

**THE IMPACT OF COGNITIVE APPRENTICESHIP ON THE
LEARNING OF PAST TENSE FORMS AMONG ESL
LEARNERS**

GAN SHIAU HUI

**FACULTY OF LANGUAGES AND LINGUISTICS
UNIVERSITY OF MALAYA
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**FACULTY OF LANGUAGES AND LINGUISTICS
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Name of Candidate: **Gan Shiau Hui** (I.C/Passport No: **790711-03-5664**)

Registration/Matric No: **TGB080054**

Name of Degree: **Master of English as a Second Language**

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The Impact of Cognitive Apprenticeship on the Learning of Past Tense Forms among ESL Learners

Field of Study: **Second Language Acquisition**

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ABSTRACT

Accurate use of grammar, especially the use of tenses, is an important element when it comes to the learning of English. For those whose first language (L1) does not have verb conjugation, learning verb tenses in English as a second or foreign language could be confusing especially to those who lack the exposure. Studies conducted in Malaysia on error analysis found that verb tenses are among the most common errors made by secondary school students in their essays (Lim, 1976; Saadiyah Darus & Khor, 2009; Vahdatinejad, 2008) and is difficult to remedy (Saadiyah Darus & Kaladevi Subramaniam, 2009; Vijaya & Viswanath, 2010).

Acknowledging the existence of the problem, this study set out to investigate an alternative teaching method which may address the issue by incorporating the use of cognitive apprenticeship in the instruction of past tense forms in narrative writing. The study aimed to investigate to what extent is cognitive apprenticeship effective in reducing tenses errors in ESL learners' narrative writing and to gauge the perceptions of these learners about the treatment given. This study involved 51 low to intermediate level of English proficiency Form Five students (23 males and 28 females) from a vocational school in Kelantan and they were involved in a six-week treatment and administered 2 note-expansion tests (pre-test and post-test). From the results, 12 respondents representing three different groups, i.e., the most improved group, least improved group and the group which deteriorated the most in their post-test were later selected for individual interview sessions.

The findings from the study revealed that the use of cognitive apprenticeship in the instruction of past tense forms helped the respondents reduce their errors in verb tenses in general and the interviewed respondents also shared their experiences and thoughts on the features and teaching methods of cognitive apprenticeship that were used during the treatment. The results supported the premise that the use of cognitive

apprenticeship is beneficial to learners in language learning and therefore, proper planning in integrating the features, as well as, teaching methods of cognitive apprenticeship to learners' learning preferences in the classroom should be made to enhance learners' performance in English language.

ABSTRAK

Penggunaan tatabahasa yang tepat terutamanya dalam menggunakan kata kerja yang melambangkan masa (tenses) merupakan satu elemen penting dalam pembelajaran Bahasa Inggeris. Bagi mereka yang bahasa ibundanya (L1) tiada konjugasi kata kerja, pembelajaran kata kerja yang melambangkan waktu (tenses) ini dalam Bahasa Inggeris sebagai bahasa kedua atau bahasa asing boleh mengelirukan terutama kepada mereka yang kurang pendedahan. Berdasarkan kajian-kajian dalam analisis kesalahan tatabahasa yang telah dijalankan di Malaysia, didapati bahawa majoriti pelajar sekolah menengah sering melakukan kesalahan dalam penggunaan kata kerja ini dalam penulisan karangan mereka (Lim, 1976; Saadiyah Darus & Kaladevi Subramaniam, 2009; Saadiyah Darus & Khor, 2009; Vahdatinejad, 2008) dan kesalahan dalam aspek ini sukar untuk diperbaiki (Saadiyah Darus & Kaladevi Subramaniam, 2009; Vijaya & Viswanath, 2010).

Dengan kewujudan masalah sedemikian, kajian ini adalah bertujuan untuk mencari satu kaedah pengajaran alternatif yang mampu menangani isu tersebut iaitu dengan menggabungkan perantisan kognitif dengan pengajaran kata kerja kala lepas dalam penulisan karangan naratif. Objektif kajian ini adalah untuk meninjau sejauh mana perantisan kognitif berkesan dalam mengurangkan kesalahan penggunaan kata kerja yang melambangkan waktu (tenses) dalam penulisan karangan naratif di kalangan pelajar yang mempelajari Bahasa Inggeris sebagai bahasa kedua dan di samping mendapatkan persepsi mereka tentang kaedah pengajaran tersebut. Kajian ini melibatkan 51 orang pelajar Tingkatan Lima dari sebuah sekolah aliran vokasional di Kelantan. Mereka yang terdiri daripada 23 orang pelajar lelaki dan 28 orang pelajar perempuan ini adalah terdiri daripada golongan yang sederhana dan lemah dalam Bahasa Inggeris. Responden-responden ini telah menghadiri sesi pemulihan selama enam minggu dan menduduki dua kali ujian karangan bernota (ujian pra dan ujian

paska). Berdasarkan keputusan ujian tersebut, 12 orang responden yang mewakili tiga kumpulan yang berbeza iaitu kumpulan yang menunjukkan peningkatan terbaik, kumpulan yang menunjukkan peningkatan minima dan kumpulan yang merosot dalam ujian paska telah dipilih untuk menjalani sesi temu bual individu.

Kajian ini mendapati bahawa penggunaan perantisan kognitif dalam pengajaran kata kerja kala lepas telah membantu responden mengurangkan kesalahan dalam penggunaan kata kerja yang melambangkan waktu (tenses) secara am. Selain itu, responden-responden yang ditemu bual juga berkongsi pengalaman dan pendapat mereka tentang ciri-ciri dan kaedah pengajaran dalam perantisan kognitif yang telah digunakan dalam sesi pemulihan yang telah mereka hadiri. Dapatan daripada kajian ini mendapati bahawa penggunaan perantisan kognitif sememangnya memanfaatkan para pelajar dalam pembelajaran bahasa. Oleh itu, perancangan yang teliti dalam mengintegrasikan ciri-ciri dan kaedah pengajaran perantisan kognitif dengan gaya pembelajaran pelajar seharusnya dilakukan untuk meningkatkan prestasi pelajar dalam pembelajaran Bahasa Inggeris.

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