

UNIVERSITI TEKNOLOGI MARA

**NOVICE ESL INSTRUCTORS'
METACOGNITIVE AWARENESS IN
TEACHING ENGLISH**

RODHIAH BT HJ AMZAH

Dissertation submitted in partial fulfilment of the requirements for
the degree of

Master of Education

(TEACHING ENGLISH AS A SECOND LANGUAGE)

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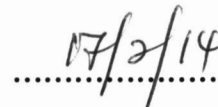
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**DISSERTATION SUBMITTED AS ONE OF THE REQUIREMENTS NEEDED IN OBTAINING
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DECLARATION

I hereby declare that the work in this dissertation is my own except for the quotation and summaries which have been fully acknowledged

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ABSTRACT

Metacognition serves as an indicator of successful learning. Various researches have proven the association between academic success and also metacognition. This quantitative study attempted to investigate the Novice ESL Instructors Metacognitive Awareness in Teaching English. Besides that, this study aimed to identify the preferred aspect in both metacognitive knowledge and metacognitive regulation used by the instructors in teaching. Lastly, this study aimed to find if the significant relationship between the novice ESL instructors' years of teaching with their metacognitive awareness in knowledge and regulation in teaching English. Novice instructors that are able to measure their awareness in teaching will have better control in the learning process. It will help them to know their strengths and weaknesses in teaching. It is found that novice ESL Instructors faced problems in teaching English due to lack of experience. Thus, it demotivates them and somehow affects their teaching performance. The Metacognitive Awareness Inventory for Teachers (MAIT) measures two aspects in metacognition; metacognitive knowledge and metacognitive regulation were administered to 100 novice ESL instructors from different types of educational institution in Malaysia. The data was then processed using the Statistical Packages for Social Sciences (SPSS) for Window version 20.0. The results supported the objective of this study that English instructors who are aware of their teaching process will have a better control in the learning process. Besides that, the result also found that there is no significant relationship between the respondents' teaching experience and their metacognitive awareness in teaching. It is hoped that this study will provide better understanding in the study of metacognition that will improve the instructors' belief in teaching and their also their teaching skills. In conclusion, English instructors with high metacognition in teaching can help to provide a better English learning environment to the students as well as improving their own pedagogical development.

ASTRAK

Metakognitif berfungsi sebagai penentu kepada kecemerlangan pendidikan. Terdapat banyak hasil kajian yang telah berjaya menemui hubung-kait di antara kejayaan akademik dan juga metakognitif. Kajian kuantitatif ini bertujuan untuk mengkaji tahap kesedaran metakognitif para pendidik muda di dalam pengajaran Bahasa Inggeris. Selain itu, kajian ini bertujuan untuk mengenal pasti aspek yang terkandung di dalam ilmu metakognitif dan juga kemahiran metakognitif yang sering digunakan oleh para pendidik tersebut. Akhir sekali, kajian ini bertujuan untuk mengenal pasti hubungan di antara ilmu metakognitif dan kemahiran metakognitif dengan pengalaman mengajar mereka. Para pendidik muda haruslah mengetahui akan kepentingan untuk mengukur tahap kesedaran metakognitif mereka semasa mengajar agar dapat mengetahui kelemahan dan juga kelebihan mereka semasa mengajar. Hasil kajian menunjukkan bahawa para pendidik muda mengalami masalah di dalam pengajaran Bahasa Inggeris disebabkan kekurangan pengalaman mengajar. Oleh itu, ini boleh merendahkan tahap motivasi mereka dan akan mengganggu prestasi pengajaran mereka. Sebuah inventori iaitu Metacognitive Awareness Inventory for Teachers (MAIT) mengkaji dua aspek di dalam metakognitif iaitu; ilmu metakognitif dan juga kemahiran metakognitif telah diedarkan kepada 100 pendidik muda yang datang dari pelbagai institusi pendidikan di Malaysia. Data itu seterusnya telah di proses menggunakan Statistical Packages for Social Sciences (SPSS) versi Window 20.0. Hasil kajian telah menyokong objektif pengajian ini iaitu para pendidik Bahasa Inggeris yang dapat mengenal pasti dan mengukur tahap kesedaran metakognitif mereka di dalam pengajaran akan mempunyai kelebihan dan dapat mengawal proses pembelajaran. Selain itu, kajian juga mendapati tiada hubungan di antara pengalaman mengajar responden dan juga tahap metakognitif mereka. Adalah diharapkan kajian ini dapat membantu pemahaman konsep metakognitif yang seterusnya dapat memperbaiki kemahiran mengajar secara amnya. Secara kesimpulannya pendidik Bahasa Inggeris yang mempunyai tahap metakognitif yang tinggi dapat membantu menyediakan persekitaran pembelajaran Bahasa Inggeris yang lebih bagus kepada pelajar mereka.