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USING DIALOGUE TEMPLATE IN DEVELOPING LOW PROFICIENCY ENGLISH AS A SECOND LANGUAGE LEARNERS’ ORAL FLUENCY

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A dissertation submitted in partial fulfillment of the requirements for the award of the degree of Master of Education (Teaching English as a Second Language)

Faculty of Education
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DECEMBER 2010
I declare that this dissertation entitled “Using Dialogue Template in Developing Low Proficiency English as a Second Language Learners’ Oral Fluency” is the result of my own research except as cited in the references. The dissertation has not been accepted for any degree and is not concurrently submitted in candidature of any other degree.

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To my beloved parents, wonderful husband and supportive colleagues
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ABSTRACT

This study examined the effectiveness of dialogue template (DT) in developing low proficiency English as a Second Language (ESL) learners’ oral fluency. 20 low proficiency participants in pre-university level were randomly assigned to instructional intervention in control (n=9) and experimental (n=11) groups. Only participants in experimental group were subjected to DT use during fluency session. Obtained gain scores from pretest to posttest’ subtraction were used in the quantitative analyses to gauge participants’ oral fluency improvement in terms of speech rate, mean length of run and average length of pause. Significant gain made by experimental group was tested using independent $t$-test formula. This explanatory study also employed observation scheme and semi-structured interview as the basis for qualitative analyses. Quantitative results showed that the participants in the experimental group performed higher speech rate and produced more words between pauses (mean length of run) than the control group. These statistically significant results were supported by the teacher’s observation and the participants’ responses to the interview. The teacher observed that participants’ speech rate improved throughout the instructional intervention and acknowledged the benefits of DT and chunks in developing their oral fluency. Participants’ positive responses related to their fluency progress and DT features also support the quantitative findings, suggesting that DT was effective in developing oral fluency in two respects: speech rate and mean length of run.
Kajian ini menyelidiki keberkesanan penggunaan rangka dialog (DT) dalam meningkatkan kefasihan lisan pelajar bahasa kedua yang mempunyai tahap kefasihan yang rendah. 20 peserta kajian yang mempunyai tahap kefasihan yang rendah dan sedang belajar di peringkat pra-universiti dibahagikan secara rambang kepada intervensi pengajaran di dalam kumpulan kawalan (n=9) dan kajian (n=11). Hanya peserta kumpulan kajian sahaja menggunakan DT sepanjang sesi lisan berlangsung. Perolehan beza skor dari kaedah penolakan skor sebelum dan selepas ujian digunakan di dalam analisis kuantitatif untuk mengukur kemajuan kefasihan lisan peserta dari segi kadar pertuturan, purata panjang pertuturan dan purata panjang berhenti sejenak (pause) di dalam pertuturan. Peningkatan ketara yang diperolehi oleh kumpulan kajian diuji dengan menggunakan formula ujian t berdikari (independent t-test). Kajian bersifat menerangkan (explanatory) ini juga memanfaatkan skema pemerhatian dan temubual separa-berstruktur sebagai asas kepada analisis kualitatif. Dapatan kuantitatif menunjukkan bahawa peserta di dalam kumpulan kajian mempamerkan peningkatan kadar pertuturan dan menggunakan lebih banyak perkataan di antara penghentian sejenak (purata panjang pertuturan) daripada kumpulan kawalan. Peningkatan statistik yang ketara dalam dapatan ini juga disokong oleh pemerhatian guru dan jawapan peserta ketika temubual. Guru mendapati bahawa kadar pertuturan peserta meningkat sepanjang intervensi pengajaran dan mengakui kepentingan DT dan gugusan perkataan (chunks) dalam meningkatkan kefasihan lisan peserta. Jawapan positif peserta yang berkaitan dengan kemajuan kefasihan lisan dan ciri-ciri DT juga menyokong dapatan kuantitatif sekaligus menandakan bahawa DT berkesan dalam meningkatkan kefasihan lisan dari dua aspek: kadar pertuturan dan purata panjang perkataan digunakan.