use it in the appropriate contexts. Language learning is a complex process because involving psychology and social aspects such as motivation and attitude. These aspects must be considered by language teachers to ensure successful language learning.

There are many ways to teach a language and with the appropriate method, students can be actively involved in the process of language learning and acquisition. With the right attitude and effort, language learning can be effective.

I would like to congratulate the writers who have contributed their views and ideas in making this book a success. It is a special book from the faculty because this is the first of its kind. I look forward to many more issues of such a book. This book will be helpful for both content and language teachers in their teaching in the classroom.

All the best!

Dr Rosni Samah

Dean

Faculty of Major Language Studies

Islamic Science University of Malaysia

INTRODUCTION

ISSUE ON ENGLISH AS SECOND LANGUAGE PEDAGOGY: A RESEARCH BASED PERSPECTIVE is a collection of research-based papers that looks at different perspectives of English as a second language (ESL). English language plays an important role in Malaysia as it is the language of business and administration. Likewise, in the development of education, focus should also be given on overcoming and adapting to barriers and problems found in the system and institutions and among teacher and learners.

The first chapter of the books describes a study about communication apprehension. As many students find it difficult to communicate orally in English, the data gathered from the respondents reveals the aspects of oral communication that contributes to apprehension. Some classroom activities are suggested to overcome communication apprehension among the respondents.

The second chapter discusses one of the most important skills in ESL which is identifies as a skill. Islam has always emphasized the importance of knowledge and education which can be obtained through reading. This is apparent as the first surah revealed to Prophet Muhammad (PBUH) was Iqra'. The authors stress the fact that reading leads to knowledge acquisition and that success in reading depends much on attitude. Being knowledgeable in a subject matter important for individuals to progress efficiently in their own selected field. Reading, which should be encouraged at all levels, is a life-long learning process.

Chapter three discusses different approaches to the teaching of grammar. Some scholars think that grammar should be taught explicitly while other implicitly. No matter what the views, the author concurs that grammar is important in order to speak and write correctly. Although some teachers and students may find grammar dry, it is crucially needed to improve the command of the language.

Chapter four looks at how journal writing can facilitate language learning. Since writing is a productive skill and perhaps the most difficult to teach, the author has presented different types of journal writing which can be implemented in the writing class. Chapter five of the book examines the values in second language learning. The authors contend that values, tolerance and motivation are important factors in the acquisition of language. Language learning is a process that takes time and effort to be successful.

The chapter that follows discusses how critical thinking can be promoted in an ESL classroom using literary texts. The authors present a technique that combines the use of a short story and a movie to generate critical thinking. The chapter provides implications for teaching literature and thinking in the ESL classrooms.

The final chapter looks at the debate between the roles of the English language and Bahasa Melayu. Fear of losing one's identity by speaking English should not be an issue as Malaysia's multiethnic society with English as the second language.

It is hoped that this book will serve as a source for further discussion and research. In addition, ideas found in the research findings could assist teachers in ESL pedagogy.

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Issues On English

As Second Language Pedagogy: A Research Based Perspective

"The interesting feature of this collection of works is that it not only includes some of the common problems faced by many language learners but also some innovative teaching techniques of overcoming such problems. It also provides insights on the values of language learning as well as the ELT scenario in the country in relation to the language policy vis-a-vis nationalism issue. The writers have put forward intellectual discussion focusing on the topics given; hence instigating ideas for readers to explore new areas for research."

Haliza Harun
Editor

Haliza Harun holds an M.A. in TESL from Universiti Kebangsaan Malaysia and a B.Ed. TESL from the same university. At present she is the Deputy Dean of Faculty of Major Languages, Islamic Science University of Malaysia. She is also the Coordinator for the Publication Division of INFAD (World Fatwa Management Institute) in USIM and holds the post as the Editor for the INFAD Bulletin.

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