THE USE OF MOVIES IN TEACHING VOCABULARY IN ESL CLASSROOM :
A CASE STUDY

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UNIVERSITI PENDIDIKAN SULTAN IDRIS

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THE USE OF MOVIES IN TEACHING VOCABULARY IN ESL CLASSROOM : A CASE STUDY

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ABSTRACT

This study aims to investigate the use of movies in the teaching of vocabulary in ESL classes as well as determine students' perceptions of learning through movies as a tool for them to acquire vocabulary. This study discusses the efficiency of movies as an authentic audiovisual learning material and how it can be employed by teachers in teaching vocabulary. Six diploma students in English at Universiti Pendidikan Sultan Idris (UPSI), Perak participated in this study. This study utilised a case study research where qualitative method was fully employed in the study. A video -based observation checklist was conducted to observe how the use of movies correlated to students' behaviour in classroom activities. The findings of the study identified through a video -based observation checklist were behavioral patterns that indicated positive peer relationships and students' ability to learn vocabulary. The results of the interviews were analysed using a thematic approach. The themes resulting from the interview questions showed positive perceptions and positive factors towards the use of movies in their classrooms as movies helped their learning process become easier to understand, more meaningful and it also encouraged visual learning. In conclusion, the method of using movies in ESL classes is suitable as a teaching tool, especially vocabulary teaching because it is easy to use and has positive effects on students' behaviour. The implications of this study help all teachers gain the right apprehension to make the teaching process more effective and enjoyable for students.
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PENGGUNAAN FILEM UNTUK MENGAJAR PERBENDAHARAAN KATA DALAM KELAS ESL; SATU KAJIAN KES

ABSTRAK

Kajian ini bertujuan untuk mengkaji penggunaan filem dalam pengajaran perbendaharaan kata di dalam kelas ESL (Bahasa Inggeris sebagai bahasa kedua) serta mengetahui persepsi pelajar terhadap pembelajaran melalui filem sebagai alat untuk mereka memperoleh perbendaharaan kata. Kajian ini juga membincangkan kecekapan filem sebagai bahan pembelajaran audiovisual yang asli dan boleh digunakan oleh guru dalam mengajar perbendaharaan kata. Enam pelajar diploma dalam Bahasa Inggeris di Universiti Pendidikan Sultan Idris (UPSI), Perak mengambil bahagian dalam kajian ini. Kajian ini menggunakan kajian kes iaitu kaedah kualitatif digunakan sepenuhnya. Senarai semak pemerhatian berasaskan video dilakukan untuk memerhatikan penggunaan filem berkorelasi dengan tingkah laku pelajar dalam aktiviti kelas. Dapatan kajian yang dikenalpasti melalui senarai semakan pemerhatian berasaskan video adalah corak tingkah laku yang menunjukkan hubungan rakan sebaya yang positif dan pelajar mampu mempelajari perbendaharaan kata. Hasil dapatan wawancara pula dianalisis menggunakan pendekatan bertema. Tema yang terhasil daripada soalan wawancara menunjukkan persepsi dan faktor yang positif terhadap penggunaan filem dalam kelas mereka iaitu filem membantu proses pembelajaran mereka menjadi lebih mudah difahami, lebih bermakna dan menggalakkan pembelajaran visual. Kesimpulannya, kaedah penggunaan filem dalam kelas ESL ini sesuai dijadikan sebagai alat mengajar terutamanya pengajaran perbendaharaan kata kerana ia mudah digunakan dan memberi kesan positif kepada tingkah laku para pelajar. Implikasi kajian ini membantu semua guru mendapatkan pemahaman yang tepat untuk menjadikan proses pengajaran lebih berkesan dan memberansangkan buat pelajar.

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LIST OF ABBREVATIONS

CLT	Constructivism Learning Theory
ELPAD	English Language Teaching Centre
ESL	English as a Second Language
KBSM	Kurikulum Baru Sekolah Menengah
KBSR	Kurikulum Baru Sekolah Rendah
KSSM	Kurikulum Standard Sekolah Menengah
KSSR	Kurikulum Standard Sekolah Rendah
MBBMI	Memartabatkan Bahasa Malaysia Memperkukuhkan Bahasa Inggeris
MEB	Malaysia Education Blueprint
MoE	Ministry of Education
MUET	Malaysian University English Test
PAK-21	Pembelajaran Abad ke-21
TnL	Teaching and Learning
UPSR	Ujian Pencapaian Sekolah Rendah

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CHAPTER 1

INTRODUCTION

1.1 Introduction

The first chapter will introduce and discuss details of the research including the research background, problem statement, research objectives, research questions, definition of terms as well as the significance of the research.

English is difficult to learn and a portion of Malaysian students still encounter difficulties to master the language even after completing their secondary schooling (Hiew, 2012). Teachers need to realise that in order to assist these students in learning the language, they need to diversify their teaching and learning (henceforth, TnL) methods. There are various ways teachers can strategise their TnL to help the students improve their language proficiency. Some of the teaching strategies available for the teachers include the use of technology, books, interactive games and many more. Another popular TnL method is the use of audio-visual instrument in teaching (Bravo et.al, 2011).

A number of researches revealed that the use of movies in TnL can be beneficial for the students (Lestari & Maolida, 2018; Khan, 2015). Movies are not only used for entertainment purposes, but it can also be used for various educational purposes (Khan, 2015). Movies are known as a relaxing and useful TnL technique for students to learn language (Lestari & Maolida, 2018). Additionally, Khan (2015) believes that movies can become a boundless resource for TnL and an effective language teaching tool for students.

The findings of several studies on the impact of using movies in language classrooms showed that movies can play a powerful role in the TnL process. Seferoğlu (2008), Tognozzi (2010) and Ruusunen (2011), for examples, emphasise that movies provide authentic language input and a stimulating framework for classroom discussions since well selected movies can capture the students' attention and motivation towards target language.

1.2 Purpose of the study

The purpose of this study is to introduce movies as an invaluable supplementary resource in helping students to acquire vocabulary. Students find it hard to master the four language skills; namely reading, writing, speaking and listening skills and without mastering vocabulary, the task of acquiring the four skills will be more challenging since these skills are fundamental in language learning (Lestari & Maolida, 2018). Therefore, using movies can be one way to assist students learn vocabulary in ESL classrooms.

Visual aids such as movies, PowerPoint, projector slides, graphics and others are essential TnL tools that help to make a lesson clearer or easier to understand for the students. These aids are important in the education system. Movies are part of these visual aids and are often used in language classrooms to stimulate students' learning process (Shabiralyani, 2015). Over the years, movies have been used to teach English to students from elementary to advanced levels (Sabouri et.al, 2015) In short, movies provide an invaluable extension of what we might call the technologies of language acquisition (Sabouri et.al, 2015). Technology has always been an important part of teaching and learning environment (Ahmadi, 2018). He also believes that it is an essential part of the teacher's profession through which they can use it to facilitate students' learning. Whenever technology is involved in teaching and learning, the word "integration" is used. With technology being part of our daily lives, it is time to rethink the idea of integrating technology into lesson plans and aim to embed technology into teaching to support the learning process (Ahmadi, 2018). That is to say, technology becomes an integral part of the learning experience and a significant issue for teachers, from the beginning of preparing learning experience through to teaching and learning process (Eady & Lockyer, 2013).

1.3 Background of the Research

In Malaysia, English is considered as the second language and it is often used daily. In the Malaysian education system, the Malaysian government has launched the New Primary Schools Curriculum or Kurikulum Baru Sekolah Rendah (KBSR) and the New Secondary Schools Curriculum or Kurikulum Baru Sekolah Menengah (KBSM) in

1983 to cater for the primary and secondary schools, respectively. For the English language subject, KBSR aims:

> "to equip learners with basic skills and knowledge of the English language so as to enable them to communicate both orally and in writing, in and out of school."

("Sukatan Pelajaran Kurikulum Bersepadu Sekolah Rendah
Bahasa Inggeris," 2000, p. 1)

Whilst the aims of the KBSM are:

> "to extend learners' English language proficiency in order to meet their needs to use English in certain situations in everyday life, for knowledge acquisition, and for future workplace needs"

("Sukatan Pelajaran Kurikulum Bersepadu Sekolah Menengah
Bahasa Inggeris ", 2000, p. 2)

Additionally, in 2011, the government implemented Kurikulum Standard Sekolah Rendah (KSSR) and Kurikulum Standard Sekolah Menengah (KSSM) for primary and secondary schools, respectively. The aims of the English language subject in the KSSR and KSSM are to first, highlight literature and Mathematical skills, spiritual values and welfare; secondly; second, introduce new types of teaching materials and; finally, and promote edutainment and language appreciation. The emphasis in improving the quality of English proficiency amongst students and teachers has long acknowledge by the Ministry of Education (NST, Wednesday, 22 May 2019)

On top of that, the aims of English language subject in both in KSSR and KSSM are aligned with international benchmarks to ensure that Malaysian students are acquiring the knowledge and skills necessary for their success in the 21st century and beyond, along with a passion for lifelong learning (Blueprint, 2013). Both KSSR and KSSM also offer a comprehensive range of science, social science and humanities subjects (Blueprint, 2013). The KSSR and KSSM standard documents is based on two components; learning standards and content standards.

Content standards specify the specific knowledge, skills and values that students need to acquire. KSSR and KSSM have an increased emphasis on skills such as reasoning, creativity, innovation and entrepreneurship. As for learning standards, the blueprint (2013) describes the degree of proficiency that students need to display in relation of each of the content standards on a year-by-year basis. They are:

1. Integrated education to enhance mastery of 4R (Reading, wRiting, aRithmetic and Reasoning) with additional elements of creativity, innovation and entrepreneurship.
2. Six pillars: communication, spirituality attitude and values, humanities, science and technology, physical and aesthetic development and self-efficiency.
3. Curriculum written based on content and learning standards
4. National exam (UPSR) and school-based assessment.

The Malaysian government also established policies such as Upholding the Malay Language and Strengthening Command of English (MBMMBI) in 2010, and followed by the Malaysia Education Blueprint 2013-2025 (MEB) in 2012, which aim for Malaysian students to be proficient in both Bahasa Malaysia and English.

The English Language Road Map 2015-2025 was another initiative launched by the Malaysian government and led by the English Language Teaching Centre (henceforth, ELPAD) which aims at equipping the students with the necessary skills to maximise their capabilities through the use of learning materials of international standard and providing conducive and supportive learning environment for the students (NST, Thursday, 7 May 2020)

1.3.1 Higher Education Institutions in Malaysia

According to the Ministry of Higher Education website, there are currently twenty public universities, 41 private universities, eight foreign university campuses, 28 university colleges, and 406 university colleges as of 30th September 2015 (Ministry of Higher Education, 2015b). The liberalisation of the higher education and internationalisation of public higher education institutions aim to make Malaysia an education hub to attract international students and this emphasises the role of English language in course delivery. There is a policy which influences the design of English language courses at the higher education institutions. This was the introduction of soft skills at the tertiary level in 2006. The Ministry of Higher Education published a guideline, Development of Soft Skills for Institutions for Higher Learning, in which it identified seven elements of soft skills -- leadership, communication, critical thinking and problem solving, lifelong learning and information management, entrepreneurial skills, team work, and ethics and professional morals. In view of this, English language courses at the tertiary level in Malaysia are seen to include elements, such as communication, critical thinking and problem solving, and team work, because English language can be a vehicle to develop these soft skills.

Vocabulary is imperative in learning the English language as one could not interact, elicit information, read books, write essays, listen to music or sing a song without vocabulary. In other words, vocabulary is key in learning English (Lestari & Maolida, 2018). Richard & Renandya (2002) reiterates that vocabulary is essential in acquiring the four language skills and acquiring vocabularies is the first step of learning second language and becomes the basic competency to gain other skills such as reading, writing, speaking and listening skills (Lestari & Maolida, 2018).

Realising the difficulties faced by the students, the Malaysian government has emphasised through their initiatives and policies including the KSSR, KSSM and the English Language Road Map 2015-2025 in which supplies of high-calibre English teachers and the introduction of new types of teaching techniques and materials of world standard are core in the Malaysian education system. Ismaili (2013) states that it is the responsibility of a teacher to provide quality teaching materials that will be engaging, interesting, up-to-date while simultaneously being a tool that will ensure the students to learn. Learning can be reinforced with different teaching and learning resources because they can stimulate and motivate as well as focus student's attention during the instructional (Shabiralyani et al., 2015)

1.4 Problem Statement

Despite all the initiatives and emphasis conducted by the Malaysian government on English language, the students still consider the English language as one of the hardest subjects in the school curriculum (Abdullah et al., 2017). To make matter worse, the English Language subject is looked upon as a burden and students often encounter difficulties to master it. Students are too afraid of making mistakes and feel they lack of vocabulary when expressing themselves in English language (Savasci, 2014).

The researcher was teaching a course called Organising Meeting to a group of multiracial, mixed level and mixed gender diploma students. Within the first three weeks of the course which involved three hours per week, the students were observed to be reluctant and were not able to give meaning to the meeting terms when asked. This occurred when they explained that they were unfamiliar of the terms because the rarely used the terms in daily conversation. It was the usual or two outspoken students who volunteered their thoughts but they were also hesitant about their answer because they did not know the exact meaning of the terms (vocabulary). The classroom observation will be explained in detail in Chapter 3.

In this regard, the researcher has identified the problem. When the problem has been established, the researcher often reflected on the attitude of the class, researching the best strategy to teach vocabulary to the students without holding the students from interacting. Subsequently, the researcher found a way on how to teach the students vocabulary by using movies. Movies has been proven effective by multiple research to provide a quick and direct teaching scenario in which specific scenes point out important issues. According to one of Maxwell’s Nine Arguments for a qualitative research (2005), we need to better understand the topic. Following this, the researcher needs to better understand the use of movies for students' to learn vocabulary in an ESL classroom.

There is no explicit English language policy that prescribes how English language should be taught at the tertiary level in Malaysia. English language teaching at this level is influenced by the role of English language in Malaysia, National Education Philosophy, and Development of Soft Skills for Institutions for Higher Learning policy. The soft skills policy was implemented by the Ministry of Higher Education in 2006. The importance of the English language education in Malaysia can be traced through the classification of English as "the second important language" in the national education policy (Omar, 1992, p. 84), liberalisation of higher education through Private Education Act 1996, and internationalisation of the public higher education institutions by policies such as National Higher Education Action Plan 2007-2010 (Ministry of Higher Education, 2007a) and National Higher Education Strategic Plan 2020 (Ministry of Higher Education, 2007b).

Institutions of higher education in Malaysia are undergoing rapid, dramatic changes. Globalisation has partially brought about these changes, which in turn have led to the internationalisation and rapid massification of higher education. This has transformed the landscape of most Malaysian university classes. Many have grown in size and consist of students from various ethnicities, races and nationalities. Technological advancement has further changed the teaching and learning environment within Malaysian universities. Many classrooms are now equipped with computers, internet connection and LCD projectors. More advanced classroom settings have smart boards and video-conferencing facilities. Advancement in technology has also multiplied the channels for learning.

The Malaysian government also embraces on the use of 21st century learning approach (henceforth, PAK-21) in Malaysian classrooms which focuses on five main elements which are communication skills, collaboration, critical thinking, creativity and values and ethics (henceforth, 4C1V) (Hiong, 2019). PAK-21 was initiated in the 2nd wave of the Malaysia Education Blueprint 2013-2025 (MEB) and a one-month campaign was organised by the Ministry of Education (henceforth, MoE) where 420,000 teachers showcased their TnL methods in classrooms (The Malaysian Reserve, 8th May, 2020). In the PAK-21, the conventional model of TnL is now obsolete and teachers should start adopting and adapting creative and innovative TnL strategies in the language classrooms to equip the students the essential skills and values for the future (https://www.padu.edu.my/events/21st-century-learning-teachers-campaign-launch/).

Traditional classrooms and conventional TnL methods and materials have the tendency to demotivate the students and stifle their learning (Ismaili, 2013). Teachers should introduce powerful TnL tools in their language classrooms to motivate and stimulate the students rather than resorting to conventional TnL strategies. One of the tools that teachers can choose from is the use movies. Champoux (1999) states movies allow the use of paralinguistic features where the students can watch the use of gestures, pauses, actions and reactions of the characters to understand the gist of the dialogue (Keene, 2006). Movies offer scenes that allow the students to gain insights and evoke emotions and enhance their visualisation skills (Lestari & Maolida, 2018). Movies can convey a message better than printer or spoken words (Champoux, 1999).

Sarko (2008) investigates the impact of watching movies in language classrooms. Sarko concludes that students' ability to acquire vocabulary and transfer these newly acquired words and expressions in their daily lives have been notably increased. The study also shows that students were very much influenced by animated movies. The students are able to pick up new vocabularies better and utilised them in real life situations. The study exhibits that students were able to increase their vocabulary input by watching movies since the dialogues used by the characters in the movies were embedded with paralanguage effects such as sign of hands, facial expressions and musical effects which will facilitate students' understanding (Sarko, 2008).

Unfortunately, despite the numerous benefits of using movies in the language classrooms, most teachers rarely incorporate movies as part of their teaching materials (Kabooha, 2016). Teachers feel that students may be carried away by the content of the movies and forget about the topics or lessons that they need to focus on (Kabooha, 2016). However, teachers need to understand that maintaining students' focus has always been a challenge and recent studies suggest that the average attention span of both adults and children has decreased exponentially (Barnets et.al, 2007 as cited in Gerschier, 2012). Hence, teachers should use movies in the language classrooms since movies can assist to retain the interests of the students in learning (Kabooha, 2016).

Thus, the aims of the current study are to first investigate the correlation of movies to students' behaviour in an ESL classroom; second, determine students' perception on using movies to teach vocabulary in an ESL classroom; and finally, identify the factors affecting students' in learning new vocabularies while watching movies in an ESL classroom?

1.5 Research Objectives

The objectives of this study are:

i. to investigate the correlation of movies with students' behaviour in classroom activity in an ESL classroom

ii. to find out the students' perception on using movies to learn vocabulary in an ESL classroom

iii. to identify the factors affecting students in learning new vocabularies while watching movies in an ESL classroom?

1.6 Research Questions

The research is conducted to address the following research questions:

i. How does the use of movies correlate to students' behaviour in classroom activity in an ESL classroom?

ii. What is the perception of the student on the use of movies to learn vocabulary in an ESL classroom?

iii. What are the factors affecting the students in learning new vocabulary while watching movies in an ESL classroom?

1.7 Significance of research

This current study will inevitably be significant and will provide invaluable insights to many people namely, teachers, students and future researchers by adding it to the existing literature on the use of movies in teaching vocabulary.

Firstly, this study may benefit teachers who have the intention of incorporating movies as one of their teaching tools to teach English language. This research will provide a better understanding on the use of movies to improve the teaching of vocabulary in ESL classrooms. On top of that, this study may help teachers to clarify, establish, correlate and coordinate precise concepts and understandings to make teaching more actual, active and encouraging for students.

Secondly, movies can also be an important tool in learning new words for students. Gee and Hayes (2011) claim that when a person has images, actions, goals, and dialogue to attach to words, she or he has an embodied understanding of those words. Consequently, movies help students to see language 'embodied' by providing them with all of the features which are images, action, goals and dialogues all at once and assist them in understanding the concepts learned in the classroom. In addition, this study may help students in providing them complete example of conceptual learning when movies were implemented in their learning. Berk (2009) reiterates that movies and videos attract students' attention, focus students' concentration, generate interest in class, energise or relax students for learning exercises, improve attitudes toward learning, increase understanding, foster creativity, stimulate the flow of ideas, provide an opportunity for freedom of expression, serve as a vehicle for collaboration, inspire and motivate students, make learning fun, and decrease anxiety and tension on scary topics.

Besides, Köksal (2004) explains that one of the advantages of movies is the fact that they can be adapted for use with both large and small classes. Indeed, it may be easier to prepare activities for video-viewing classrooms than for other types of lessons by creating. For example, more oral tasks for small groups of students and more written tasks for larger ones. Furthermore, Köksal (2004) points out that movies can be an endless source of grammatical structures and words as well as a discussion starter. Consequently, teachers can benefit from the movies and same goes with the students. In addition, the result of this case study will be priceless to teachers and school administrators as they will be able to execute the same method in their respective classrooms and improve the students' academic performances. Lastly, this study also adds to the current literature on the use of movies in teaching vocabulary. Future researchers may benefit from the findings in this study as they could explore more pertaining the use of movies in learning vocabulary in an ESL classroom.

1.8 Operational Definitions

This section discusses the essential definitions that will be frequently used throughout this thesis.

1.8.1 Audio-visual Instruments

Audio-visual instruments are instructional aids which are used in the classroom to encourage students learning process. According to Burton (n.d) as cited in Shabiralyani et.al (2015), audio-visual instruments are sensory objects or images which initiate or stimulate and support learning. In the current study, the audio-visual instruments refer to movies which will be used to stimulate the learning of new vocabularies.

1.8.2 Movies

Based on the film term glossary (n.d), movies are defined as:

> *"a length of film (with or without) with a sequence of images that create an illusion of movement and originally referred to the motion of movement (due to the principle of persistence of vision) perceived when a string of celluloid-recorded images were projected at the rate of 16 or more frames per second, an art form, one of the most popular form of entertainment."*

(Film Term Glossary, n.d: p. 58)

In this study, an English language movies are selected to help the students in understanding the theory taught by teachers in ESL classrooms. Movies can serve as a meaning which can serve as an excellent medium for giving meaning and theories. The visual and auditory effects of great movies can convey messages better than printed or spoken words (Champoux, 1999).

In this context, snippets of movies are used to match the students' daily experience. According to Blasco et. al, (2018) they stated that young people today live in a dynamic and sensitive environment of rapid information acquisition and high emotional impact. Thus, by providing snippets from different movies can illustrate or intensify particular points that fit well with the students' need. Moreover, movie snippets are able to convey meaning efficiently because of their brevity, rapidity ad emotional intensity (Blasco et.al, 2018).

1.8.2.1 Use of Movies in Teaching Vocabulary

Showing a movie in class may engage students, but engagement cannot be the only reason for showing movies in the classroom. Teachers must understand that the planning for viewing a movie is what makes it an effective learning experience for any educational level; primary, secondary and tertiary. In general, movies have its advantages and disadvantages in teaching vocabulary and also play a major role in creating a new and improved strategy of teaching and learning. Some of the advantages found in previous research (see Chapter 2) include movies can extend the learning of vocabulary beyond textbook. Next, movies can be used to address additional learning styles. Presenting information in numerous ways can be the key to helping students understand a word. Sometimes, a movie can include moments that go beyond what teacher are teaching in a lesson and allow them to highlight background context.

Besides having the advantages, there are some disadvantages regarding the use movies in teaching vocabulary as well. The literature suggests that the use of movies could cause the lackadaisical attitude among students whereby they will not take their work seriously and that the students' vocabulary learned from viewing the movies introduced by teachers could lead to an accelerated but superficial, inaccurate understanding of the content (Yahya et.al, 2013). The educational part of the movie may only be a small portion of the overall movie. There may be only a few parts of the movie that would be appropriate for the classroom setting and truly provide an explanation for the vocabulary learnt. In these cases, it is best to just show the clips or snippets if they feel that they truly add to the lesson that the educators are teaching.

Movies can be an effective tool for teachers to use with students. The key to success is to choose wisely and create lesson plans that are effective in making the movies a vocabulary learning experience.

1.8.3 Vocabulary

Learning a new language including English cannot be separated from vocabulary. Meaning that in learning a new language, students have to know its vocabulary. Vocabulary can be defined in various ways. In this particular research, vocabulary is defined as a core component for language proficiency and provided much of the basis for how students speak, listen, read and ride.

1.8.3.1 Receptive Vocabulary

Types of vocabulary which will be referred to in this study is a receptive or recognition vocabulary (see appendix D). According to Hiebert and Kamil (2005), receptive or recognition vocabulary for which an individual can assign meanings when listening or reading. These are the words that are often less known to students and less frequent in use. Individuals may be able to assign some sort of meaning to them, even though they may not know the full subtleties of the distinction. Typically, they are also words that the individuals do not use spontaneously. However, when individual encounter these words, they recognize them, even if imperfectly.

1.8.4 Case Study

Yin (1994: 23) defines case study "case study represents an empirical research that investigates a contemporary phenomenon within its real-life context, and includes a method comprehensive, with the logic of planning, gathering and data analysis". In other words, case study is a detailed examination of a single subject or group or phenomenon (Borg and Gall, 1999).

1.9 Organisation of Dissertation

The organisation of this thesis is as follows.

Chapter 2 gives a literature review to the theories of language learning underpinning this study – Constructivism and Media Principle. The chapter continues with the conceptual framework explaining the foundation of the current study. This is followed by detailed description of previous studies.

Chapter 3 summarises the methodology of the current study. Research location, sampling and instruments utilised in this study and they will be described in this chapter. This chapter also outlines the data analysis procedures undertaken in this study to generate the outputs on which my analysis relies on.

In chapter 4, the analysis begins with the profile of the students which is then preceded with describing and sorting them out into group of proficiency and background knowledge. Then, the results for each instruments were illustrated and analysed into themes. This study uses qualitative analyses. The methods are crucial to enable the researcher to support the case study into something more meaningful and contextual. It involves observation checklist and interviews. Each of the results from the instruments complement each other in order to get the details from the students.

Chapter 5 begins by addressing the research questions of the dissertation in the light of the results in Chapter 4 before moving on to an overall discussion. This chapter also discusses some potential avenues of future research. The final chapter is concluded by providing an evaluation and a discussion on the limitations of the study.

1.10 Summary

This chapter introduces the background information of the research, problem statements, the objective of the research, the research questions, and the significance of the research and the definition of terms that are used in this research.

In the next chapter, previous studies related to key concepts underpinning this study will be reviewed.