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**EDU 650  
ACADEMIC PROJECT**

**A STUDY OF THE APPLICATION OF COMPUTER-  
ASSISTED LANGUAGE LEARNING (CALL)  
APPROACH IN THE TEACHING OF READING  
COMPREHENSION SKILLS TO PRIMARY FOUR  
STUDENTS OF S.K. GARLAND, KUCHING.**

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## **Abstract**

This study investigated the effects of computer-assisted language learning on reading comprehension Text on Primary Four students of SK. Garland, Jalan Batu Kawa, Kuching. Thirty students were selected and assigned to do the Control and Experimental Tests. They were taught using the CALL method. They watched the picture/story together with the audio definition, texts and exercises. The time allocated for the lessons was roughly one week, which was equivalent to one hundred and fifty minutes (5 periods of 30 minutes) before each test. The test was given on the sixth English period of the week. There were six (6) Experimental Tests altogether which was administered in alternate week.

The subjects were also given six (6) Control Tests. They were taught using traditional method for five periods where the teacher explained the lessons using traditional ways. The tasks were from the textbooks, workbooks and other sources of materials suitable for the level of the students. A test was given at the end on the sixth period of the week. The time allocated for the lesson was exactly the same as the Experimental Tests.

The study produced evidence that students learnt better when they watched the pictures and listen to the story with the text. In addition, annotations containing text, sound and pictures were found to be more helpful for reading comprehension learning than the traditional method. However, in order to obtain more reliable and generalizable result, a replication study with bigger number of subjects is needed.

## TABLE OF CONTENT

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	<b>PAGE</b>
<b>TITLE PAGE</b>	<b>i</b>
<b>LETTER OF TRANSMITTAL</b>	<b>ii</b>
<b>ACKNOWLEDGEMENTS</b>	<b>iii</b>
<b>ABSTRACT</b>	<b>iv</b>
<b>ABSTRAK</b>	<b>v</b>
<b>TABLE OF CONTENT</b>	<b>vi</b>
<b>LIST OF FIGURES</b>	<b>viii</b>
<b>LIST OF TABLES</b>	<b>viii</b>
 <b>CHAPTER ONE: INTRODUCTION</b>	
1.1 Background	1
1.2 Statement of Problem	2
1.3 Objectives of the study	3
1.4 Scope of the Study	3
1.5 Significance of the Study	3
1.6 Research Questions	4
1.7 Research Hypothesis	5
1.8 Limitation	5
1.9 Delimitation	5
1.10 Definition of Terms	6
 <b>CHAPTER TWO: RELATED LITERATURE REVIEW</b>	
2.1 Introduction	7
2.2 Historical Perspective of Reading Comprehension	7
2.3 Text Comprehension (Top-Down Process)	8
2.4 Teaching of Reading Comprehension using computers	9
2.5 Computers and Language Learning	10
2.6 Computers-Assisted Language Learning	11
2.7 Multimedia Aids for Text Comprehension	12
2.8 Text Comprehension with Multimedia Courseware	14
2.9 The effects of Multimedia Application	15

# Chapter One

## Introduction

### 1.1 Background

In the year 2003, there has been a hot issue saying that there are many graduates unemployed because of a poor command of English. This is a structural deficiency that needs to be urgently corrected. To improve the standard of English among Malaysians is a must as English is by far the most common language used. With nations having to compete on the global front, it is crucial for its people to effectively communicate with those of other nations.

The Education Ministry has decided to adopt an ICT approach to help in the learning process either in Mathematics, Science or English. This approach has been found to be successfully used in other countries especially Europe. Most of the schools in Malaysia are now equipped with laptops and LCD (Liquid Crystal Display) and projectors. Much of the teaching and learning content are available in the form of audio-visuals so teachers only need to explain the content and use them in their teaching process. Multimedia should be used more and more in classrooms nowadays.

This is the reality of today's environment, the mastery of English is important if we are to progress. If we do not want to be left behind in the economic race, we have to be proficient in English, the sooner the better. The latest set of measures to improve the teaching of English in the country is a significant step forward. Based on the feedback from the ground whereby the schools had to fill in a survey form on how many teachers were able and willing to teach in English, the committee recommended Science and Mathematics classes to be taught entirely in English starting from the year 2003. This is because the bulk of information and knowledge in Science and technology is in English. Besides, contemporary English Literature

# **Chapter Two**

## **Related Literature Review**

### **2.1 Introduction**

All areas of education are undergoing changes in the way teaching and learning is perceived. Teacher-centered, class-lecture based and structural-syllabus instructions are giving way to a more student-centered, hands-on, practical and flexible approach (Shank & Cleary, 1994). The field of second language teaching is no exception in this paradigm shift. New theories and applications of language teaching are exploring the benefits of new methods and pedagogical approaches, among them task-based language teaching (Crookes & Gass, 1993; Long, in press) and focus on form (Doughty & Williams, 1998; Long, 1991a, 1998; Long & Robinson, 1998).

Parallel to these changes in education is a technological revolution realized in the increasing use of computers for learning, the implementation of the Internet, and the rise of network-based teaching. Until now, many CALL activities are created with the sole rationale that computers are useful and motivating for students, although such activities lacked a solid research base. Recently, however, the field of CALL has begun to undergo self-evaluation, and researchers are now claiming that in order for the field to progress, it is necessary to look to SLA principles that make language teaching effective (Chapelle, 1998; Doughty, 1987; Levy, 1999) – Marta Gonzalez-Lloret, 2003

### **2.2 Historical Perspective of Reading Comprehension**

From a historical perspective, our understanding of reading in a second or foreign language (L2) has changed in the last several decades. In the mid- to late 1960s, reading was considered a skill for learner to acquire, mainly to reinforce the grammar and vocabulary being taught orally. In the 1970s, researchers argued that greater importance should be placed on reading and advocated a psycholinguistic