

Speaking Skills Instruction

For Polytechnic Employability

This book highlights several significant issues related to teaching and learning spoken English language skills, in the context of higher education learning. One of the highlights is that the local graduates are not competent to communicate in English, which consequently affects their chances of being employed. Hence, this book offers an insight into research-based practices on spoken skills instruction as practiced by a group of English lecturers in a polytechnic. It includes in-depth discussions on the salient differences between spoken and written language. Such knowledge is needed as it informs English teachers and instructors on the appropriate approaches that they should adopt in planning and teaching spoken language to students. In addition, prominent theories and concepts that contribute to the construction of beliefs and knowledge are also presented as teaching practices have always been governed by cognition, beliefs, education and personal encounters. Overall, this book is an ideal source for English teachers and instructors to understand how spoken language should be taught in order to improve students' communicative competence, as well as the factors that are influential to teaching practices. Understanding these concepts may be useful for effective reflective practice which is needed for more effective pedagogical practices.

SALMIZA ABDUL RAHIM, PhD., began her career at a matriculation college in Johor; teaching English to students for entrance into public universities. She then moved to Politeknik Sultan Azlan Shah, Perak where she is currently a senior lecturer, at the General Studies Department. She has more than 17 years of teaching experience, teaching students from various backgrounds and disciplines. She has particular interests in spoken language, pragmatics and her current researches related to teachers' beliefs about spoken language instruction and teaching practices. HAMIDAH YAMAT, PhD., is an Associate Professor at the Centre of Teaching and Learning Innovation, Faculty of Education, Universiti Kebangsaan Malaysia. She has nine years of teaching experience at schools and 25 years at university. Her areas of expertise and research interest are Teaching English as a Second Language (TESL) and Second Language Acquisition (SLA) on which she has published more than 40 journal articles and several chapters of books. PARILAH MOHD SHAH, PhD., is a senior lecturer at the Faculty of Education, Universiti Kebangsaan Malaysia. She obtained her M. A. and PhD. from the University of Connecticut, USA. Her research interests are Second Language Acquisition (SLA), reading, teaching of English to speakers of other languages and bilingual-bicultural education. She has presented several papers both at both the national and international levels and has several publications in areas related to SLA and learning.

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