TEACHING STRATEGIES EMPLOYED
BY SELECTED ESL WRITING TEACHERS IN THE
KLANG VALLEY, MALAYSIA

NORAIZZAHI BINTI ZAKARIA

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TEACHING STRATEGIES EMPLOYED
BY SELECTED ESL WRITING TEACHERS IN THE
KLANG VALLEY, MALAYSIA

By

NORAIZZAH BINTI ZAKARIA

Thesis Submitted to the School of Graduate Studies,
Universiti Putra Malaysia, in Fulfilment of the
Requirements for the Degree of Doctor of Philosophy

July 2013
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DEDICATION

For my father, Zakaria bin Mahmud and my late mother, Halimah Binti Abdullah. To my children Nursyafiqah, Muhammad Syabil, Muhammad Syahmi and Muhammad Syakir, Mama dedicates this to all of you and hope this will inspire you to excel in life.
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To my children Nursyafiqah, Muhammad Syabil, Muhammad Syahmi and Muhammad Syakir, Mama dedicates this to all of you and hope this will inspire you to excel in life.
The main purpose of this study was to investigate the situational context in selected ESL writing classrooms in Klang district, Selangor DarulEhsan. These teaching strategies employed by teachers are significant in teaching writing in the Malaysian context with the hope that by the end of eleven years in learning English, students would be able to write essay with confidence according to the required standard.

This study was carried out through the detailed investigation of three research questions. They include: (1) What are the strategies used by teachers in ESL writing classrooms? (2) How do the strategies employed by teachers differ in high achievers’ and low achievers’ classrooms (3) What factors contribute to the teaching strategies used in teaching composition writing to ESL learners? These questions were vigorously addressed throughout the study with the specific concern of determining their relations to strategies employed by teachers in ESL writing classrooms.

The qualitative case study research methodology was selected since it was deemed the most appropriate for the study of this nature. Data were gathered and generated from seven ESL teachers in government schools. The participants were selected from teachers who were willing to participate in this study with more than five years experience in teaching English. The data collection method employed to achieve the purpose of this study were mainly classroom observations, and in depth interviews with the participants. Each
observation lasted between one hour to about one and a half hours, was taped recorded, transcribed verbatim and analyzed according to different types of teaching strategies. The interviews were also interviewed to verify the data based on observations in the classrooms. Thematic analysis was used to derive themes from the data. The rigor and trustworthiness of the study were further ensured through member checks, peer examination and maintenance of an audit trail.

The findings yielded the various strategies in teaching writing namely; memory strategies, cognitive strategies, compensation strategies, meta-cognitive strategies, affective strategies and social strategies. Strategies used by teachers in high achievers’ classrooms were also used by teachers in low achievers’ classrooms and vice versa. The teacher-factor and student-factor were salient in this study. Teachers are recommended to use teaching strategies that will provide favourable input which will lead to student-centred environment in the classrooms. Specific recommendations for further research were also suggested.
STRATEGI-STRATEGI PENGAJARAN YANG DIGUNAKAN OLEH GURU-GURU PENULISAN BAHASA INGGERIS SEBAGAI BAHASA KEDUA DI LEMBAH KLANG, MALAYSIA

Oleh

NORAIZZAH BINTI ZAKARIA

Julai 2013

Pengerusi: Ghazali Bin Mustapha, Ph.D.
Fakulti: Pengajian Pendidikan

Kajian ini bertujuan untuk mengkaji konteks pengajaran di dalam kelas-kelas Bahasa Inggeris yang terpilih didalam penulisan karangan sebagai Bahasa kedua di daerah Klang, Selangor Darul Ehsan. Strategi-strategi yang digunakan oleh guru-guru adalah amat penting di dalam pengajaran penulisan karangan di dalam konteks Malaysia dengan harapan di akhir sebelas tahun mempelajari Bahasa Inggeris, pelajar-pelajar boleh menulis karangan dengan yakin bersesuaian dengan tahap penulisan yang ditetapkan.


Kaedah penyelidikan kualitatif telah dipilih memandangkan pendekatan ini paling sesuai digunakan untuk mengkaji situasi begini. Data telah dikumpul dan dijanaikan dari tujuh orang guru di sekolah kerajaan. Sumber utama di dalam perolehan data adalah melalui pemerhatian di dalam bilik darjah dan juga temubual. Setiap pemerhatian telah berlangsung selama satu hingga satu jam
setengah dan ianya dirakam dan dianalisa mengikut kepelbagaian strategi-strategi pengajaran guru-guru. Kebolehkepercayaan kajian telah disahkan melalui semakan peserta kajian, pemeriksaan rakan penyelidikan dan penyelia, serta laluan audit. Analisis secara tematik telah digunakan untuk memperolehi tema daripada data.

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My utmost gratitude to Almighty Allah for the many blessings He has showed upon me and for giving me the strength to complete this study.

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My deep appreciation goes to the seven teachers of the selected schools where the study had been conducted. Thank you for the support and cooperation in making this study possible.

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Last but most importantly to my beloved father, Zakaria bin Mahmud and my stepmother MaimunahbintiMohd.Jakas for their blessings, patience and unfaltering support throughout the study period. To my beloved husband, Ramli bin Mat, and my children, Nursyafiqah, Muhammad Syabil, Muhammad Syahmi and Muhammad Syakir, for their love, strength and their deep understanding for me that keeps me going to where and be what I am today. To my late mother, Halimahbinti Abdullah, this dissertation is for you. You are my source of inspiration and the pillar of my strength.
I certify that a Thesis Examination Committee has met on 11 July 2013 to conduct the final examination of Noraizzah binti Zakaria on her thesis entitled “Teaching Strategies Employed By Selected ESL Writing Teachers in the Klang Valley, Malaysia” in accordance with Universities and University Colleges Act 1971 and the Constitution of the Universiti Putra Malaysia [P.U.(A) 106] 15 March 1998. The Committee recommends that the student be awarded the Doctor of Philosophy.

Members of the Thesis Examination Committee were as follows:

**Roselan bin Baki, PhD**  
Senior Lecturer  
Faculty of Educational Studies  
Universiti Putra Malaysia  
(Chairman)

**Jayakaran a/l A.P. Mukundan, PhD**  
Professor  
Faculty of Educational Studies  
Universiti Putra Malaysia  
/Internal Examiner

**Rosli bin Talif, PhD**  
Associate Professor  
Faculty of Modern Languages and Communication  
Universiti Putra Malaysia  
/Internal Examiner

**Martin Cortazz, PhD**  
Professor  
University of Warwick  
United Kingdom  
/External Examiner

_____________________________

NORITAH OMAR, PhD  
Associate Professor and Deputy Dean  
School of Graduate Studies  
Universiti Putra Malaysia

Date: 19 December 2013
This thesis is submitted to the Senate of Universiti Putra Malaysia and has been accepted as fulfillment of the requirement for the degree of Doctor of Philosophy. The members of the Supervisory Committee were as follows:

**Ghazali Mustapha, PhD**  
Faculty of Educational Studies  
Universiti Putra Malaysia  
(Chairman)

**Shamsuddin Ahmad, PhD**  
Faculty of Educational Studies  
Universiti Putra Malaysia  
(Member)

**Nor Hayati Alwi, PhD**  
Faculty of Educational Studies  
Universiti Putra Malaysia  
(Member)

_____________________________
BUJANG BIN KIM HUAT, PhD  
Professor and Dean  
School of Graduate Studies  
Universiti Putra Malaysia  
Date:
DECLARATION

I declare that the thesis is my original work except for quotations and citations which have been duly acknowledged. I also declare that it has not been previously or concurrently submitted for any degree at Universiti Putra Malaysia or other institutions.

_____________________________
NORAIZZAH BINTI ZAKARIA

Date: 11 July 2013
TABLE OF CONTENTS

DEDICATION                          ii
ABSTRACT                           iii
ABSTRAK                            v
ACKNOWLEDGEMENTS                   vii
APPROVAL                           viii
DECLARATION                        ix
LIST OF TABLES                     xvii
LIST OF FIGURES                    xviii
LIST OF ABBREVIATIONS              xix
LIST OF APPENDICES                 xx

CHAPTER

I  INTRODUCTION
The Problem and Its Context       1
Background of the Study           2
  History of Teaching ESL Composition  2
  Pedagogical Issues in ESL Writing  5
The Advantages of Teaching Strategies  7
Teaching Strategies in ESL/EFL Writing Classrooms  8
Importance of ESL Writing in the Malaysian Educational System  11
Statement of the Problem           12
Purpose of the Study               13
Research Questions                 13
Significance of the Study          14
Scope and Limitation               15
Definitions
  Teaching strategies              16
  Composition writing              16
  English as a Second Language (ESL)  17
  High Achievers' and Low Achievers' Classrooms  17

II  REVIEW OF LITERATURE
Introduction                        18
Development in Terminologies       18
Importance of Teaching Strategies  21
Theories on Teaching Strategies    22
  Developmental Theory            23
  Behavioural Theory              24
The Cognitive Perspective 24
Constructivist Theory 25
Theories on Composition Writing 28
The Expressivist 29
The Cognitivist 30
The Constructivist 31
Oxford’s Model of Teaching Strategies 32
Direct Strategies 33
Memory Strategies 33
Cognitive Strategies 34
Compensation Strategies 35
Indirect Strategies 37
Meta-cognitive Strategies 37
Affective Strategies 38
Social Strategies 39
Research on Writing Instruction 40
Related Studies on Teaching Strategies 46
Guiding Concepts in L2 Writing Teaching 56
Focus on Language Structures 57
Focus on Text Functions 57
Focus on Creative Expression 58
Focus on the Writing Process 58
Focus on Content 59
Focus on Genres 60
Establishing a Writing Environment 61
Writing Apprehension 61
Adjusting Students’ Attitudes Toward Writing 63
Room Décor 63
The Psychological Environment 64
The Reflective Practitioner 64
Making It Happen In The Classroom 65
Immersion in Literature 66
Reading Aloud 67
Harnessing Developmental Levels 68
Theoretical Framework 68
Summary 70

III METHODOLOGY
Introduction 72
Research Design 73
Researcher as Primary Instrument 76
Research Procedure 78
Gaining Access to the Research Site 78
Selection of Research Phenomena 78
Selection of Participants 79
The Pilot Study       79
Data Collection       81
  Classroom Observations       81
  In-depth Interviews       82
Data Analysis       84
Trustworthiness and Rigorousness       86
  Validity       87
     Triangulation       87
     Member Checks       87
     Peer Examination       88
     Researcher’s biases       88
     Record of Personal Thoughts       88
Reliability       88
The Investigator’s Position       89
Triangulation       89
Audit Trail       89
The Constraints       89
Ethics in Data Collection       90
Summary       91

IV FINDINGS AND DISCUSSION
Introduction       92
Biographical Profile of the Participants       93
  Ethnic Group and Religion       94
     Ahmad       94
     Nadia       96
     Aru       96
     Iqah       97
     Julie       98
     Manju       98
     Uma       99
Teaching Strategies Used By Teachers       100
  Set Induction       100
     Direct Strategies       100
        Memory Strategies       100
        Cognitive Strategies       103
        Compensation Strategies       105
     Indirect Strategies       106
        Meta-cognitive Strategies       106
        Affective Strategies       109
        Social Strategies       111
Discussion on Set Induction       111
Lesson Development       114
  Direct Strategies       114

xiii
<table>
<thead>
<tr>
<th>Strategies Used by Teachers in Lesson Development in High Achievers’ Classrooms</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct Strategies</td>
<td>182</td>
</tr>
<tr>
<td>Memory Strategies</td>
<td>182</td>
</tr>
<tr>
<td>Cognitive Strategies</td>
<td>183</td>
</tr>
<tr>
<td>Compensation Strategies</td>
<td>187</td>
</tr>
<tr>
<td>Indirect Strategies</td>
<td>187</td>
</tr>
<tr>
<td>Meta-Cognitive Strategies</td>
<td>187</td>
</tr>
<tr>
<td>Affective Strategies</td>
<td>188</td>
</tr>
<tr>
<td>Social Strategies</td>
<td>190</td>
</tr>
<tr>
<td><strong>Lesson development in LAC</strong></td>
<td><strong>192</strong></td>
</tr>
<tr>
<td>Direct Strategies</td>
<td>192</td>
</tr>
<tr>
<td>Memory Strategies</td>
<td>192</td>
</tr>
<tr>
<td>Cognitive Strategies</td>
<td>193</td>
</tr>
<tr>
<td>Compensation Strategies</td>
<td>196</td>
</tr>
<tr>
<td>Indirect Strategies</td>
<td>196</td>
</tr>
<tr>
<td>Meta-cognitive Strategies</td>
<td>196</td>
</tr>
<tr>
<td>Affective Strategies</td>
<td>197</td>
</tr>
<tr>
<td>Social Strategies</td>
<td>199</td>
</tr>
<tr>
<td><strong>Comparisons in Lesson Development Between Teaching Strategies Used in HAC and LAC</strong></td>
<td><strong>201</strong></td>
</tr>
<tr>
<td>Direct Strategies</td>
<td>205</td>
</tr>
<tr>
<td>Indirect Strategies</td>
<td>208</td>
</tr>
<tr>
<td><strong>Discussion on Comparison in Lesson Development between TS used in HAC and LAC</strong></td>
<td><strong>208</strong></td>
</tr>
<tr>
<td>Teaching Strategies used in the Conclusion Stage in HAC</td>
<td><strong>215</strong></td>
</tr>
<tr>
<td>Direct Strategies</td>
<td>215</td>
</tr>
<tr>
<td>Memory Strategies</td>
<td>215</td>
</tr>
<tr>
<td>Cognitive Strategies</td>
<td>216</td>
</tr>
<tr>
<td>Indirect Strategies</td>
<td>217</td>
</tr>
<tr>
<td>Meta-cognitive Strategies</td>
<td>217</td>
</tr>
<tr>
<td>Affective Strategies</td>
<td>218</td>
</tr>
<tr>
<td>Social Strategies</td>
<td>218</td>
</tr>
<tr>
<td>Teaching Strategies used in the Conclusion Stage in LAC</td>
<td><strong>219</strong></td>
</tr>
<tr>
<td>Direct Strategies</td>
<td>219</td>
</tr>
<tr>
<td>Memory Strategies</td>
<td>219</td>
</tr>
<tr>
<td>Cognitive Strategies</td>
<td>219</td>
</tr>
<tr>
<td>Indirect Strategies</td>
<td>220</td>
</tr>
<tr>
<td><strong>Comparisons in Conclusion Between HAC and LAC</strong></td>
<td><strong>221</strong></td>
</tr>
<tr>
<td>Direct Strategies</td>
<td>222</td>
</tr>
<tr>
<td>Indirect Strategies</td>
<td>224</td>
</tr>
<tr>
<td><strong>Discussion on Conclusion in Lesson Development Between HAC and LAC</strong></td>
<td><strong>226</strong></td>
</tr>
</tbody>
</table>
Factors Contributing to Teaching Strategies in Teaching Composition writing to ESL Learners

- Student Factor
- Teacher factor

Discussion on factors contributing to teaching strategies in teaching composition writing to ESL Learners

- Previous experience
- Serendipitous Issue
  - Teachers did not mean what they say
  - Teachers always claim that their instructions are student-centred
- Usage of models
- Product is more important than process

Summary

V CONCLUSION AND IMPLICATIONS

- Introduction
- Summary of Findings
- Conclusions
- Implications
- Recommendations for Practice
- Recommendations for Further Research

REFERENCES

APPENDICES

BIODATA OF STUDENT