

UNIVERSITI TEKNOLOGI MARA

**EXPLORATION OF MALAYSIAN
ENGLISH AS A SECOND
LANGUAGE PRE-SERVICE
TEACHERS' TEACHING
PRACTICES IN CONDUCTING
DRAMA ACTIVITIES AND
STUDENT-CENTRED APPROACH:
A SELF-STUDY**

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Thesis submitted in fulfillment
of the requirements for the degree of
Doctor of Philosophy
(Teaching English as a Second Language)

Faculty of Education

October 2020

AUTHOR'S DECLARATION

I declare that the work in this thesis was carried out in accordance with the regulations of Universiti Teknologi MARA. It is original and is the results of my own work, unless otherwise indicated or acknowledged as referenced work. This thesis has not been submitted to any other academic institution or non-academic institution for any degree or qualification.

I, hereby, acknowledge that I have been supplied with the Academic Rules and Regulations for Post Graduate, Universiti Teknologi MARA, regulating the conduct of my study and research.

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Thesis Title : Exploration of Malaysian English as a Second Language Pre-service Teachers' Teaching Practices in Conducting Drama Activities as Student-centred Approach: A Self-Study

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ABSTRACT

Implementing a student-centred approach (SCA) in teaching is one of the underlying principles of the teaching curriculum in Malaysia. When teachers adopt SCA in school, they are implementing quality teaching according to guidelines from the Ministry of Education. However, studies on SCA indicated that Malaysian teachers' practices contradict with the suggested SCA approach. Instead it was found that they adopted a teacher-centred approach (TCA). To ensure quality teaching takes place in the Malaysian English language classroom, pre-service teachers need to be exposed to quality teaching using a student-centred approach during their teacher training. Through self-study, the aim of this study is to explore the teaching practices of six pre-service TESL teachers in teaching English using drama activities to primary ESL Malaysian students during phase II practicum and whether their use of SCA practices contribute to quality teaching. It is assumed that the six pre-service teachers will adopt the SCA as exposure and experience were provided during their training. This study also enables myself as a researcher and teacher trainer to explore my own practices in teaching drama as a SCA teaching strategy to pre-service teachers. This study employed self-study research, a form of practitioner research done by teacher educators. Data were collected through semi-structured interviews, non-participant observations, and document analysis which include reflections and lesson plans. The finding reveals that the Malaysian pre-service TESL teachers adopted TCA in their teaching. Although some characteristics of SCA were observed in their practice but teachers assumed total control of the teaching and learning process thus making it predominately teacher-centered. The pre-service TESL teachers revealed that the challenges they faced; students' low English proficiency level, time constraint, students' age, classroom management skills and passive activities hindered them from implementing SCA. In addition, it was found that the beliefs that they formed during teacher training prevented them from implementing SCA even though SCA was emphasized. This study has brought about some practical implications. This self-study changed the way the researcher viewed herself as a teacher educator. The experience in implementation of this self-study research will change the way the researcher approach courses she will teach in the future. She will integrate beliefs in the learning process of the pre-service teachers and make them aware of their own beliefs about student-centred approach. Furthermore, when teacher educators conduct self-study and critical reflections, it contributes to the transformation of pre-service teachers' thinking about the implementation of the student-centred approach in teaching resulting in benefits for improvement of the English language proficiency of students.

ACKNOWLEDGEMENT

First I thank God without whom none of my endeavours would have been fruitful. He has truly blessed my life in countless ways, not the least of which has been wonderful academic and professional career. He has allowed me the privilege of working as a teacher educator and working with my students. He has given me the skills and gifts necessary for teaching and fortitude needed to complete a doctorate degree. He has bestowed me with patience, strength and courage which made me strong to face the challenges on my way to complete the journey. Truly all blessings flow from him.

I would like to express my sincere appreciation to Dr Lim Wai Fun who has provided support, encouragement, guidance and expertise that contributed greatly to the completion of this dissertation. I could not have finished this dissertation without your help. I am truly grateful and indebted to you for your encouragement, and patience. Words cannot express my appreciation for the help you have provided. To Dr Jamiah Baba and Dr Shireena Basri Abdul Rahman, I have been very fortunate to have learned from you. You helped me to continue and your constant support was invaluable. Thank you very much for your professionalism, warm heart, and care.

To my beloved husband who had always been on my side and supported me during this challenging and demanding journey, of trials and tribulations and yet all you ask only for me to succeed. Thank you for being a loving and understanding provider and supporter. You were with me every step of the way, and for that I am deeply appreciative and grateful.

To my children, Afiq, Arif, Aisyah and Fifi, thank you for your great support and for cheering me on to succeed. It was your determination which gave me the inspiration to earn my doctorate.

To my parents, I am thankful to both of you who instilled in me the importance of education and a love for learning. Mom, you were my first teacher and have been a constant source of support throughout this dissertation and throughout my life. To my late father, even though you are not here to celebrate my victory, I could feel your presence and your pride.

To all of my dearest friends wherever you are, especially those who have helped and encouraged me when I was down and in difficulties, thank you very much! You were my cheering squad and for that I am deeply grateful. May God bless you all for the support and prayers you have given me.

Lastly, I also would like to thank my study participants, cum my students who gave their time during class, student teaching and field experience to make this study a reality. Their insights and contributions were invaluable. Thank you so much. This study would not have become a reality without you guys.

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