

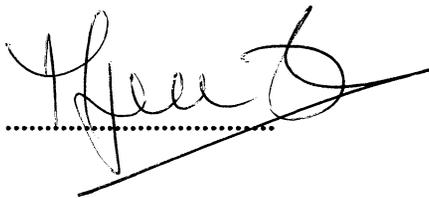
UNIVERSITI TEKNOLOGI MARA

FACULTY OF EDUCATION

**ADULT ESL LEARNERS' EXPERIENCE IN PROVIDING AND RECEIVING
ORAL ASSESSMENT FEEDBACK: A CASE STUDY**

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**THIS DISSERTATION HAS BEEN SUBMITTED AS ONE OF THE
REQUIREMENTS NEEDED FOR OBTAINING EDUCATION MASTER'S
DEGREE IN TEACHING ENGLISH AS A SECOND LANGUAGE (TESL) HONS.**



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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 duly acknowledged

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ABSTRACT

Recently there has been an influx of postgraduate students in order to improve the quality of teaching and learning in Malaysian higher education institutions. These postgraduate students, who are mostly adults, learn differently from the traditional students and bring their previous learning experience to the classroom. Adult learners initiate their own learning and assume the responsibility to complete their learning process. Should their performance fail to correspond to the prescribed learning goals, feedback is delivered to reduce the gap. However, it has been reported that feedback scored the lowest percentage of student satisfaction in 2011 National Student Survey. Despite their desire to receive more feedback from the instructors, studies show that students are unable to make use of the feedback. Meanwhile, peer feedback is also useful to help students reflect and improve their work. This study examines adult ESL learners' understanding of oral assessment feedback and their experience in providing and receiving oral assessment feedback. Observations, written interviews, and structured interviews are employed in order to obtain qualitative data to answer the research questions in this study. A group of adult learners and their lecturer are selected as participants in this study as they have to engage in teacher feedback and peer feedback processes in the classroom. The findings reveal that adult learners in this study understand the need to receive oral assessment feedback and are aware of the characteristics of effective feedback. However, adult learners appear to lack the ability to self-direct their learning when it concerns peer feedback process, due to four factors: (a) Attitude, (b) Knowledge, (c) Culture and Face Value, and (d) Feedback Preference. Nevertheless, the students are able to self-regulate their learning by acting upon the oral feedback they receive in spite of the negative feelings that they initially experience when they receive the oral feedback. Implications for practice include a discussion of the rationale for peer feedback process between the instructors and adult learners, a proper training on how to provide peer feedback and to effectively use the feedback for the adult learners, and a refinement of the peer feedback activity by conducting the activity in small groups, awarding marks for student participation in the activity, and shifting the role of the lecturer from being the sole feedback provider to the facilitator in the feedback process.

ABSTRAK

Dalam beberapa tahun ini terdapat kemasukan pelajar pasca siswazah yang tinggi bagi meningkatkan kualiti pengajaran dan pembelajaran di institusi pengajian tinggi di Malaysia. Pelajar-pelajar siswazah, yang kebanyakannya orang dewasa, belajar secara berbeza daripada pelajar tradisional dan membawa pengalaman pembelajaran mereka sebelum ini ke kelas. Pelajar-pelajar dewasa mengambil inisiatif untuk memulakan pembelajaran mereka sendiri dan bertanggungjawab untuk melengkapkan proses pembelajaran mereka. Sekiranya prestasi mereka gagal untuk mencapai matlamat pembelajaran yang telah ditetapkan, maklum balas diberi untuk mengurangkan jurang di antara prestasi dan matlamat pembelajaran tersebut. Walau bagaimanapun, telah dilaporkan bahawa maklum balas mencapai peratusan kepuasan pelajar yang paling rendah dalam Kajian Pelajar Kebangsaan tahun 2011. Walaupun mereka mahu menerima banyak maklum balas daripada pengajar, kajian menunjukkan bahawa pelajar tidak berjaya memanfaatkan maklum balas dalam proses pembelajaran mereka. Di samping itu, maklum balas daripada rakan sebaya juga berguna untuk membantu pelajar menilai dan meningkatkan kualiti kerja mereka. Kajian ini bertujuan untuk mengkaji pemahaman pelajar ESL dewasa tentang maklum balas lisan dan pengalaman mereka dalam memberi dan menerima maklum balas lisan ini. Pemerhatian, temu bual bertulis, dan temu bual berstruktur digunakan untuk mendapatkan data kualitatif bagi menjawab persoalan-persoalan dalam kajian ini. Sekumpulan pelajar dewasa dan pensyarah mereka dipilih sebagai peserta dalam kajian ini kerana mereka menggunakan maklum balas guru dan maklum balas rakan sebaya dalam proses pembelajaran di universiti. Dapatan kajian mendapati bahawa pelajar dewasa dalam kajian ini memahami keperluan untuk menerima maklum balas lisan dan mengetahui ciri-ciri maklum balas yang berkesan. Walau bagaimanapun, pelajar dewasa kelihatan kurang kebolehan untuk mengambil inisiatif dalam proses pembelajaran, terutamanya ketika mereka perlu memberi maklum balas kepada rakan sebaya kerana empat faktor: (a) Sikap, (b) Pengetahuan, (c) Budaya dan Air Muka, dan (d) Maklum Balas yang Disukai. Walau bagaimanapun, pelajar dapat mengawal sendiri pembelajaran mereka dengan bertindak terhadap maklum balas lisan yang mereka terima walaupun pada mulanya mereka berperasaan negatif apabila menerima maklum balas itu. Implikasi bagi proses pengajaran dan pembelajaran yang didapati daripada kajian ini termasuklah perbincangan rasional tentang proses maklum balas diantara pengajar dan pelajar dewasa, latihan untuk pelajar dewasa tentang bagaimana untuk memberi maklum balas rakan sebaya dan menggunakan maklum balas secara berkesan, dan penghalusan aktiviti maklum balas dengan menjalankan aktiviti tersebut dalam kumpulan kecil, pemberian markah bagi penyertaan dalam aktiviti maklum balas, dan pertukaran peranan pensyarah sebagai pembekal maklum balas tunggal kepada fasilitator dalam proses maklum balas.

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