

UNIVERSITI TEKNOLOGI MARA

**TEACHING APPROACHES IN ESL
CLASSROOM: A CASE STUDY**

NUR DIYANA BINTI MOHD RAZALI

Dissertation submitted in partial fulfilment of the requirements for

the degree of

Master of Education

(TESL)

Faculty of Education

August 2014

**UNIVERSITI TEKNOLOGI MARA
FACULTY OF EDUCATION**

**TEACHING APPROACHES IN ESL CLASSROOM:
A CASE STUDY**

NUR DIYANA BINTI MOHD RAZALI

**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.**

.....

**PROF. MADYA DR. NORMAH BT. ABDULLAH
(SUPERVISOR)**

.....

Date

.....

**PROF. DR. MOHD MUSTAFA BIN MOHD GHAZALI
(DEAN OF FACULTY OF EDUCATION, UITM)**

.....

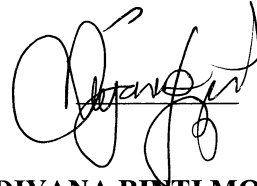
Date

DECLARATION

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

6/8/2014.

Date



NUR DIYANA BINTI MOHD RAZALI
2011474416

ACKNOWLEDGEMENT

I would like to express my gratitude to The Almighty for giving me time and strength in completing this study. With His blessings, I am able to complete this Dissertation.

I would like to thank Ministry of Education for sponsoring my studies.

I would like to dedicate my special thanks to my case study supervisor, Prof. Madya Dr. Normah Bt Abdullah who has supported me since the beginning, from the day one I met her as her supervisee. Her kindness, endless support, and patience in assisting and guiding me in finishing this project are priceless.

I would like to take this opportunity to thank my ex-Foundation students; Foundation in Medical Science, Foundation in Business, Foundation in Law and Foundation in Engineering & IT at Management & Science University (MSU) for their cooperation as I would not be able to conduct this case study without their support. Special thanks to my ex-colleagues who helped by participating in this case study. I hope this case study would help improve the Teaching and Learning process among them.

I would also like to dedicate my special thanks to my parents and family for their mental and spiritual support as well as my friends from TESL programme, and not forgetting my good friends. Their cooperation, help and love are very meaningful to me. May God cherish us and grant us with success in our future undertakings. May God bless all of you.

ABSTRACT

The aim of this study is to find out the expectations from the lecturers and students in teaching approaches used in ESL classroom. The study is conducted at Management & Science University (MSU), a private university in Malaysia. It explores 4 themes: the present teaching approaches that the lecturers are using in ESL classroom, preferred teaching approaches, as well as, students' preferred Teaching Approaches and correlations between lecturers' preferred and students' preferred teaching approaches in teaching/learning in ESL classroom. The survey and interview methods are used to achieve the aim of this study. The number of participants in this study is 124 (120 students and 4 lecturers). The findings of both surveys are correlated to their preferred ways of teaching and learning English as a second language in ESL classroom. The findings reveal that various teaching methods are well practiced by lecturers in teaching ESL classroom in a private university and they are aware of the needs of the students despite the challenges to cope with the target language teaching by looking at the four skills of learning a language (a) Listening (b) Speaking (c) Reading and (d) Writing. It is important for the lecturers to identify and to pay attention to the student's preferences as well as what the lecturers' have been practicing to avoid any misunderstanding and to maintain or improve the quality of the teaching- learning experience in higher education. It also will help the lecturers to be more creative as well as innovative in using various teaching approaches in teaching English as a Second Language.