# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABSTRAK</td>
<td>i</td>
</tr>
<tr>
<td>ABSTRACT</td>
<td>ii</td>
</tr>
<tr>
<td>ACKNOWLEDGEMENTS</td>
<td>iii</td>
</tr>
<tr>
<td>TABLE OF CONTENTS</td>
<td>v</td>
</tr>
<tr>
<td>LIST OF TABLES</td>
<td>xiv</td>
</tr>
<tr>
<td>LIST OF FIGURES</td>
<td>xvi</td>
</tr>
</tbody>
</table>

## CHAPTER I: INTRODUCTION

1.1 Background to the Study ................................. 2

1.1.1 The Primary School English Language Syllabus 2

1.1.1.1 The National Education Philosophy and its aims ........................................ 3

1.1.1.2 The National Education Philosophy and the English Language Syllabus ................. 3

1.1.1.3 The National Education Philosophy and the Smart School Conceptual Model .......... 4

1.1.2 The Position of the English Language in Primary Schools ..................................... 5

1.1.2.1 Pupil Proficiency ........................................ 5

1.1.2.2 Teacher Proficiency and Attitude ................. 6

1.2 Statement of the Problem ............................... 7
1.3 Context of Study ................................................................. 8
  1.3.1 Information Skills in the 14-Week English Language Immersion Course ........................................ 10
1.4 Rationale for the Study ............................................................ 11
1.5 Objectives of the Study ............................................................. 13
1.6 Description of the Participants and Contents of the Information Skills Course ........................................... 13
  1.6.1 Lecture Comprehension and Note-taking .................... 14
  1.6.2 Library Skills ................................................................. 15
  1.6.3 Planning and Writing the Practicum Report ................. 16
1.7 Significance of the Study .......................................................... 16
1.8 Limitations of the Study ........................................................... 17
1.9 Operational Definition of Terms ............................................... 19
  1.9.1 Information Skills .......................................................... 19
  1.9.2 Academic Writing .......................................................... 19
  1.9.3 Practicum ................................................................. 20

CHAPTER II: REVIEW OF RELATED LITERATURE

2.1 Introduction ............................................................................. 21
2.2 Views on Academic Writing .................................................... 22
  2.2.1 The Role of Writing Instruction in Academic Writing ................................................................. 24
2.2.2 The Role of Reading Instruction in Academic Writing ........................................... 26

2.2.3 Language Processes in Academic Writing ............... 28

2.2.4 Thinking Processes in Academic Writing ............... 30

2.3 Theories and Studies related to Models of Information Skills ........................................... 32

2.3.1 Cutlip's Information Model ................................. 33

2.3.2 Gawith and Information Literacy .......................... 36

2.3.3 Avann's Research on Information Skills ................ 37

2.4 The British Library and the National Foundation for Educational Research (NFER) in Information Skills ........... 41

2.3.1 Griffin's Research on Information Skills ............... 41

2.5 Local Studies related to Information Skills ............... 47

2.5.1 The Syllabus of the 14-Week English Language Immersion Course ........................................... 47

2.5.2 Academic Literacy ........................................... 54

2.5.3 The Impact of Lecturing and Individualised Learning on Students' Approaches to Learning ........................................... 55

2.5.4 Information Advantage ........................................... 58
### CHAPTER III: RESEARCH METHODOLOGY

<table>
<thead>
<tr>
<th>Section</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1</td>
<td>Introduction</td>
<td>60</td>
</tr>
<tr>
<td>3.1.1</td>
<td>Research Questions</td>
<td>61</td>
</tr>
<tr>
<td>3.2</td>
<td>The Sample</td>
<td>62</td>
</tr>
<tr>
<td>3.2.1</td>
<td>The Non-TESL Participants</td>
<td>63</td>
</tr>
<tr>
<td>3.2.2</td>
<td>The TESL Participants</td>
<td>63</td>
</tr>
<tr>
<td>3.3</td>
<td>Instrumentation and Data Collection</td>
<td>64</td>
</tr>
<tr>
<td>3.3.1</td>
<td>Questionnaire on the Biodata of Course Participants</td>
<td>65</td>
</tr>
<tr>
<td>3.3.2</td>
<td>Pre-test and Post-test</td>
<td>67</td>
</tr>
<tr>
<td>3.3.2.1</td>
<td>Text Selection</td>
<td>69</td>
</tr>
<tr>
<td>3.3.2.2</td>
<td>Assessment</td>
<td>70</td>
</tr>
<tr>
<td>3.3.3</td>
<td>Journals</td>
<td>73</td>
</tr>
<tr>
<td>3.3.4</td>
<td>Practicum Reports</td>
<td>76</td>
</tr>
<tr>
<td>3.3.5</td>
<td>Interviews</td>
<td>81</td>
</tr>
<tr>
<td>3.3.6</td>
<td>Questionnaire on the Evaluation of Information Skills Component</td>
<td>84</td>
</tr>
<tr>
<td>3.4</td>
<td>Data Analysis</td>
<td>87</td>
</tr>
<tr>
<td>3.5</td>
<td>Conclusion</td>
<td>90</td>
</tr>
</tbody>
</table>
4.6.4 Interviews with Pupils ........................................ 129
4.6.5 Interviews with School Staff for Feedback .......... 129

4.7 Questionnaire on the Evaluation of Information Skills

Component ................................................................. 130

4.7.1 Usefulness of Information Skills ............................ 131
4.7.2 Content of Information Skills Course .................... 131
4.7.3 Respondents' Perceptions on the Application
of Information Skills in their Practicum
Reports ................................................................. 135

4.7.4 Respondents' Perceptions About Their
Reading Ability ..................................................... 137

4.7.5 Respondents' Perceptions About Their Writing
Ability ................................................................. 138

CHAPTER V: CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction ........................................................... 140
5.2 Research Questions ................................................ 140

5.2.1 Does the background of the participants affect
their performance in the practicum reports? .............. 140

5.2.1.1 The TESL Course Participants .......................... 141
5.2.1.2 The Non-TESL Course Participants ............. 143
5.2.2 What were the information sources used by
the participants in their practicum reports?

How were they used in academic writing?............. 146

5.2.2.1 Library Sources ............................................ 146

5.2.2.2 Interviews .................................................. 147

5.2.2.3 Lectures .................................................... 147

5.2.2.4 Classroom Observations ................................. 148

5.2.2.5 Journals .................................................... 149

5.2.2.6 Information sources used by TESL
Course Participants ............................................. 150

5.2.2.7 Information sources used by Non-TESL
Course Participants ............................................. 151

5.2.3 Does journal-keeping help course participants to
seek, store and process information for their
practicum reports? How? ............................................ 152

5.2.4 Is the interview a valuable source of information
for the practicum report? ......................................... 154

5.2.5 What strategies of information use have the
participants acquired, and how are these
demonstrated? ....................................................... 155
5.2.6 Did the participants apply their knowledge of
information sourcing and note-taking techniques
such as direct quotation, paraphrase, summary
and evaluation effectively in their practicum
reports? To what extent? .......................... 163

5.2.6.1 Application of Information Skills by TESL
Course Participants .............................. 165

5.2.6.2 Application of Information Skills by
Non-TESL Course Participants ............... 166

5.2.7 Did the participants use their knowledge of
information skills to write their reports cohesively
and coherently ..................................... 167

5.2.7.1 The Study of Cohesion and Coherence in
the Practicum Reports of TESL
Participants ....................................... 170

5.2.7.2 The Study of Cohesion and Coherence in
the Practicum Reports of Non-TESL
Participants ....................................... 171

5.2.8 Did the participants find the information skills
component useful? ............................... 171

5.3 Recommendations .................................. 172
5.3.1 Recommendations to the Teacher Training Division, Ministry of Education, Malaysia. 172

5.3.2 Recommendations to Lecturers of the 14-Week English Language Immersion Course in Teacher Training Colleges in Malaysia .......................... 173

5.3.3 Recommendations to Course Participants of the 14-Week English Language Immersion Course ......................................................... 174

5.3.4 Recommendations to Heads of Primary Schools ......................................................... 174

5.3.5 Recommendations to Librarians of Teacher Training Colleges in Malaysia ..................... 175

5.4 Implications for Further Research ............................................................... 175

BIBLIOGRAPHY .................................................................................. 176

APPENDICES

APPENDIX A: Cutlip's Information Model ....................................................... 182

APPENDIX B: Questionnaire: Bio-Data of Respondents ................................. 186

APPENDIX C: Pre-Test and Post-Test ............................................................... 187

APPENDIX D: Immersion Practicum ............................................................... 188

APPENDIX E: A Guide To Assessing The Written Practicum Report .............. 190

APPENDIX F: Questionnaire - Evaluation of Information Skills Component ...... 193

APPENDIX G: Barrett's Taxonomy ................................................................. 196
LIST OF TABLES

Table 1 (a): Background of Respondents: Teaching Experience ........................................ 92
Table 1 (b): Background of Respondents: Area of Specialisation and Type of School ................................................................. 94
Table 1 (c): Background of Respondents: Subjects taught in school ........................................... 95
Table 1 (d): Background of Respondents: Respondents' writing experience ........ 96
Table 1 (e): Background of Respondents: Respondents' perceptions of their writing problems ............................................................................. 97
Table 2 (a): Results of the Pre-test and the Post-test .................................................................. 100
Table 2 (b): Comparison of Post-test and Practicum Report Results ........................................ 104
Table 2 (c): The Performance of Each Course Participant in the Post-Test and the Practicum Report .................................................................. 105
Table 3 (a): Frequency of Scores for Content ........................................................................... 110
Table 3 (b): The Performance of Participants in Content in Relation to the Overall Practicum Report Result .................................................................. 114
Table 4 (a): Frequency of Scores for Language ........................................................................ 115
Table 4 (b): The Performance of Participants in Language in Relation to the Overall Practicum Report Result .................................................................. 116
Table 5 (a): Frequency of Scores for Organisation and Presentation of Text .................................................. 118
Table 5 (b): The Performance of Participants in the Organisation and Presentation of Text in Relation to the Overall Practicum

Report Result ........................................................................................................ 120

Table 6: Frequency of Scores for Growth and Development .............................. 121

Table 7 (a): Result of the Practicum Report .................................................... 123

Table 7 (b): The Performance of Course Participants in All Four Criteria of Assessment for Practicum Reports ......................................................... 124

Table 8: Usefulness of Information Skills ....................................................... 131

Table 9: Course Content of Information Skills .............................................. 132

Table 10: Application of Information Skills .................................................. 136

Table 11: Perceptions about Reading Ability .................................................. 137

Table 12: Perceptions About Writing Ability .................................................. 138
| Figure 1 | Cultip's Information Model | 34 |