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EFFECTIVE TEACHING:
PERCEPTION OF TESL TEACHER TRAINEES ON TEACHING
PREPARATION IN ESL CLASSROOM

WAN NORAINA NADIAH BINTI ARIFFIN

A thesis submitted in partial fulfillment of the
requirements for the award of the degree of
Bachelor of Science with Education (TESL)

Faculty of Education
Universiti Teknologi Malaysia

April 2010
I declare that this thesis entitled "Effective Teaching: Perception of TESL Teacher Trainees on Teaching Preparation in ESL Classroom" is the result of my own research except as cited in the references. The thesis has not been accepted for any degree and is not concurrently submitted in candidature of any other degree.

Signature : 
Name : WAN NORAINA NADIAH BINTI ARIFIN 
DATE : 20 APRIL 2010
Specially dedicated to my beloved parents, brother and sisters
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ABSTRACT

This study examines factors that should be considered for the preparation of lesson plan, teaching aids and teaching materials in order to help the TESL teacher trainees strengthening their preparation for teaching. Some perception towards effective teaching also been investigated. Data were collected from 61 TESL teacher trainees in Faculty of Education, Universiti Teknologi Malaysia. A set of questionnaire which consists of four parts was used as the instrument in order to investigate the factors which have been considered by TESL teacher trainees in preparing the lesson plan, teaching aids as well as teaching materials. The result showed that TESL teacher trainees possessed good preparation awareness for their teaching. Some of the factors that finally discovered are the consideration on students’ background in preparing lesson plan, integration of multimedia elements in preparing teaching aids and clear instruction for teaching materials. Factors that have been discovered are hoped to be functioned as the guidelines for TESL teacher trainees in their preparation for teaching. Therefore, it can help TESL teacher trainees to strengthen their teaching preparation in ESL classroom.
Kajian ini mengkaji tentang faktor-faktor yang boleh dipertimbangkan untuk penyediaan rancangan pengajaran, alat bantu pengajaran dan bahan pengajaran bagi membantu guru pelatih TESL mengukuhkan persediaan mereka untuk mengajar. Data dikumpul daripada 61 guru pelatih TESL di Fakulti Pendidikan, Universiti Teknologi Malaysia. Satu set soal selidik yang terdiri daripada empat bahagian telah digunakan sebagai alat kajian ini untuk menyiasat faktor-faktor yang diambil kira oleh guru pelatih TESL dalam menyediakan rancangan pengajaran, alat bantu pengajaran serta bahan-bahan pengajaran. Dapatan kajian menunjukkan bahawa guru pelatih TESL membuat persediaan yang rapi dalam penyediaan rancangan pengajaran, pemilihan alat bantu pengajaran dan bahan pengajaran memandangkan faktor-faktor yang boleh dipertimbangkan dalam persediaan mengajar yang disebutkan sebelum ini berjaya dikenalpasti. Antara faktor-faktor yang berjaya dikenalpasti ialah pertimbangan latar belakang pelajar dalam penetapan objektif, pengintegrasian elemen-elemen multimedia dalam penyediaan alat bantu pengajaran dan penulisan arahan yang sesuai untuk bahan pengajaran. Faktor yang telah dikenalpasti ini diharap dapat berfungsi sebagai garis panduan untuk guru pelatih TESL dalam persediaan untuk mengajar. Oleh itu, ini akan dapat membantu meningkatkan dan mengukuhkan lagi persediaan mengajar guru-guru pelatih TESL dalam kelas Bahasa Inggeris.
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<td>UTM</td>
<td>Universiti Teknologi Malaysia</td>
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CHAPTER 1

INTRODUCTION

1.0 Introduction

Brown and Atkins (1988) believe that effective teaching lies on two main assumptions. Firstly, effective teaching as a task is complex, intellectually demanding and socially challenging. Secondly, they said that effective teaching consists of a set of skills that can be acquired, improved and extended. Paradoxically, it is mainly stressed that the effective teaching is a task that consists of a set of skills that is complex, intellectually and socially demanding that can be acquired, improved and extended.

Effective teaching as a task requires a teacher to create a teaching-learning environment that can stimulate students’ curiosity and active learning, encourage students’ analytical, logical and creative thinking, and increase both their desire and capacity for future learning (Kullbert, 1989; Baker, 1990). A lot of considerations must be made by the teacher including student’s level, social background and interest as well
as suitable teaching strategies to be used in order to achieve the goal set for each lesson. This is hard to achieve if the teacher does not have a balanced interactions between subject-matter knowledge and ability to teach (Bulger, Mohr and Walls, 2002).

Effective teaching consists of skills that can be acquired, improved and extended as mentioned by Brown and Atkins (1988) in their assumption shows that effective teaching can be achieved when the teacher has adequate skills to be implemented in teaching. A teacher should acquire some skills, such as teaching skills or strategies which must be improved in order to increase its quality and lastly be extended for other teaching and learning session. Having a wide repertoire of teaching strategies (Hammond, 2009) may help the teacher to improve on their skills in teaching and become an effective teacher since he or she may vary the way she delivers the lesson and plans in-class activities.

Besides that, Kyriacou (1997) proposed effective teaching as a concern on how a teacher can successfully bring about the pupils’ learning desire by educational activity. Therefore, as mentioned by Hammond (2009), a teacher must have a strong background in the field they are teaching as well as strong background on how to teach the content and make it understandable to other people. All these elements help the teacher to set up active learning situation which is one of the important elements in effective teaching (Hammond, 2009).

As a conclusion, effective teaching requires a teacher to have a well-balanced interaction between subject-matter and teaching ability since these two elements depend on each other and the way the teachers manipulate those two elements will differentiate between an effective teacher or ineffective teacher. Effective teaching produced by effective teacher is matter because it has the greatest impact on students’ achievement and that teacher varies a great deal in their ability to improve students’ learning (Chait, 2009).
To teach effectively requires a teacher to know the subject, know how students learn and how to teach (Brown and Atkins, 1988). Most teachers are qualified with high proficient with the content of subject matter but they are lack in the area of teaching pedagogy (Dalton, 2008). New teachers, for example, might master in their own subject but they are still learning on how to manage their classroom, writing a good lesson plan, preparing teaching aids and teaching materials.

According to Abu Hassan Kassim (1989) in his article, “Cabaran Guru Memasuki UTM”, most UTM teacher trainees are less creative in teaching or using teaching aids as well as not motivated enough in adapting effective teaching methods in order to deliver the lessons. Thus, it is important for a teacher to have a well-prepared teaching-learning session complete with good lesson plan, suitable selection of teaching aids and appropriate teaching materials since it may help the teacher to plan a lesson with creative teaching-learning activities as well as producing creative teaching aids and teaching materials.

Lesson plan helps the teacher to set the objectives of the lesson, allocate time for each teacher-student activities, choose suitable teaching styles and prepare teaching aids as well as teaching materials. They have to prepare a well-written lesson plan before teaching as it serves as a record of work done by teacher (Chitravelu, Sithamparam and Choon, 2005). Besides, lesson plan that have been developed used to guide the teachers in organizing the material and the teachers themselves for the purpose of helping the students to achieve the intended learning outcomes (Kizlik, 2009).

Preparing the lesson plan requires the teacher to consider the learning outcomes or objectives of the lesson as well as pedagogical aspects like managing time, designing activities for students, selecting of the appropriate teaching materials and teaching aids as well as setting the accurate place to conduct a lesson (Chitravelu, Sithamparam and
Choon, 2009). It is important to have a detailed planning for a lesson because it will help the students to achieve the objectives set for them in each lesson. Besides, designing activities that may trigger their interest and understanding, allocation for the appropriate time a well management of the classroom will help the students reach the learning outcome or objectives (Dalton, 2008).

As a conclusion, in order to produce an effective teaching, apart of well interaction between subject-matter knowledge and ability to teach, having a well-prepared lesson plan, developing suitable teaching aids and selecting appropriate teaching materials will help the teacher especially teacher trainees become effective teacher (Tomlinson, 2003) since effective teacher as mentioned by Chait (2009) has the greatest impact on students’ achievement and that teacher varies a great deal in their ability to improve students’ learning.

1.2 Statement of the Problem

As stated by Ramsden (1992), “teaching effectiveness is related to more than just how much a teacher knows and the techniques used to convey knowledge, but rather is about quality learning outcomes such as students’ understanding”. Hence, in order to ensure the learning objectives could be achieved by the end of the lesson, producing a well-written lesson plan will be a good solution. Selecting and preparing good teaching aids and teaching materials also should be considered by teachers in order to enhance students’ interest and understanding.
Writing a lesson plan needs a teacher to consider on various aspects especially the pedagogical aspects. It is because pedagogical aspects are the principles and methods which may support and facilitate effectiveness in teaching (Dalton, 2008). Basically, in writing a lesson plan, a teacher should consider the lesson objectives, followed by designing appropriate activities and then selecting or preparing suitable teaching aids and teaching materials.

Another important aspect that should be considered by teacher is preparing the suitable teaching aids for the lesson. Starting a lesson needs a good introduction and explanation by the teacher in order to enhance students’ understanding. Appropriate and effective teaching aids may help the teacher to provide clearer understanding about the lesson as it may clarify the explanations given by the teachers. For examples, videos may be the best teaching aids for the teachers because elements in videos like graphic, music, sounds and text are combined together and it will clarify some abstract theories which may be hard to be explained orally by teachers.

Preparing good teaching materials should also be focused by a teacher in order to promote learning session as suggested by Kleinen and Herczeg (2003). Selecting and preparing appropriate teaching materials is beneficial for both teacher and students. Using teaching material, teachers may indicate the level of understanding of the students immediately after the lesson ends by looking at the performance shown by the students in completing the activities in teaching materials given. Besides, with teaching materials prepared by the teachers, the students may enhance their understanding about the lesson they learn for the day since the teaching material can be something they can refer to if they have problem in understanding the lesson, especially in future.

As a conclusion, a teacher should give full attention towards the process of delivering the lesson where there are three main aspects should be considered which are writing a good lesson plan with the considerations of pedagogical aspects, selecting and preparing good teaching aids and providing appropriate teaching materials in order to increase the learning activities in class.
1.3  **Objective of the research**

It is hoped that, through this study, the researcher would be able to:

1.3.1 determine whether TESL teacher trainees are the effective teachers

1.3.2 determine factors that should be considered by a teacher in preparing lesson plan, teaching aids and teaching materials.

1.4  **Research Questions**

The research questions, which this study is designed to answer, are:

1.4.1 Are our TESL teacher trainees effective teachers?

1.4.2 What are the factors that a teacher should consider in order to prepare lesson plan, teaching aids and teaching materials?