A NEW TEACHING MODEL
TO TEACH LITERATURE
FOR THE TESL PRE-TRAINING SERVICE PROGRAMME
IN UNIVERSITI TEKNOLOGI MALAYSIA

(SATU MODEL PENGAJARAN BARU
UNTUK PROGRAM LATIHAN PRA-PERGURUAN TESL
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JABATAN BAHASA MODEN
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ABSTRACT

This research was carried out to determine the current practice and perception that teachers and students have about the Literature Component incorporated into the English language subject designed for the *Kurikulum Bersepadu Sekolah Menengah* (KBSM). The information acquired from this research was used to propose a suitable teaching model that could be adopted in the training of pre-service teacher trainees in the Teaching English as a Second Language (TESL) programme in Universiti Teknologi Malaysia. For data collection, two sets of questionnaires were designed. The first set was distributed to 26 secondary school teachers; while the other set was circulated among 420 form one to form five secondary school students in the area of Johor Bahru. The overall findings of this research show that both teachers and students have very positive perception of the teaching and learning of the Literature component in the English language subject. However, a significant finding of this research shows that there is a difference in the methodological approaches applied in the teaching of literature by experienced English language teachers as opposed to the inexperienced ones. Based on the results of this research, a teaching model suitable to be used to teach literature in the Malaysian context was recommended to be used in the training of the future TESL teachers to become creative and confident of using literature in teaching the English language.

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CHAPTER ONE

INTRODUCTION

This chapter consists of the introduction, background of the research, statement of the problem, purpose and objective of the research. Apart from that the chapter also contains the research questions, the significance of the research and the scope of the research.

1.1   Introduction

Literature that was initially read and valued only by those enthusiasts or elites who excel in the areas of art and language studies has gradually paved its way to become a more dynamic resource in other areas such as in second or foreign language teaching and learning, mathematics and geography to name a few.

In the case of second or foreign language teaching and learning, for example, literature has been widely accepted as a motivating material, an access to other cultural background, a

resource for language acquisition and a medium to expand learners' language awareness. At the same time, literature has also gained reputation to have a wider educational function that may trigger critical abilities and increase emotional awareness that would assist in educating the person as a whole (Lazar, 1999).

1.2 Background of the Study

In view of the relationship between literature and language learning, it is evident that there has been significant transformation in the association of these two distinct areas (Durant, 1993; Delanoy, 1997; Edmondson, 1997). In the beginning, under the influence of the Formalists and Structuralists, much attention was given to the use of literature in teaching a language. In fact, in the case of the teaching of the English language, English literature was viewed as synonymous with the teaching of the English language (Thakur, 2003). This was due to the fact that a special status was given to literature in learning the English language. It was treated as a source of high moral value and a model of excellent language usage that emphasizes on the study of the literary canon in the target language. In this situation, literature was taught as a body of knowledge or a subject matter that dominated the language syllabus and not as an integral or an embedded component of language learning (Delanoy, 1997; Carroli, 2002).

The trend has however changed when the advocators of the Functional Approach argue to eliminate literature from language teaching and learning (Delanoy, 1997). They dispute that the study of literature in language learning is a long way from meeting the needs of the

learners. To illustrate, they feel that when literature is used as a model of the target language, learners may have the capability to quote or use the kind of language that they see in Shakespearean plays or Wordsworth's poetry, but they may face difficulty in producing utterances in the target language in real life situations.

Apart from that, Liddicoat & Crozet (2000) claimed that literature became more divorced from language teaching and learning when the Communicative Approach to language teaching was established in the 1970s. This is because within the set of principles subscribed in the Communicative Approach to language teaching, one very important principle is that learners should be able to learn a language through using it to communicate (Rodgers, 2001). When Communicative Approach made its appearance, it created a big impact on the focus of the English language teaching. In fact, Bowen et al. (1985: 49-50) asserted that, "the principles and practices of this movement had become so widely accepted…that most program could be said to incorporate some elements of communicative approach."

Nevertheless, the Communicative Approach no longer holds its popularity. This is owing to the fact that the approach focuses mainly on problem solving and carrying out tasks in real life situations such as making enquiries, offering excuses or meeting new friends. For many second or foreign language learners, these practical tasks could easily be accomplished without the use of the target language especially in an environment or setting that has not fully supported the use of the target language such as in countries like in Japan or Malaysia. This is an ironic situation since although learners are trained and equipped to use the target

language for survival, limited opportunity to use the language outside the classroom may hinder motivation and the need to converse using the target language. In other words, most of the time students could easily resort to using their mother tongue when communicating since the environment does not require them to use the target language.

In the 1980s, literature has made its come back into the language curriculum through the new evolution in Applied Linguistics and Literary Theory in the 1970s. In the area of Applied Linguistics, through experts in stylistics and discourse analysis, a new move has been identified that emphasizes on the need to use learning materials that can present emotionally engaging and intellectually stimulating experience for the language learners (Delanoy, 1997). Literature has been singled out as an ideal resource material that could offer the kind of experience identified by the move.

In addition, the literary critics also contributed to the reawakening of interest in the use of literature in language teaching and learning by primarily focusing on the reader and the interaction between the reader and the text. Through the Reader Response Criticism, literature exists only when it is read and literary texts possess no fixed and final meaning or value. In other words, the function of literature in language learning and teaching has evolved from being the model for excellent language usage to an avenue for aesthetic reading where readers could interact with the literary texts read by bringing in their own experiences to create their own interpretations of the texts.

The support in favour of literature in language teaching is progressing positively. Literature which was once studied or valued only by those who appreciate and can understand the art dramatized through language created by renowned classical writers such as William Shakespeare and Emily Bronte is now well accepted as a resource for the teaching of languages in many programs around the world.

To illustrate, for the past two decades literature has attracted renewed interest amongst curriculum planners, syllabus and material designers as well as practitioners in the areas of English as a Second Language and English as a Foreign Language worldwide (Cook, 1994; Lazar, 1999; Collie and Slater, 2000; Carroli, 2002). This situation is not only true at tertiary level in programs specializing in Literature and Language Studies or in the areas of teacher training in English as a Second or Foreign language but it has also attracted the attention of other institutions, levels or programs such as at primary and secondary education levels in many countries. For example, many current English language programs such as those in the United States (Langer, 1991), United Kingdom (McRae, 1991), Australia (Carolli, 2002), Turkey (Erkaya, 2005), Taiwan (Carlisle, 2000), Japan (Norris, 1994) and Singapore have incorporated literature into their language curricular.

In Malaysia, the same move has recently been adopted by the Ministry of Education in the year 2000 for the English Language Secondary curriculum (Subramaniam and Vethamani, 2003). Consequently, in 2005, literature has been injected into the English language primary curriculum. Although literature has for a very long time been part of the Malaysian English language curriculum, it has not until recently been able to play a

prominent role in the language curriculum. At present, literature has not only been incorporated at both primary and secondary school levels, it has also become a tested component in the Secondary National Examinations.

1.3   Statement of the Problem

When the Ministry of Education in Malaysia announced the incorporation of literature into the national English language curriculum, it may be viewed by advocators of literature in English language teaching as timely and most prevailing advancement after the adoption of the communicative approach into the curriculum. In spite of this, the introduction of the literature component into the English language syllabus has also formed other reactions from those who are sceptical about the incorporation. Koon (2003: 140) argued that, "When the literature component for English language teaching and learning was introduced into the Malaysian secondary schools a few years ago, many were caught unawares." Apart from the reactions, numerous obstacles have been identified that may impede the process of the incorporation of this latest component into the English language syllabus.

For instance, initially school teachers were worried because they had no training in administering the teaching of this new component. Some may have taken literature as a course back when they were a teacher trainee in college, but majority have limited knowledge of the teaching methodologies that lie behind the use of literature in English language teaching. Others expressed their concern about coping with the time to cover the whole syllabus with the inclusion of the extra component into the English language syllabus.

Besides that, the heads of schools were worried about the performance of the school in big national examinations and parents were worried about their children's ability to cope to this new change. As for the learners, they were anxious about having to read and discuss the works of writers that seemed difficult and foreign to them.

Besides the parties involved directly with the implementation of this new component, other concerned parties are such as those institutions responsible for structuring training programs for the practicing school teachers like the State Department of Education. The department has to miraculously design special comprehensive and yet compact training sessions that could not only train and equip the English language teachers with the knowledge in using literature in their English language classrooms but to also build sense of confidence and willingness to explore the potentials of literature in teaching the target language. Apart from that, training centres such as the teacher training colleges and tertiary institutions that produce English language teachers and educators have to revise their curriculum to include courses that would address the training of literature in English language teaching.

To confirm this outburst of different reactions, the local media has played a big role in covering numerous reports on the different reactions of this new English language component. According to an article published in the Mind Our English Column in The STAR, school teachers had expressed their worry about not knowing the methodologies suited to be adopted when using the literature component in the English syllabus (Kee, 2002). In another report published in the Life and Times Section of the New Straits Times entitled

Lights on Literature, it was mentioned that it would take a while for learners to be able to accept literature as part of learning the English language (Chandapillai-Llod, 2000).

As a result of the attention received, a number of studies were conducted soon after the implementation of the literature component in the secondary school English language syllabus. The results of a study conducted by Subramaniam, Shahizah and Koo (2003) indicated that there is still a large number of school teachers who have very little knowledge of the teaching of literature in English language teaching since many have not been sent for proper trainings. Another study found that because teachers are not sure how to use literature in teaching the English language, some relied solely on the supplementary materials available in the market through the whole school year without making any adaptation to suit the requirements of the syllabus and the needs of their students (Sidhu, 2003).

Looking at the situation at hand, Talif (1995) claimed that because of the renewed attention given to literature in second or foreign language teaching, it is therefore important to study some of the issues in relation to literature in the Malaysian context. In other words, there is indeed a dire need to further study the matter so that more information could be obtained on how teachers and students are coping with literature in schools. This is crucial since continuous research effort may assist in not only identifying the real perceptions and problems encountered in the implementation of literature in the English language classrooms but also suggest specific resolutions as to how to manage effectively the inclusion of the literature component into the syllabus. Besides that, based on the existing situation that is studied, recommendations can also be made to institutions responsible for the training of the

future English language teachers so as to prepare them for the challenges that they may be facing when they enter their teaching profession.

1.4   Purpose of the Study

It has since been 6 years since literature has made its way into our Malaysian Secondary English language curriculum. Much has been expounded and said about this latest English language component in the syllabus. Since literature has created some significant attention when it was first introduced, a number of research projects were initially conducted to study various issues pertaining to the incorporation of literature in the teaching of English in secondary school in Malaysia.

In relation to that, it is timely that this research be carried out for the purpose of revisiting and evaluating the situation in schools. This is vital as a follow up to see how teachers and students are currently adapting to literature after a period of 6 years in the curriculum. Specific information has been obtained from teachers such as their current perception and preference in teaching the component as opposed to the initial period when it was first introduced, preferred teaching methodologies and tips on how best to teach literature to our Malaysian students, and views by students and teachers themselves about the selection of texts by the Malaysian School Curriculum Development Committee. At the same time, the study also seeks to identify how students are coping with the component and their preference and perception in learning literature.

Based on the data gathered, a general pedagogical framework for teacher training programs is suggested. Apart from that, the framework may also function as a guide for English language teachers in planning interesting, effective and suitable literature lessons for their English language classes.

1.5   Objective of the Study

The objectives of this research are as follows:

    i. to determine the attitude and perception of secondary school students in learning literature

    ii. to find out the pedagogical needs of secondary school students in learning literature

    iii. to investigate the attitude and perception of teachers towards literature

    iv. to identify pedagogical preferences that teachers have in the teaching and learning of literature

    v. to establish a general pedagogical framework for the teaching and learning of literature that can be employed in pre-service teacher training programmes in the country.

1.6   Research Questions

In order to achieve the purpose of this study, the following research questions are addressed:

i.   What are the attitude and perception of secondary school students in learning literature?

ii. What are the pedagogical needs of secondary school students in learning literature?

iii. What are the attitude and perception of teachers towards literature?

iv. What are the pedagogical preferences that teachers have in the teaching and learning of literature?

v.   What possible general pedagogical framework can be recommended for the teaching and learning of literature in pre-service teacher training programmes in the country?

1.7   Significance of the Study

The information obtained through this study could be extended to various parties that are involved or who are responsible for the inclusion of literature into the English language syllabus in Malaysia. Parties that may benefit from the findings of this study would be teachers, students, textbook writers, the State Education Departments, the Curriculum Development Committee at the Ministry of Education, and the institutions across the nation

that are responsible for the training of our future English language specialists and practitioners who share similar interest in the development of literature in language teaching.

To start with, the study would create an impact on teachers of English, as they would be able to get first hand information on how other teachers of English are administering the literature component in their English language classrooms. To illustrate, this study may provide a ground for the teachers to reflect on their teaching techniques and approaches used so far when teaching literature and to attempt other approaches highlighted in the study. Also, the study would provide teachers with information on the general attitudes, perception and motivation of students towards literature in the English language classroom after a period of six years since its introduction into the syllabus.

Apart from teachers, the study may also influence students as they could be led to see the reasons why literature has been injected into their English language syllabus and how they could make the most of the component in enhancing their proficiency skills in the English language.

In addition, literature textbook or resource book writers may recognize an alternative approach or perspective in the way they design the contents of their books so as to meet not only the goals of the English language secondary school curriculum but to also to cater for the general interest and needs of the students in schools and the teachers who will be selecting the books for their class use.

In the mean time, the State Education Departments across the country would also be able to use the results of this study in generating more customized training sessions or in organizing special conventions that would address the issues raised and discussed in this study to meet the different expectations and needs of our local English language teachers.

Besides that, the results of the study may support the Curriculum Development Committee at the Ministry of Education in proposing the most suitable literary texts to be used in schools and the type of assessments that would be most appropriate for the different secondary levels. Moreover, the findings of the study that look at the current practices and problems that teachers and students encounter, may serve as basis for the Curriculum Development Committee to re-evaluate the role of literature to best serve the goals of English language teaching in Malaysia.

In a bigger picture, the information from this study may also instigate the development and contents of courses offered in the area of literature in English language teaching for the future English language teachers in the country. In other words, teacher training colleges and other higher institutions of learning that are responsible for the training of the future English language teachers may use the results of the study in selecting the focus and depth of the courses that they intend to offer to their teacher trainees.

Last but not least, since the area of literature in English language teaching is relatively new especially in the Malaysian contexts, the findings of this study should be able to help those research enthusiasts within the area to continue or expand some of the efforts made

through this study so that a more comprehensive understanding of the role and effects of literature can be studied in the contexts of second or foreign language teaching and learning.

1.8   Scope of the Study

This study covers the general views, practices and problems faced by schoolteachers in the area of Johor Bahru in teaching the literature component in their English language classrooms to secondary school students since its implementation in the year 2000. Apart from that, the study also reports on the current perception and difficulties that secondary school students have in learning the literature component.

CHAPTER TWO

LITERATURE REVIEW

2.1   Introduction

As mentioned in the previous chapter, the place of literature in language teaching and learning has time and again been viewed differently across the curriculum. It is therefore important to understand the true nature of what literature is and its function in different settings. In relation to that, this chapter attempts to focus on relevant literature review that would illustrate the following details: definitions of literature, use of literature in language teaching and learning, literature in English Language Teaching (ELT), the place of literature in school curriculum, approaches used to teach literature in language classrooms, strategies used to read literary texts and the historical development of literature in the Malaysian school curriculum.

2.2 Defining Literature

Literature could be viewed and defined in several different ways. This however would depend on different factors such as the function of literature and how it is used.

2.2.1 Literature as a Subject

Literature, when defined as a subject of study, is an activity that involves and uses language (O'Sullivan, 1991). Ganakumaran Subramaniam, Shahizah Ismail Hamdan and Koo (2003) stated that it is also referred to as the big "L" that focuses on the literariness of a text. It is an example of language in use and a context for language use. Literature is seen as a medium in which students' appreciation of different system language organization can be developed. Studying literature, on the whole, is not a reaction but rather as an interaction between the reader and the writer.

The study of literature, as mentioned by Talif (1991) has always been viewed as something complex and unattainable. This leads to a situation where literature needs to be clarified in its broadest sense to make it more accessible to students in view of the growing interest in the use of literature in language classrooms. As a subject, Widdowson (1975) said that literature has as its principle aim the development of the capacity for individual response to language use. Hence students who are supposed to have already developed awareness to literary discourse can convey unique personal messages.

As far as 'literary' studies are concerned, students also acquaint themselves with the nature of literary discourses and therefore are studying literature in a very primary and essential sense (Brumfit and Carter, 1986). In other words, focusing on literature as discourse can have an important contribution to make to language study and learning. At the same time it can help students to appreciate deeper the nature of literature as literature.

The principle aim of literature learning has been described as the promotion of an aesthetic text-approach in text reception. In order to achieve this aim, teachers may have to create interest in literature or in a literary text, to facilitate entry into literary texts, to safeguard involvement in literary texts, to safeguard the interest of literary texts, to encourage a self –critical attitude and to sensitize students to the language of literature (Delanoy, 1997).

On the other hand, according to Langer (1991), the teaching of literature is often considered a way to indoctrinate students into the cultural knowledge, good taste and high culture of the society. She adds that across the years, scholars have made distinctions between literary and scientific thought and have suggested that together they form the multiple sources of reasons we can draw upon when constructing meaning.

2.2.2 Literature in Language Teaching

Using literature to teach language is known as small "l". According to Ganakumaran Subramaniam, Shahizah Ismail Hamdan and Koo (2003,) it emphasizes the use of literature

to promote language learning. It requires a three-way interaction between the teacher, the students and the texts selected. Therefore, in language classrooms the activities are based on the texts, which can be adapted to suit student's level of proficiency.

In terms of using literature to teach language, Brumfit and Carter (1986) asserted that literary texts not only can grip the reader's imagination more strongly but they can also be promoted for the examination of language at work. Littlewood (2005) also observed that although such texts were predominantly valuable for developing reading skills, it could be exploited for purposes such as explaining grammar teaching and indicating various types of language usage. Littlewood (2005) claimed that literature could become key source if there are no cultural barriers that might prevent them from getting involved.

In relation to this, Brumfit and Carter (1986) suggested that opportunities should be provided in the classroom for students to discover some of the possibilities and test out the limits of the possibilities by using complete literature texts. Besides that , McKay (1982) when quoting Povey's (1972) observation (Fakrul Alam, 2002) said that literature will increase all language skills because literature will extend linguistic knowledge by giving evidence of extensive and subtle vocabulary usage and complex and exact syntax.

Literature can be used to teach language through interesting activities such as brainstorming, role playing, word association, situational scenes and prediction. In this case, teachers of literature should be able to polish up the linguistic skills and language competence of their students. By bringing literature into language classrooms it will give

students opportunities to express their opinions about general subjects, to involve in conflicts and act out direct responses, to deduce the meaning of words when used in different contexts, to develop an understanding of abstract or unfamiliar concepts and to speculate about common or exceptional issues that serve to improve both linguistic and literary competence of students. (Asli Ozlem, 2004)

There are, however, important 'teaching 'points to be made clear. The foremost one is to reinforce the importance of studying literature in regular conjunction with other discourse types. In the first place, this can serve to assist students in identifying and understanding the operation of language for different communicative functions and sensitizing them to what Widdowson (1975) terms as the 'conventional schemata' of 'ordinary discourses' – in itself an important feature of language development in foreign –language learning (Brumfit and Carter ,1986).

Thus, language learning through literature may improve students' acquisition of particular language skills such as inferring meanings from clues in the text, reading between the lines and coping with figurative and ambiguous language use. The language of literature requires hard work on the part of the students whose task is to recontextualize the textual basis of literary texts. Teachers of literature in language classroom therefore need to guide the students whenever necessary (Delanoy, 1997).

2.3   The Use of Literature in Language Teaching

Sell (1995) firmly stated that language is best suited in relation to the specific contexts within which it actually works. In the world of language education, this brings to a general understanding that knowledge of linguistic form, of words and grammar is not enough. For a learner to be able to master both comprehension and production of a language, he or she needs to develop a fully internalized grasp of the social and cultural environments within which the language in question is actually used. This matter was further supported by Sell (1995), who stated that one might say language is never merely langue or language in the abstract. It is, however, always parole, always language in use.

Any syllabus based on "using literature in the language classroom" should maintain language as the focus (O'Sullivan, 1991). As urged by Brumfit and Carter (1986), there is a dire need to closely integrate language study and literary study in the teaching of literature. In relation to this, Canagrajah (1999) cited in Fakrul Alam (2002), emphasized the importance of a pedagogy that will enable students to use English not mechanically and diffidently, but creatively and critically. He also believed that students will be encouraged to express their own views on subjects that are crucial to them by employing texts in the students' own community.

Generally, literary texts serve for different purposes during the process of language teaching. According to Brumfit and Carter (1986), literary text is almost the only 'context' where different varieties of language can be mixed and still admitted. A literary text uses

authentic text or real language in context that we can respond to directly. Hence, it offers an experience of examining language in context through exploration and discussion of the text. Literary texts provide examples of language resources being used to the full, and the reader is placed in an active interactional role in working with and making sense of this language (Brumfit and Carter, 1986).

O'Sulivan (1991) said that literary text too can be interactive when they are approached in an integrated manner. The activities which are developed from the literary texts are interactive in the sense that they encourage students to respond creatively by developing the text in a way that employs communicative and purposeful language. Therefore, students' interest and motivation to learn English language will increase and language accuracy should not be the determining factor.

From Fakrul Alam's (2002) point of view, literary texts can prove to be very useful in the language classroom for a variety of reasons. Firstly, they stimulate the mind by offering students examples of real language use. This allows for group discussions and individual exploration and is essentially more dialogic. Secondly, literary texts enhance students' reading skills by focusing their attention on combination of words. Thus it develops in students a feeling for language and the awareness of the different types of language usage and levels of discourse.

Following that, literary texts have many advantages over informational or factual texts in evoking individual responses from students', which involve them in a dialogic

relationship with the texts. The teacher then will be able to go beyond lower-order questions and achieve the task to foster creative thinking skills and socializing skill among students based on the theme highlighted in the texts. Furthermore, literary texts engage students' interest with material issuing from the world around them and help them to develop their confidence to use the language orally and write back through it.

2.4   Literature in English Language Teaching

According to Widdowson (1984), the teaching of English literature in a non-native context goes back to the early years of the 19th century, when literature was considered as prestigious in the language study and an access into literary works was assumed part of the purpose of language learning. Short and Candlin (1989) claimed that Classics were used at the time as it was believed that continuous exposure to the best uses of the English language, would in some sense 'rub off' on their own performance in the language.

With the help of grammar translation method, learners would translate literary texts to their native language. However, when this method was replaced by methods that emphasised structures and vocabulary, literature was out of the picture. Methods such as Community language learning, Suggestopedia, The Silent Way, Total Physical Response and the Natural Approach that were popular in the 70's did not utilize literature either in English as a Second language or English as a Foreign language instruction (Zafeiriadou, 2001).

2.4.1 The Believes in Literature

The teaching of literature in ESL/EFL classes is essential and can be used as a perfect instrument to stimulate and speed up the teaching and learning process (Carter and Long, 1991).

One of the accusations on literature is that it contributes nothing to help students meet their academic or occupational goals. This is debatable, as literature texts aid in the development of reading proficiency and foster overall increase in reading proficiency. Also, literature may provide effective, attitudinal and experiential factors which will motivate them to read (McKay, 1982). The contents of literary texts are also more emotive and imaginative which spontaneously lures readers to be involved in reading the text (Thakur, 2003). In fact, a comparison study conducted by Lao and Krashen (2000) on students who read literary texts and those who read non-literary texts at a university in Hong Kong revealed that students who read literary texts showed improvement in vocabulary and reading skills (Erkaya, 2005). This improvement would definitely help students either explicitly or implicitly in achieving their academic or occupational goals.

Some people are sceptical with the inclusion of literature in ESL instruction, as they believe that ESL teachers' main goal should be to teach the grammar of a language and literature does not contribute to that. Povey (1972: 187) however, objected to this and believe that "literature will increase all language skills because literature will extend linguistic

knowledge by giving evidence of extensive and subtle vocabulary usage and complex and exact syntax."

Thakur (2003) believed that when reading literature, we learn the language implicitly. For example, as in the case of grammar, by reading an enjoyable literary text, all the grammar constructions are internalised and assimilated unconsciously.

Obeidat (1997) agreed with Thakur's (2003) statement. Based on the observations of his students, literature indeed helps them to acquire native like competence in English. Obeidat claimed that the students were able to express their ideas in good English, learn the features of modern English, linguistic system for communication, how idiomatic expressions are used, able to speak clearly, precisely and proficiently in English. In addition, they became creative, critical and analytical learners. Thus, it is clear that literature can be used to reinforce the language skills and complement language teaching.

As a matter of fact, Obeidat (1997) said that literature should not and cannot be taught solely for a linguistic purpose. Literature has much to offer than language would normally do, since it has greater freedom and since it acknowledges no linguistic barriers which could refrain our ability to use language. Therefore, it is undeniable that literature helps to improve students' command of English and the ability to use language freely, not solely as a linguistic, but as a cultural, intellectual, social and psychological medium of expression.

2.4.2 The Rational of Literature in ESL

Literature offers potential benefits in ESL instruction in many ways. Linguistically, it has the potential of serving as the central focus of a unit of study in the classroom where ample activities involving the application of the four basic language skills around the literary work. Culturally, literature provides the exposure to the culture of its speakers and aesthetically, it provides the perspective insights into a man's existence within the artistic and intellectual boundaries of a literary framework (Stern, 1985).

According to Vandrick (1997:7), literature motivates students "to explore their feelings through experiencing those of others." In fact, Sage (1987) put together the rational of literature in ESL in three different values namely for its cultural value, linguistic importance and educational value.

2.5 The Place of Literature in the School Curriculum

Subramaniam (2003) asserted that in Malaysian primary schools, the basic purpose of the primary school English language curriculum is to provide students with the ability to use language for various purposes, including everyday communication and educational advancement. Over the years several reading programmes have been implemented : The New Zealand Readers Programme (1970s), The World Bank Reading Project (1980s), The NILAM Programme (1998) and Contemporary Literature & Extensive Reading Programmes.

In secondary schools, two such programmes that have been carried out are The English Language reading Programme (ELRP) and Class Reader Programme (CRP). According to Subramaniam (2003), ELRP was piloted in 1979 in residential schools. By 1983, the ELRP was extended to all Malaysian secondary schools. ELRP aimed to promote students to read extensively and independently by providing them with as much reading material as possible. As a result, the ELRP incorporated more than 200 texts that were graded with primary vocabulary list and key grammar items to cater to both the lower and upper secondary levels need.

CRP was developed by the ministry of Education in 1990 to replace the ELRP. It was fully implemented in all Malaysian schools as part of the New Integrated Secondary School Curriculum (KBSM) in 1993. The aims of the CRP were to expose students to materials written in English, motivate students to read and inculcate in them the reading habit, help students to increase their language proficiency through teaching materials that can enrich and consolidate learning as well as to generate interest in and prepare students for the study of literature.

As far as the literature component in the English language syllabus is concerned, in 1999 the Ministry of Education had directed literature to be taught to all students in secondary schools as literature is to be incorporated as part of the secondary school English language syllabus. Hence, one of the five English periods in secondary schools is allotted to the teaching of the component. It aims to increase students' proficiency in English language through the study of prescribed literary texts, contribute to personal development and

character building and widen students' point of view through reading about other cultures. The syllabus intends to allow students to produce personal response to texts, show knowledge of how language is used to achieve a particular purpose, draw moral values from issues and concerns of life as portrayed in the literary works and understand and appreciate other cultures.

The genre of the texts taught in the secondary school includes short stories and poems. Although the texts have been categorized under respective forms, students are not required to study all the texts listed.

2.6   Teaching Approaches Used to Teach Literature in Language Classrooms

Based on the historical development of the approaches recognized to teach literature, it can be said that the approaches have evolved from a central focus on literature as a subject matter to making literature as a resource for other subject matter like the teaching of the English language.

Among the commonly known methodological approaches recommended and successfully used to teach literature in English language teaching are Language Based Approach, Literature as content and Literature for Personal Enrichment.

2.6.1   Language Based Approach

In the language model, the main focus is on language as the literary medium. Lazar (1999) stated that a language-based approach to using literature would include techniques and procedures, which are concerned mainly with the study of the literary text itself. Thus, students are equipped with the tools they need to interpret a text and to be able to make competent critical judgments of it. The advantages of using literary text for language activities are that they offer a wide range of styles and registers, they are open to multiple interpretations and hence provide excellent opportunities for classroom discussion and they focus on genuinely interesting and motivating topics to explore in the classroom (Duff and Maley, 1990).

Literary texts, according to McKay (1982) are exploited for the teaching of vocabulary or structures or language manipulation. The students then will have the opportunity to enrich and develop their language input since literary texts expose them to the varied creative uses of the language. She added that the readers' responses to the literary text, however, are totally neglected as the approach may be too mechanistic and thus demotivate the pleasure of reading literature.

2.6.2   Literature as Content

In literature as content, Lazar (1999) described literature itself is the content of the course, which give attention to areas such as the history and characteristics of literary

movements, the social, political and historical background of a text, the literary genres and rhetorical devices and so on. He added that the amount of background information about a text given depend on different factors, such as the time available, to what extent the text refer to specific historical events or characters and the interest of the students in literary characteristics of a text.

Literature is important as a medium to preserve the cultural and artistic heritage. Therefore it has a central place in the study of the humanities in colleges and universities of the western world. As to the teaching practices, the model has been associated with a more teacher-centered, transmissive pedagogic mode. The text is seen as a product, a sacrosanct from and about which students accumulate descriptions of critical schools and literary movement, biographical facts about authors and various synopses (McKay, 1982)

2.6.3   Literature for Personal Enrichment

This model stresses the need of the students' personal engagement with the reading of literary text. In other words, the model focuses on the use of literature as a resource and not on the study of literature. It aims to develop language competence and literary competence of the students and is better expressed in terms of the pleasure and personal fulfillment which come out of the reading of literature and the making of a literary text to one's own (McKay, 1982). She also stated that the model also emphasizes on the necessity and pedagogical value of expanding students' critical awareness so that they become critical readers of literary texts.

In this way, students are not turned into passive accumulators of whatever is being taught to them.

Lazar (1999) viewed literature as beneficial for encouraging students to draw on their own personal experiences, feelings and opinions. Students will become active participants, both intellectually and emotionally in learning English, hence accelerates acquisition. Apart from that, the model also focuses on the pedagogical role of the teacher as an enabler for the transmission of knowledge. Teachers have the responsibility to choose texts not simply for their stylistic features but to consider whether the texts reflect the students' interests and allow them to draw on their personal experiences in their interpretation (Byrne, 2004).

2.7   Strategies Used to Read Literary Texts

There are various strategies identified that could be used when reading literary texts. The following are descriptions of some of the known strategies used.

2.7.1   Steps into Literary Text

Langer (1991) listed four major steps in the process of understanding a text. Firstly, being out and stepping into an envisionment. This is where students make initial contacts with genre, content, structure and language of text by using prior knowledge and surface features. Secondly, being in and moving through an envisionment. Students, in this step are immersed in their understandings, using their previously constructed envisionments, prior knowledge and text itself to further their creation of meaning. Thirdly, stepping back and

reflecting on one's own previous knowledge or understandings. Lastly, stepping out in which the students react to the text, or to the reading experience itself.

2.7.2 Bottom-Up Process

Besides that, several models of the reading strategies have been developed over the years to explain how a reader derives meaning from a text. A passive, bottom - up process, for example, does not require students to use all of the textual clues. The better the reader is able to make correct predictions, the less confirming via the text is necessary (Goodman, 1973). The reader uses graphophonic, syntactic and semantic cues to predict meaning then confirms those predictions by relating them to his or her past experiences and knowledge of the language (Carrell, 1988).

2.7.3 Top-Down Process

The top-down process of reading provides relevant background of knowledge to readers. (Carrell and Eisterhold, 1988) think the immediate goal for EFL/ESL teachers is to minimize reading difficulties and to maximize comprehension by providing culturally relevant information to students before they embark on their reading assignments.

2.7.4 Aesthetic Reading Approach

Reader response approach believes that aesthetic text-approach is achieved through aesthetic and stance. Aesthetic distance implies temporary detachment from the pressure of

the world in which a reader lives in order to enter the secondary world mapped out by the literary text (Benton, 1992; Bredella, 1996). Thus, aesthetic approach to literature has a strong emotional appeal because students are invited to live through what the speaker, narrator or characters experience in their textual worlds (Delanoy, 1997).

Aesthetic approach is interaction based, which means that the literary text is viewed as a structured stimulus brought alive by the reader. It offers a specific type of intellectual challenge which is more open in focus than other intellectual activities. Apart from that, it helps students to make connections between ideas, themes, characters and so forth. The reading of literary text, therefore, can be improved while their experience of the world, life and other cultures and people are also enriched. At the same time, the activities of comparing and contrasting the content of the text will develop students' ability to analyze and criticize what they have learnt and already known. (Zafeiriadou, 2001)

2.7.5   Efferent Reading Approach

Efferent reading emphasizes on the knowledge that the text conveyed. In other words, students are mainly involved in the information they are supposed to gain from the text. Hence, efferent reading is not appropriate to the nature of literature teaching, which contains much more than a simple opinion or knowledge. (Zafeiriadou, 2001)

2.8   Historical Development of Literature in the Malaysian School Curriculum

During the colonial period English language holds the prestigious status as the language of government, administration and commerce. It was as prestigious, as Asmah Hj. Omar (1992) stated that the knowledge of English and English – medium education were crucial for career development and social mobility.

Following the independence, however, English had lost its status both as the language of administration and of education. According to Subramaniam (2003), English had been demoted from an official language to a second language prior to the needs of the language Act of 1967. As a result, since the 1970's English language in Malaysian schools had been taught as a second language, whereas the other subjects were delivered in the Malay language.

The change in medium of instruction from English to Malay, conversely, had caused the decline in the teaching and learning of literature as a subject. After the independence, in the early stages of the literature practice, literary materials were used for two contrary purposes. They were, first, to teach English language and second as an elective subject examined in the Senior Cambridge Certificate or Malaysian Certificate of Education and Higher Schools Certificate Examinations. Subramaniam (2003) added that during this period the Cambridge University in the United Kingdom was responsible to produce the syllabus for literature paper. Hence, the content of literature studied in Malaysian schools was related to the geographical borders of Great Britain.

Apart from that, he also stated that the change in medium of instruction from English to Malay was completed at all secondary education levels in 1976. Literature then was transmitted through English language reading programmes in schools, which among of its aims was to increase students' exposure to English both inside and outside the language classroom by using literary materials. In primary schools, the reading programmes that have been implemented include The New Zealand Readers Programme (1970s), The World Bank Reading Project (1980s) and The NILAM Programme (1998). The current programmes are known as The Contemporary Literature Programme and the Extensive Reading Programme which are being planned by the National Curriculum Development Centre for Primary Four, Five and Six. In secondary schools, The English Language reading Programme (ELRP) was introduced in1979 as an extension of the ELRP programme already conducted for Primary Four, Five and Six. Finally in 1990 the Class Reader Programme (CRP) was developed to replace the ELRP and implemented in all Malaysian schools as part of the New Integrated Secondary School Curriculum (KBSM) in 1993.

After more than 20 years, literature in English became an elective subject for Form 4 and 5 in 1998 with the accomplishment of the KBSM. Following that, in the year 2000 literature was incorporated as a tested component in the Malaysian secondary school ESL syllabus. On the whole the Literature in English component aimed to achieve the objective of the National Education Philosophy, which is to develop individuals who are intellectually, spiritually, emotionally and physically enriched.

Present day literature component in the KBSM includes short stories, poetry and novel that advocate literary appreciation among the students. Although the texts have been categorized under respective forms, the students are not required to study all the texts listed. According to Subramaniam (2003), Form One students read all three poems and short stories, Form Two students read one of the three novels, Form Three students read two novels, Form Four students read all five short stories and six poems and Form Five students are required to read only one of the three novels listed. In support of this component, the ministry has prescribed that one of the five English periods in secondary schools to be allotted to the teaching of this component.

At present, English is a compulsory second language subject to be learned in primary as well as secondary schools. According to Subramaniam (2003), influential factors such as the vision to make Malaysia the centre for regional education, the plan to create a multimedia super corridor and the development of knowledge based economy enable the transformation of priorities towards English to happen.

In correspond to these factors, the literature component in ESL syllabus needs to be revamped. In order to increase students' literary awareness, the main aims of the new syllabus are to develop the critical skills of the candidates, to enable them to engage meaningfully with texts from different literary traditions and genres, to establish a new orientation that requires candidates to move from text to context, from European to local perspectives, and to enhance critical appreciation of literary works, both prose and poetry, by exposing candidates to current approaches to criticism.

CHAPTER THREE

METHODOLOGY

3.1   Introduction

This chapter describes the methodology used in this research. It includes the introduction of the chapter, background of the respondents, the description of the instruments used in the study and the description of how the data were collected and analysed.

3.2   Background of the Respondents

This study was based on the survey carried out via two sets of questionnaires that were distributed to various premier and non-premier secondary schools in the area of Johor Bahru. The participants of the study consisted of two groups namely the English language teachers who have taught the literature component and the students who have undergone literature lessons.

3.2.1 School Teachers

There were altogether twenty-six teachers from the premier and non-premier daily secondary schools who participated in the research. The background of these teachers ranged from experienced teachers to fresh graduates and from optionists to non-optionists in the area of English language teaching. The teachers were categorised in two groups namely experienced and the inexperienced. The inexperienced were those who have had less than 5 years of English language teaching experience in secondary schools. On the other hand, the experienced teachers were those identified as English language teachers who have had a minimum of five years of English language teaching experience in secondary schools.

The two categories namely the experienced and the inexperienced, were identified mainly to establish possible relationships based on their length of service in teaching the English language subject in secondary schools.

3.2.2 School Students

A total of 420 students from various premier and non-premier daily secondary schools in the area of Johor Bharu participated in the study. The students were male and female students from three major races namely Malay, Chinese and Indian. They ranged from Secondary 1 to Secondary 5 students and they have various proficiency levels.

The students were identified based on the type of daily secondary school that they were in. These students were either from the premier secondary schools or the non-premier

secondary schools in the area of Johor Bahru. The categorization of the schools, whether

premier or non-premier, was based on the categorization made by the Johor State Education

Department.

3.3   Research Instruments

This research adopted quantitative as well as qualitative approaches in gathering data

that were intended to be used in addressing the research questions posted in the introduction

chapter of the report. For the purpose of primary data collection, two sets of questionnaires

were designed as instruments to collect the necessary data for the study.

The first set of questionnaire was distributed to secondary school teachers from the

premier and the non-premier daily secondary schools in the area of Johor Bahru. The other

set of questionnaire was used to collect data from the students of the same schools.

3.3.1   Questionnaire for Teachers

A set of questionnaire was designed by the researchers in order to gather primary data

from the schoolteachers. The questionnaire consisted of structured questions as well as open-

ended questions. According to Wallen and Fraenkel (2000) structured questions are useful in

enhancing the consistency of responses across the respondents. Apart from that, they also

said that by providing options to the answer for each question posed in the questionnaire,

respondents would have an easier time to complete the questionnaire form. Munn and Dreven

(1993) also state that by determining the possible range of responses for the respondents to

choose from, researchers would later have an easier time to collate and analyse the data gathered.

As for the open-ended questions, a total of five questions were posed at the end of the questionnaire to allow room for the respondents to express or reveal their personal opinion about matters related to the research topic. Nunan (1992) claimed that researchers may find the responses to open ended questions more useful as they accurately reflect what the respondents want to say.

The questionnaire was divided into two different sections namely Section A that had questions on the background of the respondents. Section B on the other hand, contained Yes-No questions on teachers' own attitudes and perception of literature, perception of the teaching of literature, attitude and perception towards the possible methodologies and approaches to be used to teaching literature in a language classroom, classroom activities that teachers have carried out to teach literature in their English language classrooms, views on the benefits of using literature in a language classroom, views on the problems in the teaching and learning of literature and type of training that teachers require in order to enhance their teaching skill in teaching literature for language classes.

At the end of Section B, several open-ended questions were designed to seek the opinion from the respondents about the suitable size of the class, the selection of literary texts to be used in a language classroom and recommendations to enhance the role of literature in English language teaching and learning in our secondary schools.

3.3.2   Questionnaire for Students

In order to obtain data from the students in various secondary schools in the area of Johor Bahru, a set of questionnaire was developed by the researchers. The questionnaire was divided into two sections. Section 1 consisted of questions on the background of the respondents. Meanwhile, Section 2 contained Yes-No questions on student's attitude and perception in learning literature in the English language classrooms, difficulties that students experienced in learning the literature component, students' views on possible strategies to be used in the teaching and learning of the literature component, and students' perception of the teaching approaches and techniques used to by their teachers to teach literature lessons.

3.4   Data Collection Process

The data were collected over a period of 8 to 10 months. Questionnaires for both teachers and students were distributed to various daily premier and non-premier secondary schools in the Johor Bahru area.

Upon approval from the authorities of the schools, both sets of questionnaires were given to a representative of each school to be distributed among the English language teachers. The teachers were expected to participate as respondents to the first set of questionnaire and were requested to distribute the second set of questionnaire to the students in their English language classes. The whole process of data collection took a long time since it involves a large group of respondents from different schools.

3.5   Data Analysis

The primary data collected via the two sets of questionnaire for this study were quantified and analysed to obtain the necessary information to address the objectives put forward in the introductory chapter of this report. The quantification was done using the simple Microsoft Excel programme in order to organise and keep a record of all the data gathered.

The data were then presented in the form of frequency tabulation and were specifically arranged in Chapter Four of this report according to the objectives found in the first chapter. The data, which are in the form of tables and graphs, were than described and discussed in detail in Chapter Four.

CHAPTER 4

FINDINGS AND DISCUSSION

4.1   Introduction

This chapter presents the findings of the study and contains information that

corresponds to the research questions posed in Chapter One of this report. It begins by

describing the general background of the students and teachers who were the participants of

the study. Then, the following parts present the data acquired from these two groups of

respondents.

Apart from the presentation of findings acquired through the surveys conducted in

this study, the chapter also includes the discussion on the results of the study. Through the

findings and discussions presented, an overall pedagogical framework for the teaching and

learning of the literature component for the KBSM English language syllabus could then be

sought. This pedagogical framework, which will be presented in the form of a teaching

model in the final chapter of this report, could then be used as a guide in teacher training

institutions nationwide to prepare and equip the future English language teachers with necessary guiding principles that would enable them to use literature appropriately and effectively in their English language lessons.

4.2   Background of the Respondents

4.2.1   Background of the Students

Altogether there were 420 male and female students who participated in the survey conducted. The students were from various premier and non-premier daily secondary schools in the area of Johor Bahru. They ranged from Secondary One to Secondary Five students who had undergone literature lessons with their English language school teachers. These students came from the three major races namely Malay, Chinese and Indian and majority of them used their mother tongue in their academic as well as daily social dealings. Students in the upper forms, those who were in Form Four and Five, came from various streams namely the Arts, Commerce, Science and Technical. However, majority of the respondents in the upper forms came from the Science Stream.

4.2.2   Background of the Teachers

There were altogether 26 teachers who participated in the research. They came from the same set of premier and non-premier secondary schools as the students. The findings on teachers were categorized into two, namely the experienced and the inexperienced teachers of English. The way this was done was by categorizing those who had less than five years of

experience teaching the English language under inexperienced teachers and those who had five or more years of experience under the experienced group of teachers. The division was done to identify any possible patterns that may emerge from the different groups of respondents.

4.3   The Attitude and Perception of Secondary School Students in learning Literature

Table 1 shows the overall results of the survey on the attitude and perception of secondary school students in learning literature in the English language.

Generally, out of the twenty questions posed to students' on their attitude and perception in learning literature in English, students from both the premier and the non-premier daily secondary schools had positive perception and attitude toward learning literature in the English language.

To illustrate this, when it came to their perception about the learning of literature, more than 70% of the students from both types of schools felt that it was necessary to learn literature in English. Both groups also (92%) believed that by reading literary texts in English they would be able to learn many new words and more than 80% of the students thought that they could improve their proficiency level in the English language through the literature lessons. In fact, more than 79% of students from both groups said that literature can motivate their interest in learning the English language since more than 70% of students from both groups claimed that they enjoyed their literature lessons.

Table 1: Student's Attitude and Perception of Learning Literature in English

	Premier		Non-Premier	
	Yes	No	Yes	No
1. I like reading English literature books.	67.4	32.6	59.6	40.4
2. I think it is necessary to learn literature in English.	74.6	25.4	85	15
3. I think literature lessons are enjoyable.	74.6	25.4	73.1	26.9
4. I am interested in learning literature in the English language.	71.7	28.3	67.3	32.7
5. I think students should be given opportunity to select literary texts that they like.	90.6	9.4	89.6	10.4
6. I think that teachers can use some B.M in explaining literary content.	60.9	39.1	78.1	21.9
7. I think teacher should allow students to use some B.M to explain their understanding of the literary text read.	56.6	43.4	78.5	21.5
8. I think teacher should allow students to use some BM in the activities /exercises during literature lessons.	42.8	57.2	64.6	35.4
9. I think I can improve my proficiency in the English language through literature lessons.	88.4	11.6	82.3	17.1
10. I like to read literary text that use simple English language.	81.1	18.9	87.3	12.7
11. I like to read literary text that uses Old English.	21.7	78.3	27.3	72.7
12.I like to read poetry.	37	63	41.5	58.5
13. I like to read short stories.	92	8	85	15
14. I like to read novels.	81.9	18.1	73.5	26.5
15. I like to study literary terms / elements.	52.2	47.8	51.2	48.8
16. I like most of the themes found in the literary text that I read in class.	63.1	36.9	71.5	28.5
17. Many moral values can be learned through reading literature.	94.2	5.8	86.2	13.8
18. I learn many new words when I read literary text.	92.8	7.2	92.7	7.3
19. I can learn about other cultures and values through literature.	89.1	10.9	83.5	16.5
20. Literature can motivate my interest in learning the English language.	79.7	20.3	84.6	15.4

Apart from motivation and enhancement toward the English language, more than 90 percent of students from both groups felt that through literature, they would be able to learn more about moral values. Also more than 80 percent of students from both groups felt that through literature, they could learn more about different cultures and values.

In terms of students' attitude towards the learning of literature in the English language, more than 80% of students from both groups preferred to read literary texts that use simple English language, while less than 30% of the students liked to read literary texts in Old English.

When asked about the genre of literary texts that they preferred, majority of students from both groups preferred to read short stories and novels as opposed to poetry. While, only about 50% of the students liked to study about the literary elements found in the literary texts that they were prescribed to read.

Also, the findings reveal that close to 90% of students from both groups felt that students should be given the opportunity to select the literary texts that they like rather than reading prescribed texts that have been selected for them to read.

Apart from the findings on the students' attitude and perception toward the learning of literature, the study also seeks to determine the possible problems that students would face in learning the literature component. This is important as it could be used to establish any

relationship between the students' attitudes and perception and the difficulties that they may face in learning literature.

4.3.1 Difficulties experienced by students in learning the literature component

The following table depicts the results of the survey conducted among the same group of students. It shows the general results of the possible areas of difficulty that they faced in learning the literature component.

Table 2: Difficulties Experienced by Students in Learning the Literature Component

	Premier		Non-Premier	
	Yes	No	Yes	No
21. The language used in short stories is difficult to understand.	33.3	66.7	52.7	47.3
22. The language used in poetry is difficult to understand.	41.6	58.4	75.4	24.6
23. The language used in novels is difficult to understand.	29	71	46.2	53.8
24. I have difficulty in identifying literary elements in the literary texts that I read.	63.8	36.2	72.3	27.2
25.I do not understand the literature lesson.	17.4	82.6	30.7	69.3
26. I have difficulty in identifying the main points in the literary texts that I read.	42	58	56.9	43.1
27. I face difficulty in understanding literary text based on other cultures.	38.4	61.6	60.4	39.6
28. I have problems in interpreting figurate meaning.	57.2	42.8	68.1	31.9

Overall, the results shown in Table 2 correspond with the results shown in Table 1. To illustrate, the former table shows that out of the three genres listed namely poetry, novels and short stories, majority of the students from both groups claimed that they did not like to

read poetry and the later table shows that out of these three genres again, majority of students from both groups revealed that they had difficulty in understanding the language used in poetry rather than novels or short stories.

Sage (1987: 11) mentioned that although many ESL instructors, curriculum developers, administrators and researchers support the use of literature in the English language classroom, when asked to incorporate poetry, "those who are usually confident of success in teaching literature experience an age-old and primitive squeamishness." This may be due to the fact that poetry has been described as "deviating from the norms of language." (Widdowson, 1984:146). In relation to this study, both the premier and non-premier students expressed difficulty understanding poetry since they may find the deviant language used, whether in the syntactic structure or in the use of unrecognizable vocabulary very confusing and difficult to understand.

Besides that, other striking difficulties that students' faced were such as more than 50% of students from both groups found it difficult to identify literary elements and interpret figurative meaning from the literary texts read. Again this relates to the findings shown earlier where only about half of the respondents were keen to learn about literary elements.

However, this table also reveals some significant difference in the results for the premier and the non-premier groups of students. Although in general both groups had positive views about learning literature, Table 2 shows that the non-premier group of students seems to have higher percentage of difficulty for every item. This may be reflected by the

general criteria of selection that the Ministry of Education has set for the schools. To illustrate, premier schools would generally get students who obtained excellent results in the *Ujian Penilaian Sekolah Rendah* (UPSR), while the non-premier school would normally take the other students. So obviously there is a link between the degree of difficulties faced by the students and their overall academic aptitude.

4.4 Pedagogical Needs of Secondary School Students in Learning the Literature Component

Table 3 shows the general results on students' pedagogical needs in learning literature in the English language. By and large, the results from both groups of students show similar response towards the kind of strategies that they preferred in the teaching and learning of the literature component. For example, more than 70% of students from both groups were interested to learn literature in English using computer technology. And, over 80% of the students claimed that they liked to learn literature through group discussions. Apart from that, majority (more than 84%) of the students from both groups also liked to learn literature by watching movies or plays that are related to the texts read. These evidences are essential since they demonstrate that the students preferred an interactive teaching and learning environment in the literature lessons.

Table 3: Students' Views on Possible Strategies to be used in the Teaching and Learning of Literature

	Premier		Non-Premier	
	Yes	No	Yes	No
29. I always take the initiative to read the literary text before the lesson.	52.9	47.1	49.2	50.8
30. I am interested to learn literature in English using computer technology.	75.4	24.6	72.3	27.6
31. I depend mostly on a bilingual dictionary when I red a literary text.	56.5	43.5	72.7	27.3
32. When learning literature in English, I usually translate the content of the literary work into BM	44.2	55.8	60.8	39.2
33. I like to learn literature through games in class.	65.9	34.1	80.4	19.6
34. I like to learn literature through discussions with friends.	83.3	16.7	86.2	13.8
35. I like to learn literature by watching movies / plays.	89.9	10.1	84.6	15.4
36. I like to learn literature by relating it to my life.	70.2	29.8	70.4	29.6
37. I like to participate in activities for literature lessons.	54.3	45.7	51.9	48.1
38. I can relate the content of literary text with other types of reading materials that I read like newspaper and magazines.	65.9	34.1	72.7	27.3
39. I can relate the content of literary text with programs that I watch on television or at the cinema.	73.2	26.8	78.1	21.9
40. I learn literature in English by using study guides.	63.8	36.2	66.9	33.1
41. At home I like to learn literature in English by using revision books.	58	42	59.6	40.4
42. I like the teacher to give us task to work on for the literature lessons.	49.3	50.7	56.9	43.1
43. I have been practicing an effective learning style in learning literature.	50.7	49.3	55.8	44.2

In relation to that, a notable result of the study shows that students from both groups did not only favor an interactive teaching and learning environment when it comes to literature lessons but they were also capable of extending their literature learning experience by relating what they had learnt in class to other types of reading materials like newspaper and magazines, programs that they watch on television or at the cinema, and things or experiences that they encountered in their daily lives.

However, the two groups of students had slightly different views about strategies in using Bahasa Melayu in learning the literature component in English. 56.5% of students from the premier group depended highly. However, a larger percentage of students (more than 70%) from the non-premier group, relied on using bilingual dictionaries when reading an English literary text to translate the contents of the literary text into Bahasa Melalyu.

4.4.1 Students' Perception of Teaching Approaches and Techniques Used in Literature Lessons

Finally, Table 4 presents the teaching techniques or approaches preferred by students when learning literature. On the whole, because of their enthusiasm and positive views about learning literature, both groups of students showed that they valued the active role of their teachers in teaching the literature component.

Table 4: Students' Perception of the Teaching Approaches and Techniques used to teach the Literature Component.

	Premier		Non-Premier	
	Yes	No	Yes	No
44.I like the teacher to explain the content of the lesson in detail.	94.2	5.8	93.1	6.9
45. I like the teacher to use a lot of own prepared materials to teach literature.	85.5	14.5	86.5	13.5
46. I like teachers who follow the text closely during lessons.	76.1	23.9	74.6	25.4
47. I think it is important for teachers to give us regular feedback on our performance in the literature lessons.	85.5	14.5	87.3	12.7
48.I think teacher should consider our cultural background in designing their lessons.	58.9	41.1	65.4	34.6
49. I think teachers should allow us to learn literature at our own pace.	68.1	31.9	83.8	16.2
50. I think it is important for teachers to motivate students to learn literature.	88.4	11.6	83.5	16.5
51. I like teachers to vary their teaching styles.	88.4	11.6	94.6	5.4
52. Teachers should give us opportunities to relate the literary content with real life situations or happenings.	87.7	12.3	83.8	16.2
53. I prefer to learn by doing things in class.	65.9	34.1	73.8	26.2
54. I like teachers who ask us for our views in class.	76.8	23.2	78.5	21.5

For instance, more than 90% of students from both groups wanted the teachers to explain the contents of the literature lessons in detail. While, more than 85% of students from both groups appreciated teachers who used a lot of own prepared materials to teach literature and who gave regular feedback on students' performance in class. Apart from that, majority of students from both groups also wanted teachers to motivate them to learn literature and to vary their teaching styles in teaching literature.

Nevertheless, the table also illustrates a couple of distinct views on teaching techniques and approaches in learning literature among the students from the two groups. 83.8% of students from the non-premier group thought that teachers should allow students to learn literature at their own pace. While only 68.1% of students from the premier had the same opinion on the matter. Besides that, 73.8 % of students from the non-premier schools preferred learning by doing things in the classroom, whereas, only 65.9% of students from the premier group preferred to do this.

4.5.1 Teachers Own Attitude and Perception of Literature

Table 5 depicts the results on teachers' own attitude and perception of literature. In general, the results show similar trends between the inexperienced and the experienced groups of teachers. However, there are also some slight differences that are worth noted.

On one hand, more than 90% of teachers from both groups liked to watch movies about the literary texts read and enjoyed reading short stories and novels. In addition, majority of these teachers would choose to read contemporary literary texts and would choose them based on the style of writing. Then, more than 80% of teachers from both groups liked to read criticisms on the literary texts read and liked to relate their readings to their background knowledge.

Table 5: Teachers' Own Attitude and Preference of Literature

	Inexperienced		Experienced	
	Yes	No	Yes	No
I like to watch movies about the literary texts that I read	90.9	9.1	93.3	6.7
I like to watch dramas / plays	90.9	9.1	66.7	33.3
I like to read short stories / novels.	100	0	93.3	6.7
I like to read classics.	36.4	63.6	66.7	33.3
I like to read contemporary literary texts	81.8	18.2	93.3	6.7
I like to read fiction texts	63.6	36.4	93.3	6.7
I like to read non - fiction texts	90.9	9.1	66.7	33.3
I like to read poetry	63.6	36.4	40	60
I choose to read literary texts based on the style of writing	81.8	18.2	100	0
I choose to read literary texts based on the themes highlighted	54.5	45.5	66.7	33.3
I like to read about the biography of the author	54.5	45.5	66.7	33.3
I like to compare literary elements found in the text I read	72.2	27.8	66.7	33.3
I like to relate the literary texts that I read with my background knowledge	100	0	86.7	13.3
I like to discuss my opinion of the literary text that I read with others	63.6	36.4	73.3	26.7
I like to read criticism made on the literary texts that I read.	81.8	18.2	93.3	6.7

On the other hand, the inexperienced and the experienced groups of teachers seemed
to have contradictory opinion on matters that relate to reading classics and poetry. For
example, 66.7% of the experienced teachers liked to read classics. In comparison to this

group of teachers, only 36.4% of teachers from the inexperienced group shared the pleasure in reading classics.

As for poetry reading, 63.6% of teachers from the inexperienced group liked it while only 40% of teachers from the experienced group shared similar passion.

4.6 Pedagogical Preferences that Teachers have in the Teaching of Literature

The following figure demonstrates the general findings on teachers' perception of the possible pedagogical approaches that can be adopted in the teaching and learning of the literature component.

Generally, the results show that both the experienced and the inexperienced groups of teachers had similar views about the use of literature to teach the English language. For example, more than 70% of teachers from both groups felt that literature could be used either in the teaching of a language or separately as a subject matter.

A major consensus by both groups of teachers was that literature should be used to teach advanced students since more than 90% of teachers from both groups agreed on this matter. On the other hand, less than 60% of teachers from both groups felt that literature can be used to teach very weak students.
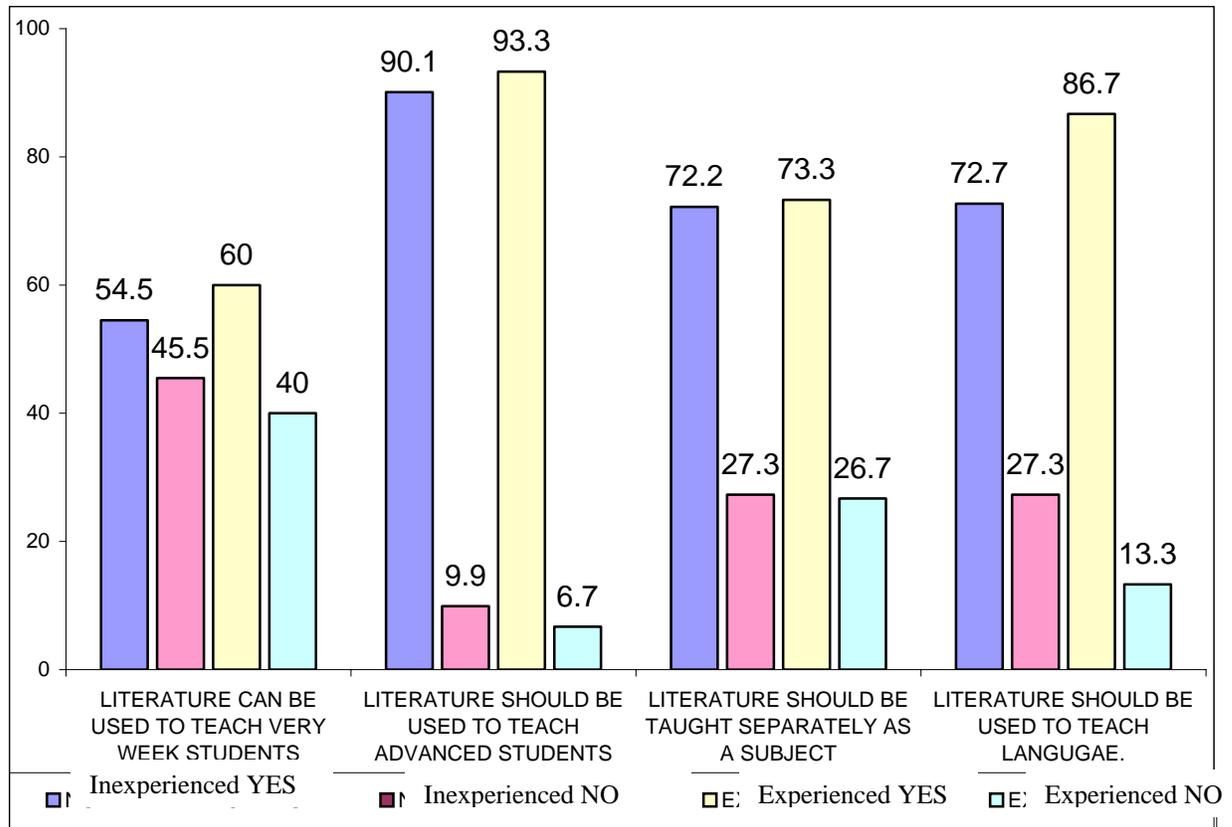
Figure 1: Teachers Perception of the Teaching of Literature

4.6.1 **Teachers' Perception of Possible Methodologies and Approaches for the Teaching of Literature**

Figure 2 presents the results on teachers' perception of the possible methodologies and approaches that could be applied in the teaching of literature in a language classroom. Overall, the results show that there were similarities and differences in the two groups' perception of the possible methodologies and approaches to be used in the teaching of literature in a language classroom.

Both groups of teachers seemed to share similar views on the use of approaches like literature as content, language-based, communicative, teacher centered as well as student centered. On the other hand, two-third of the teachers from the inexperienced group, which was 66.7%, and slightly more than half (55%) of teachers from the experienced group believed that they could adopt the teacher centered approach in teaching literature in a language classroom.

Other than that, 77.8% of the teachers from the inexperienced group and 60% of the teachers from the experienced group believed that they could use literature as content as another approach to teach literature to language learners. Also, around 55% of teachers from both groups claimed that they could use language-based approach to teach literature in a language classroom.

In contrast, there were other approaches that received conflicting responses from the two groups of teachers. For example, the results of the study show that majority of the experienced teachers had positive perception of the use of language for personal enrichment approach and the audio-lingual method. To illustrate, 75% of the teachers from the experienced group shared positive perception of the use of the literature for personal enrichment approach, whereas, only 44.4% of teachers from the inexperienced group shared similar perception on the matter. As for the audio-lingual method, 65% of the experienced teachers had positive perception of this method, while only 33.3% of the inexperienced teachers had the same positive perception.
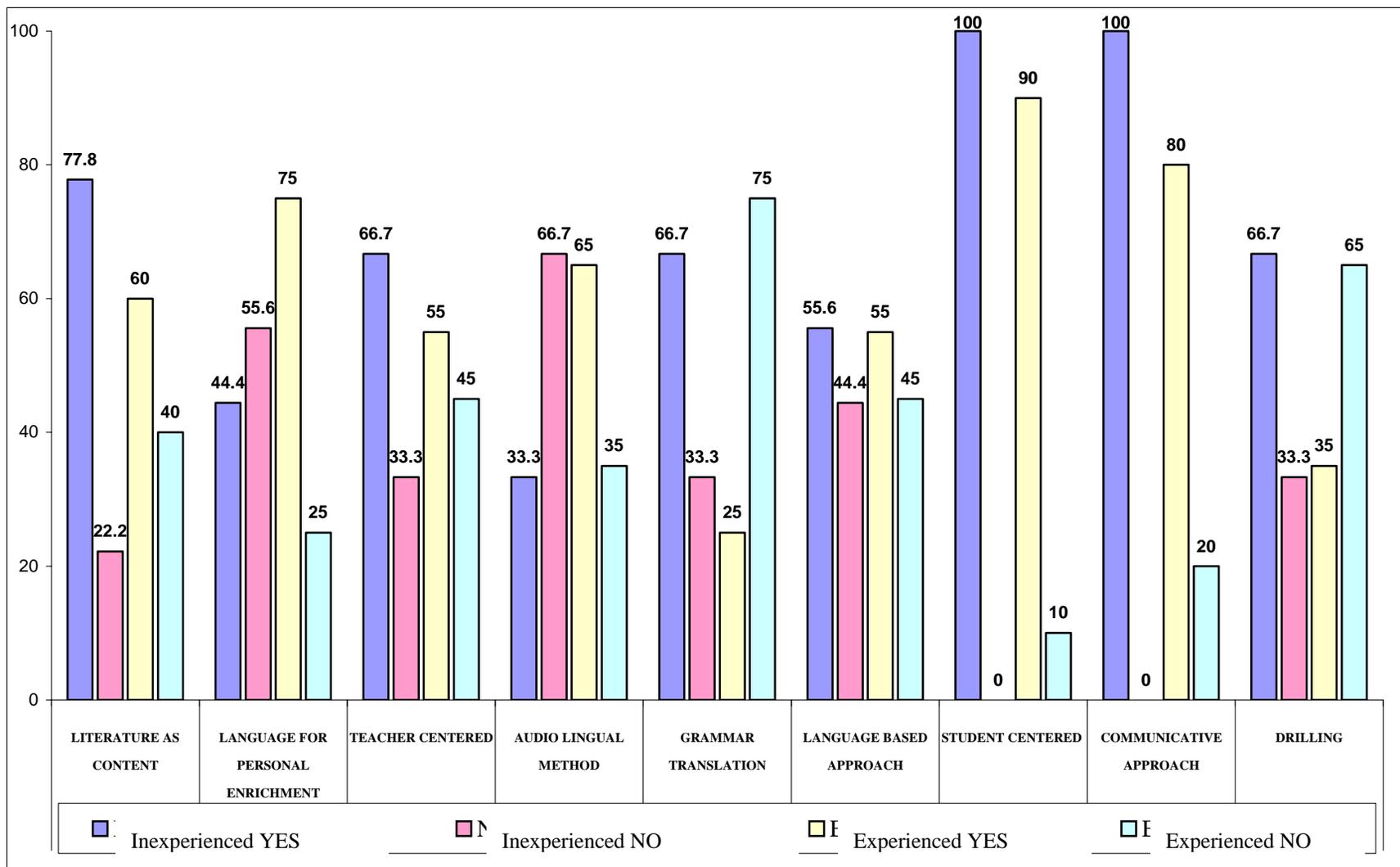
Figure 2: Teachers' Perceptions of the Possible Methodologies /Approaches to be used In Teaching Literature in a Language Classroom

Two other contrasting perceptions of the possible methodologies that could be used in the teaching of literature in a language classroom were the incorporation of the grammar translation and the drilling methods. It is interesting to note that 66.7% of the inexperienced group of teachers preferred to use the drilling and the grammar translation methods to teach literature in language classrooms. On the contrary, only 25% of teachers from the experienced group had positive perception of using the grammar translation method and 35% of this group of teachers believed in using the drilling method to teach literature.

In other words, while both groups of teachers had very positive perception of the student centered and communicative approaches, majority of the inexperienced teachers also favored the use of conventional teaching methodologies and approaches such as literature as content, teacher centered, grammar translation and drilling in their literature lessons and majority of the experienced teachers were comfortable using language for personal enrichment approach and audio-lingual method.

4.6.2   Activities that Teachers Use to Teach Literature in Their English Language Lessons

Table 6 illustrates the results on the activities that teachers had done when using literature in their English language lessons. By and large, both the experienced and the inexperienced groups of teachers experimented on most of the activities listed in the table. Nevertheless, there were some significant patterns that existed between groups that

are worth mentioning since this goes back to their perception of the use of different

methodologies and approaches in teaching literature for a language classroom.

Table 6: Activities Used by Teachers to Teach Literature

	Inexperienced		Experienced	
	Yes	No	Yes	No
Reading skills	94.5	5.5	85	15
Narrative writing	36.1	63.9	90	10
Composing poems	30.6	69.4	75	25
Stress and intonation patterns	77.8	22.2	75	25
Rhythm & rhyme	83.4	16.6	90	10
Listening exercises	47.2	52.8	75	25
Identifying literary elements	52.8	47.2	90	10
Group discussion	94.5	5.5	100	0
Personal response	69.5	30.5	90	10
Criticism	27.8	72.2	55	45
Culture awareness	47.2	52.8	85	15
Drawing	33.4	66.6	85	15
Collage	5.6	94.4	45	55
Movies/ films viewing	16.6	83.4	65	35
Stylistic analysis	11.1	88.9	45	55
Discourse analysis	16.5	83.5	50	50
Vocabulary building	88.9	11.1	60	40
Grammar exercise	41.7	58.3	60	40
Songs	22.2	77.8	65	35
Internet based activities	11.1	88.9	55	45
Mini library research	5.6	94.4	55	45
Drama presentation	41.7	58.3	55	45
Role play	58.4	41.6	55	45
Pantomime	50	50	45	55
Choral speaking	5.6	94.4	45	55
Oral presentation	27.8	72.2	85	15
Puppetry	50	50	55	45
Multimedia production	5	95	55	45

On one hand, both groups of teachers shared similar perception of certain activities that are related to reading skills, stress and intonation patterns, rhythm and rhyme, group discussion, vocabulary building and role-playing. This may be due to the fact that these activities are common activities that most teachers have successfully carried out in their English language lessons and these are also the activities that students are comfortable with and accustomed to. Apart from that, these activities may be the favored ones since they can easily be administered during class time to individuals as well as in groups.

Both groups, however, showed less enthusiasm on activities like drama presentation, pantomime ad puppetry. This may be very much connected to the lack of time to organize such activities. In other words, much preparation and practice would have to take place outside class time so that the presentation could be carried out successfully.

On the other hand, there were many significant differences in opinion between the two groups of teachers for the other activities listed in the table. On the whole, the experienced group of teachers were willing and confident to conduct or experiment with other activities for their language learners that involved the non-conventional classroom activities such as oral and multimedia presentations, collage, drawing, cultural awareness, movie viewing and personal response. In addition, because of their experience and personal confidence in teaching, they were also capable of extending their lessons to include challenging activities such as narrative writing, composing poems, identifying

literary elements as well as going into literary criticisms that requires much preparation and background knowledge to guide students through these activities.

At this point, it is important to note that the distinct perceptions that the two groups of teachers had on the different classroom activities and teaching approaches or methodologies would be considerable in shaping the general pedagogical framework that will be presented in the final chapter of this report.

This is because the number one factor established in this research that would lead to the success of the implementation of the literature component in the KBSM English language syllabus is not so much of the length and depth of proper training or exposure to varied methodologies and approaches. The most vital factor would be the length of experience in teaching the language.

Through the results of the study, it can be seen that experience is the major factor in determining the teachers' ability to design or choose the best activities, methodologies or approaches that could be adopted in the teaching of the literature component. In fact, experience in teaching has enabled the teachers to move beyond classroom activities to incorporate other avenues and ideas to improvise the literature lessons. The ability to experiment and challenge the students to do activities that would encourage their involvement in literary works and to test their productive language, artistic and critical thinking skills are important in meeting the overall KBSM language for aesthetic use goals. In other words, although the experienced teachers had very little training,

eventually after six years of exposure to the teaching of the literature component and because of their vast experience in teaching the language, they were able to move away from the conventional activities, approaches and methodologies in language teaching.

Majority of the inexperienced teachers however, were accustomed to using the common activities, approaches and methodologies in the teaching of the English language in their literature lessons and many did not favor the language for personal enrichment approach in teaching the literature component. As a result, less aesthetic activities, which are essential in meeting the needs of the KBSM literature syllabus, were brought into the literature lessons.

4.6.3   Teachers Views on The Benefits of Using Literature in a Language Classroom

Table 7 shows the results of teachers' views on the benefits of using literature to teach English language. Overall, the results show that both groups of teachers had very positive views on the benefits of using literature to teach English language.

To illustrate, more than 90% of teachers from the inexperienced group as well as from the experienced group felt that literature may provide motivating materials to teach the language, stimulate language acquisition and critical thinking, develop emotional awareness, and enhance students' language proficiency. In fact, all teachers from both groups believed that literature could inculcate reading habits among students.

Apart from that, the two groups of teachers also had strong believe in the benefits of literature since 70% or more teachers from both groups said that literature can provide access to other cultures, may expand students' language awareness and may develop students' interpretive abilities.

Table 7: Teachers Views on the Benefits of Using Literature to Teach English language

	Inexperienced		Experienced	
	Yes	No	Yes	No
Literature may provide motivating materials	90.9	9.1	93.3	6.7
Literature can provide access to other cultures	72.7	27.3	80	20
Literature may stimulate language acquisition	90.9	9.1	93.3	6.7
Literature may expand students' language awareness	72.7	27.3	93.3	6.7
Literature may develop students' interpretative	81.8	18.2	93.3	6.7
Literature could stimulate critical thinking	90.9	9.1	100	0
Literature may develop emotional awareness	90.9	9.1	93.3	6.7
Literature offers varied authentic language examples	63.6	36.4	80	20
Literature can enhance language proficiency	90.1	9.9	100	0
Literature can inculcate reading habit	100	0	100	0

In comparison to the results shown earlier on students' perception of learning literature, both groups of respondents, the students and the teachers, had positive perception of the incorporation of the literature component into the English language syllabus. In fact, it is important to note that majority of respondents from both groups believed that through literature, students would be able to enhance their language proficiency skills and expand their interest in reading in the English language.

4.6.4   Teachers' Views on Problems in the Teaching and Learning of the Literature Component

Table 8 depicts the results on the problems that teachers faced in the teaching and learning of the literature component. In general, the table shows that there were various problems that the two groups of teachers faced.

Generally, the results show that there was a significant difference in the percentage between the two groups of teachers. To illustrate, more experienced teachers faced problems in the teaching and learning of the literature component as opposed to the inexperienced group of teachers. This may be due to the fact that the experienced teachers were aggressively exploring classroom activities beyond the normal everyday activities found in English language classrooms. They may have felt that in order to meet the general requirements set in the KBSM syllabus for literature in language for aesthetic use, they would have to not only use literature to teach the language but to also tap into the creative minds and potentials of the students in their classrooms in order to address the aesthetic part of the syllabus. In the process of incorporating and expanding the literature component's role in the English language lessons, obviously the experienced teachers would have encountered more discoveries, challenges or problems.

As a matter of fact, the percentages of the inexperienced teachers who faced the problems were less. This may be because many chose to adopt classroom activities,

approaches and methodologies that are commonly used in many English language lessons such as drilling, when teaching literature.

In relation to that, the results shown in Table 8 also reveal that only 18.2% of the inexperienced teachers faced problems in meeting the assessment requirements in the national examinations, whereas, 66.7% of the teachers from the experienced group faced the same problem. This may be directly related to the pedagogical approaches that the two groups had chosen. To illustrate, the inexperienced group of teachers chose to adopt the drilling method in teaching literature, which eventually help in preparing the students for examination purposes. On the other hand, the experienced teachers, who had been busy exploring different kinds of activities to enhance both language and aesthetic skills, faced the problem of preparing their students for assessment purposes.

Table 8 also shows that the top three problems that both the experienced and the inexperienced teachers faced were very much related to the students' proficiency level, students' motivation and attitude toward the language, and students' motivation toward learning the literary elements found in the literary texts.

Table 8: Teachers' Views on Problems in the Teaching and Learning of the Literature Component

	Inexperienced		Experienced	
	Yes	No	Yes	No
Insufficient training to teach literature.	36.4	63.6	53.3	46.7
Materials selected by the Ministry are difficult for students to comprehend due to cultural differences	63.6	36.4	73.3	26.7
Materials selected by the Ministry are difficult for students to comprehend as students lack interest in them	54.5	45.5	86.7	13.3
In general, literary texts selected by the Ministry are difficult for students to comprehend	54.5	45.5	60	40
The language level of the literary texts selected by the Ministry are difficult for students to comprehend	45.5	54.5	73.3	26.7
Time management in terms of the teaching hours to teach literature	72.7	27.3	86.7	13.3
Time management in terms of preparing suitable materials and lesson plans	54.5	45.5	80	20
Time management in terms of reading and understanding the content of literary texts	45.5	54.5	60	40
Time management in terms of assessing different types of students' responses	72.7	27.3	66.7	33.3
Meeting the assessment requirement in the national examination	18.2	81.8	66.7	33.3
Lack of confidence to teach literature in English	9.1	90.9	40	60
Lack of knowledge in the area of literature	27.3	72.7	46.7	53.3
Students' proficiency level	90.9	9.1	93.3	6.7
Students' motivation/attitude toward the language	63.6	36.4	93.3	6.7
Students' motivation toward learning the literary elements	90.1	9.1	86.7	13.3

Obviously when the students had low proficiency levels and were not motivated to learn the language, there would be a high possibility for them to encounter problems in learning or identifying the literary elements found in the literary texts read. In fact, based on the results shown earlier on the students, there is a match between the teachers and the

students' response on the problem of identifying literary elements in the literary texts that the students read. Close to half of the students from both groups did not like to study literary elements and more than 60% of the students from both groups expressed their concern in identifying the literary elements. This might be due to the fact that because of their low proficiency level in the language, the class would normally end up concentrating on the language or vocabulary used in the texts or on students' general comprehension of the literary texts read. And less time could be given to lessons that look into the elements found in the literary texts.

Teachers from both groups also expressed other concerns such as more than 70% of teachers from both groups claimed that they had problems in managing time to cover the literature syllabus and to prepare materials for the literature classes. In fact, in relation to the problem of having insufficient time to prepare suitable materials and lesson plans, it can be seen that more experienced teachers (80%) seemed to face the problem. This might again relate to the kind of pedagogical approach that they chose to adopt for their literature lessons.

In addition, the results also demonstrate that there were more than half of the teachers from both groups who claimed that the literary texts chosen were difficult for the students to comprehend. For example, 63.6% of the teachers from the inexperienced group and 73.3% of teachers from the experienced group found that the materials selected by the Ministry were difficult for the students to comprehend due to cultural differences. Moreover, 54.5% of teachers from the inexperienced group and 86.7% of the teachers

from the experienced group believed that the materials selected by the Ministry were difficult for students because the students were generally not interested in them.

In other words, although by now both teachers and students have begun to witness and experience the benefits of the incorporation of the literature component into the English language syllabus, there are still challenges that need to be addressed.

4.6.5   Teachers' Suggestions on Enhancing the Teaching and Learning of the Literature Component

In relation to the previous findings shown in Table 8 on teachers' views on problems in the teaching and learning of the literature component, the following table shows suggestions that the teachers gave that may help support and improve the teaching and learning of the literature component in schools.

On the whole, the results shown in Table 9 demonstrate teachers from both the experienced and the inexperienced groups very much welcome and support assistance that would enable them to enhance the use and function of the literature component in the teaching of the English language. For example, more than two-third of teachers from both the experienced and the inexperienced groups sought for more retraining programs in the form of short-term in service courses or workshops, in class teaching materials such as task sheets and teaching modules, an accompanied detailed supplementary guide to the *Huraian Sukatan Pelajaran Bahasa Inggeris KBSM* that shows the level of activities and

the specific approaches that could be used for each activity, self access worksheets and games for students to wok on, and a specialized web page designed for the literature in KBSM that teachers and students can use.

Table 9: Teachers' Suggestions on Enhancing the Teaching and Learning of the Literature Component

	Inexperienced		Experienced	
	Yes	No	Yes	No
Re-training programs: short-term in service courses/workshops	81.8	18.2	73.3	26.7
In class teaching materials such as task sheets, teaching modules	90.9	9.1	73.3	26.7
Supplementary guide to the *Huraian Sukatan Pelajaran Bahasa Inggeris KBSM* (A detailed guide that shows the level of activities and specific approaches that could be used for each activity)	72.7	27.3	66.7	33.3
Web page specializing in the teaching of literature in the language classroom	72.7	27.3	73.3	26.7
Self Access (worksheets, activities, games)	81.8	18.2	66.7	33.3
Assessment guide to literature paper for the national examination	81.8	18.2	46.7	53.3
Degree Program Specializing in Literature in English Language teaching	18.2	81.2	40	60

On the subject of the possible types of aid that could be provided or generated for the teaching of the literature component, there are also a couple of differences in opinion that the two groups of teachers had on matters addressing the assessment and structured upgrading programs for the teachers.

For instance, majority of the teachers (81.8%) from the inexperienced group wanted assessment guides for the literature component that would be used in preparing students for the national examinations. However, only 46.7% of the teachers from the

experienced group needed this sort of assistance. In relation to the earlier results shown

on Table 8 concerning the problems that teachers faced in teaching the literature

component, it is interesting to note that although majority of the inexperienced teachers

(81.8%) claimed that they did not face problems in meeting the assessment requirements

of the national examinations, they were still enthusiastic about guidance that could help

them prepare their students for the national examinations.

There are a couple of possibilities that could be deduced from this. One is that the

inexperienced teachers were very serious about preparing students for the examinations.

And because of this, they had become more examination oriented and welcome more

guidance that would help them address examination requirements in their literature

lesson. The other possibility would be that because of their limited experience in teaching

the language and the literature component, they faced difficulties in designing literature

lessons that are more suited to meet the aesthetic requirements of the syllabus.

In summary, both teachers and students could see the relevance of the

incorporation of the literature component and were positive about it. In fact, many

revealed a number of things that would enhance the incorporation. However, there were

also significant patterns and differences established through the study that are important

in helping to shape the suggested pedagogical framework or teaching model that should

be adopted in the pre-service teacher training programs in the country. This is important

since it would ensure the relevance and expansion of the role of literature in the English

language syllabus in the country.

CHAPTER FIVE

CONCLUSIONS

5.1 Introduction

This is the final chapter of the report and it consists of an overview of the study, restatement of the objectives, review of the findings, limitation of the study, recommendations based on the study and suggestions for future research, and the pedagogical implications of the findings.

5.2 Overview of the Study

This research was initiated as a result of the incorporation of the literature component into the Secondary School English language syllabus under the KBSM in the year 2000. When literature was first incorporated into the syllabus as a tested component of the English language syllabus, it sparked reactions and interest from different parties.

The press reported response from various parties namely the students, parents, teachers and also the school authorities. Many voiced their concerns about the

implementation since literature has long been left out not only as a subject matter in the school curriculum but also as part of the English language curriculum. Among the worries were whether the Malaysian students are equip to handle the literature component in the classroom as well as in the big examinations and if our teachers are capable of teaching and managing the additional component in their English language classes.

A couple of years after its implementation, a number of studies were carried out by our local research communities to investigate the impact of the incorporation of this tested component into the English language syllabus. Those studies found many significant findings that can be used to understand, foresee and manage the possible impacts that literature has brought into our local schools environment and development.

One example of a study conducted by a team of researchers from Universiti Kebangsaan Malaysia revealed that generally the English language teachers were optimistic about the effort put forward by the Ministry of Education and were willing to contribute toward the success of the incorporation of the new literature component into the secondary school English language syllabus (Subramaniam, Shahizah, and Koo, 2003). Another national study conducted by Sidhu (2003) from Institute Aminuddin Baki, the National Institute of Educational Management and Leadership, Ministry of Education, found that

through students view the program of literature in the language classroom positively as a useful program to be continued, it has failed to meet the

expectations of both the Advanced and Elementary group of students as literary texts and classroom practices failed to cater for their needs. Hence, a large majority of this group of students did not reap the benefits of the program as compared to the group of Intermediate students.   (p.106)

To continue the efforts made so far, this study was initiated and seen as a vital step to revisit and evaluate the situation in schools. This is seen as an important effort as a follow up to see how teachers and students are currently adapting to the literature component after a period of 6 years since literature was first introduced into the secondary school curriculum. In fact, as compared to previous studies carried out, this study is unique since it focuses on both, the teachers' and the students' perceptions and attitudes toward literature in the KBSM English language syllabus.

5.3   Restatement of the Objectives

Since the nature of the study dealt with both the English language teachers and the secondary school students, this study examined the following objectives:

i.   to determine the attitude and perception of secondary school students in learning literature

ii.   to find out the pedagogical needs of secondary school students in learning literature

iii.   to investigate the attitude and perception of teachers towards literature

iv.   to identify pedagogical preferences that teachers have in the teaching
       and learning of literature

v.   to establish a general pedagogical framework for the teaching and
       learning of literature that can be employed in pre-service teacher
       training programmes in the country.

In order to obtain the desired feedback based on the above objectives, the research
generally employed the quantitative research approach via questionnaires for the data
collection among teachers and students in schools. Nevertheless, to allow room for
respondents to express their opinion and to share their personal practices dealing with
literature, a number of open-ended questions were designed at the end of the
questionnaire for the schoolteachers to illicit qualitative data for the study.

Since the research involved participants from various schools in the district of
Johor Bahru, precise organization and careful management were among factors that
would ensure a smooth data collection process. It was thought that the most suited
research tool that could accommodate the size of the samples and the area that the study
covered was the questionnaire. This was owing to the fact that the data collection process
actually covered a wide range of respondents in different schools in the area of Johor
Bahru and the administration of the surveys required the researchers to go to different
schools and classrooms to reach out to the respondents within the limited time allocated.

To expedite the process of data collection, it was felt that a representative from each school would have to be identified to assists the researchers in the distribution and collection of questionnaires from the schoolteachers and the students. As a result, before administering the whole data collection process, the researchers had to establish contact with each school and seek assistance from the school administration authorities to appoint representatives from the schools to help the researchers with the data collection process.

5.4   Review of the Findings

On the whole, the findings of the research show that both students from the daily premier and the non-premier secondary schools had positive perception and attitude toward learning literature. Majority of the students claimed that there are benefits of learning literature. Some of the benefits that they revealed were that through literature they may be able to learn many moral values, many new words and about other cultures and values. Also many of the students claimed that literature can motivate their interest in learning the English language.

Apart from that, the data from the teachers also revealed similar attitude and perception of the teaching and learning of the literature component. To illustrate, more than 70% of the experienced and the inexperienced teachers of English believed that literature could both be taught as a subject matter or be part of the English language syllabus. This is important to show that after an adjustment period since the incorporation of the literature component into the secondary school English language syllabus in the

year 2000, the teachers have expanded their confidence and skills in using literature to teach the English language to their students. In fact, teachers were more versatile in their teaching since they showed that they were willing to explore all sorts of activities and teaching methods or approaches in the teaching of literature in the English language classrooms.

There is however one significant result that shows that the experienced teachers were more geared up to experiment using various non-conventional classroom activities to extend the teaching and learning process into other forms of art such as collage, drawing or more challenging productive skills such as multimedia presentations, narrative writing and composing poems. This shows that the experience that the English language teachers have gained is a vital and valuable asset that would help them throughout the teaching and learning process.

Apart from teaching and learning, the teachers, generally, agreed that there are many benefits of using literature in the English language classroom. For instance, more than 90% of the teachers from the experienced and the inexperienced groups felt that literature could provide motivating materials, stimulate language acquisition, enhance critical thinking, develop emotional awareness and improve language proficiency. Besides that, 100% of teachers from both groups claimed that literature could inculcate reading habit among language learners. Hence, regardless of their level of motivation or their exposure in using literature to teach the English language, many not only agreed with the incorporation of the literature component into the syllabus but also welcome

more assistance to enhance their skills and ideas to use literature to teach the English language.

Besides that, the study also exposed some central concerns and problems that teachers and students had. Generally, between the two groups of students, it was found that students in the non-premier schools faced more problems than those from the premier schools.

For example, overall the biggest problem that both groups had was difficulty in identifying literary elements in the literary texts read. On one hand, the results show that 63.8% of the students from the premier schools had difficulties in identifying the literary elements found in the texts read. On the other hand, 72.3% of students from the non-premier schools faced the same problem.

Another big problem mentioned was with the language used in the literary texts. Generally, the students had less problems with the language used in literary genres like short stories and novels. Nevertheless, many experienced big problems especially in the language used in poetry. To illustrate, 41.6% of students from the premier schools and 75.4% of students from the non-premier schools expressed difficulty in understanding the language used in the poems.

Apart from that, another concern that the students had was the figurative language used in the literary texts. 57.2% of students from the premier schools and 68.1% of

students from the non-premier schools said that they encountered problems in interpreting the figurative meaning of the literary texts read.

Meanwhile, the teachers also revealed some problems in the teaching and learning of the literature component that dealt with matters involving the syllabus, the teachers themselves and the students.

The two biggest problems related to the syllabus involved the materials selected by the Ministry. 63.6% of teachers from the experienced group and 73.3% of teachers from the inexperienced group argued that the materials selected by the Ministry are difficult for the students to comprehend due to cultural differences. While 54.5% of teachers from the experienced group and 86.7% of teachers from the inexperienced group said that the materials selected by the Ministry are difficult for students to comprehend as students lack interest in them.

Other than problems related to the material selection, teachers also voiced their distress on matters related to their responsibilities. The inexperienced group of teachers claimed that their two biggest problems were managing time in terms of the teaching hours to teach literature (72.7%) and assessing different types of students' responses (72.7%). The experienced group of teachers, on the other hand, said that they also faced problems in managing time to teach (86.7%) and prepare suitable materials and lesson plans (80%) for their literature lessons.

The teachers also mentioned problems in relation to students. Both groups of teachers agreed that among the problems in relation to students were such as students' proficiency level and motivation toward learning the literary elements.

More than 90% of teachers from both groups felt that the proficiency level of the students was a major problem in the teaching and learning of the literature component. Moreover, because of the low proficiency levels or the different proficiency levels among students in a classroom, teachers had problems in fulfilling the syllabus requirements for the literature component.

Finally, in relation to students' motivation toward learning literary elements, a significant finding of the study reveals a match between the teachers and students' view on the teaching and learning of literary elements. While majority of students from both types of schools revealed that they experienced problems in identifying and learning about literary elements, more than 85% of teachers from both groups also stated that students' did have problems in their motivation toward learning the literary elements.

5.5   Limitation of the Research

A few factors have been identified as the limitations of the research and they are discussed as follows.

5.5.1 Participants

As mentioned earlier in Chapter Three, the participants selected for this research came from two groups namely 420 students from form one to form five, who were attending daily secondary schools in the area of Johor Bahru and 26 English language teachers who were teaching the literature component to secondary school students in the same schools.

Since the sample size was rather small and only covered the area of Johor Bahru, the researchers had very little room to seek possibilities of comparing or contrasting other factors that may influence the results of the study such as proficiency level of the students, family background, knowledge or exposure to literature in the English language, their gender, race or age group. The best option that was thought possible was to discuss the findings on the students according to the type of school that they were in. Besides that, because of the limited number of respondents and scope, it was not possible for the results to be generalized to other situations in other schools outside of the Johor Bahru area.

The other set of participants were 26 English language teachers from the same schools that the students were from. Again because of the small sample size, it was thought that the best way to present findings on the teachers was to put them into groups of experienced and inexperienced teachers. Given a larger sample size, the researchers

would have been able to investigate other factors that may influence matters addressed in the objectives of the study.

5.5.2 Time

All in all, the whole research process took place within 18 to 20 months. The researchers had to delay the completion of the research for more than a year because of the data collection process. Since the data for this research involved the participation of teachers and students in various schools, a lot of time was spent on going through red tapes before collecting the data.

Although the researchers were successful in getting the cooperation and commitment of the school authorities and the representatives of teachers from all schools that helped with the data collection process, it was thought that ample time should be given to both groups of participants in the study to answer and to return the questionnaires. This was important since it was felt that the study should not in any way disturb the running of the lessons in the classrooms.

5.5.3 Instruments

The research instruments used in the study were two sets of questionnaires: one for the students and the other for the teachers.

The questionnaire designed for the students consisted of yes/no questions. This type of question was thought appropriate since the students would be able to complete the survey form on their own without much problem or help from the teachers. In fact, the yes/no questions were thought most suitable since they seek straightforward type of answers from the students.

As for the questionnaire designed for the teachers, majority of the questions posed in the questionnaire were yes/no and list type of questions. It was thought that these two types of questions would be most appropriate since there were more than 50 questions that were included in the questionnaire.

There were some limitations faced in using yes/no or listing type of questions here. To illustrate, the responses revealed only a certain extend of the findings. The researchers were only able to show the quantity of students or teachers who answered yes or no but were not able to obtain reasons for them to choose the answers. In other words, The results could not unravel important reasons as to why the students and teachers had chosen their answers. Besides that, the questions were not able to show the degree of their perception or attitude toward matters asked in the questionnaires.

5.6   Recommendations and Suggestions for Future Research

Based on the objectives established at the beginning of the report in Chapter One and the findings and discussions presented in Chapter Four of this research report, a

general pedagogical framework for the teaching and learning of literature in the English language classrooms will be suggested here.

The framework which would be presented and described in the form of a teaching model could be employed as a guide in pre-service teacher training programs across the nation to equip future English language teachers with the necessary skills to teach the literature component in the KBSM English language syllabus.

5.6.1 Suggested Pedagogical Framework

To begin with, it is necessary to look at the pedagogical framework by relating it to the possible teaching models that have commonly been used in the teaching of literature in English language classrooms. Generally, Carter and Long (1991) describe three central teaching models that could be used for the teaching of literature in a language classroom and they are the cultural model, the language-based model and the personal growth model.

First of all, the cultural model, which is also referred to as Literature as Content (Lazar,1999), is the most traditional model in the teaching of literature. Frequently used at tertiary level, this model does not specifically relate literature to language learning and is more teacher-centered. It focuses on the content of the literary text and relates it to areas such as the history and characteristics of literary movements or critical schools, the social, political and historical background of the texts, and biographical facts about

authors. Apart from that, in her article entitled *On Literature in EFL Classroom,* Zafeiriadou (2001: 2) described literature in this model as "the relics of culture and through their 'study' students understand and appreciate cultures and ideologies different from their own in time and space." In other words, through this model, students are assumed to have acquired the target language implicitly while reading the prescribed literary texts along with criticisms about the texts.

The next model is called the language-based model. Unlike the first teaching model, as its name suggests, this model focuses on the language of the literary texts. In other words, as suggested by Chitravelu et al.(2002), when literature is used in a language classroom, it could become a model of language use, a stimulus for language-based activities or context for language-based activities.

In other words, the model aims to help integrate the language and the literature syllabus, increase general awareness and understanding of language and assists students in making meaningful interpretation or evaluation of the texts. For example, through the use of this teaching model students may become more aware of familiar grammatical, vocabulary or patterns of discourse that may be used effectively in various genres and may be exposed to the shapes of formal conventions of written language.

The next teaching model that is commonly used and most favored in many current language programs that incorporate literature into their syllabus is the personal growth model (Carter and Long, 1991). This model attempts to bridge the gap between

the previous two models and focuses on using literature as a resource to develop language as well as literary competencies of the students. Apart from that, the model also focuses on the pleasure and personal fulfillment that students would get out of reading literary texts and on making a literary text one's own (Zafeiriadou, 2001).

To illustrate, this model actually use literature as a tool to encourage students to draw on their own personal experiences, feelings and opinions and help students to become more actively involved both intellectually and emotionally in learning English, and hence aids acquisition of the language.

Based on the description of the above teaching models and the results and discussions of the study shown in Chapter Four of this report, it is now possible to suggest ideas to shape the most appropriate teaching model to be adopted and taught in pre-service teacher training programs across the country.
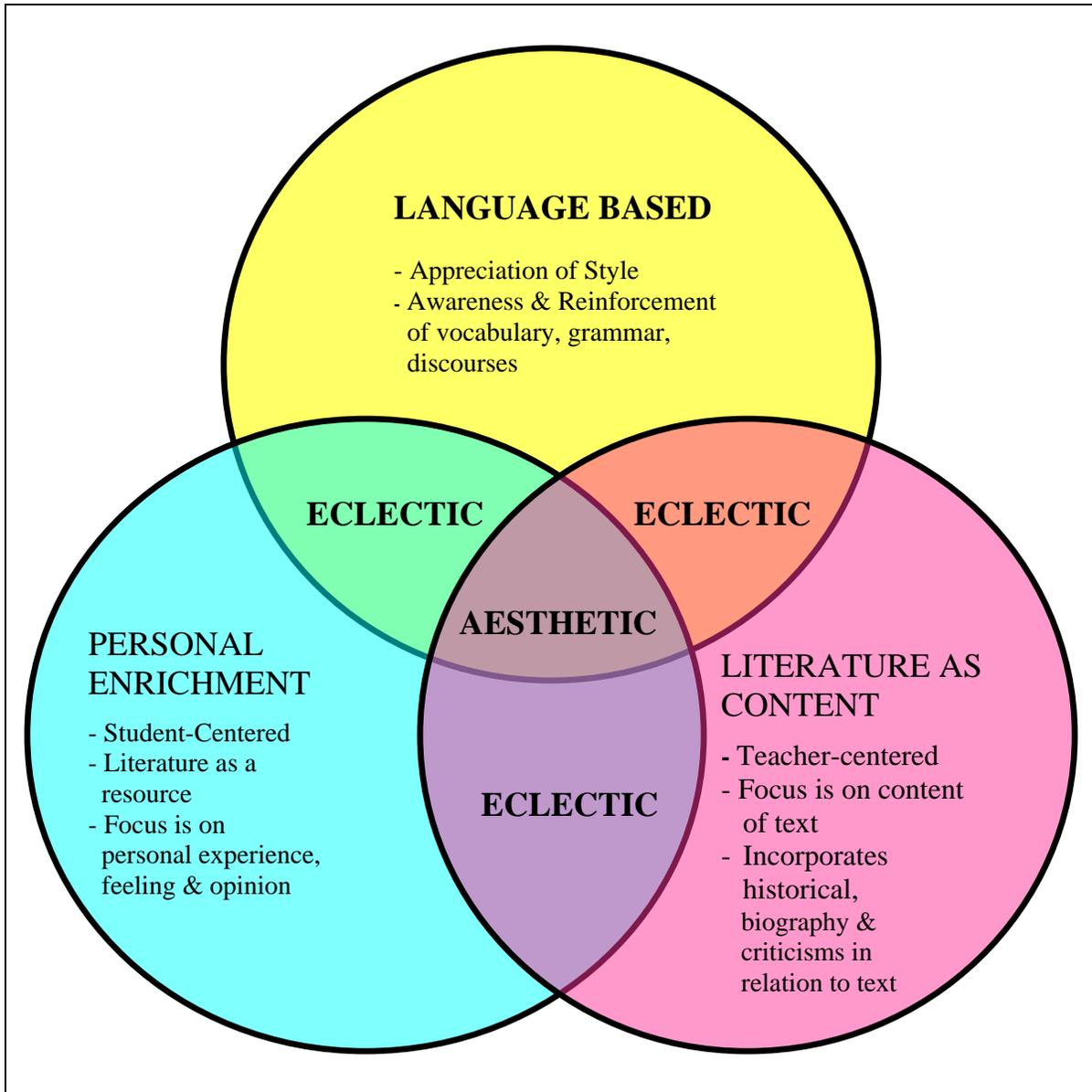
Figure 3: Suggested Teaching Model In Pre-Service Teacher Training Program

Basically, the pedagogical approach that can be used in the teaching of literature in our local English language syllabus could be based on the following aims:

1. the literary texts used should appeal to students interests, concerns and age group (Zafeiriadou, 2001)

2. literature should be explored in the light of a learner-centered pedagogy where focus should be on students' communicative needs, goals, aspirations and learning preferences (Zafeiriadou, 2001)

3. Students should be given the freedom to choose the texts that they prefer and encouraged to express their own ideas and make their own interpretations. In other words, its important to note that there is no right or wrong in literature.

4. The literary texts should be used as a resource to enhance language, personal, aesthetic, social and moral development of the students (Chitravelu, 2002)]

5. As shown in Figure 3, an integration of different approaches, which could also be called eclectic approach to literature teaching, should be adopted to cater for students' different needs and problems in relation to their level of proficiency in the language and their acceptance of literature into the English language subject. This is vital, as it would ultimately address the aesthetic part of the syllabus requirement.

6. In helping students become more critical of the texts read and to encourage students to express ideas on the figurative meaning of the texts, explicit teaching of literary elements should be done. For example, guided questions or notes on the literary elements could be given to students to enhance their ability to identify the special effects that writers could bring into their works through literary elements.

5.6.2   Suggestions for Future Research

Literature in the language classroom is not something new. In fact, it has evolved and has undergone many transformations before it is now recognized in many language programs to be a useful resource in enhancing not just the language proficiency level of students but also other personal development skills.

In the near future more extensive research could be conducted to seek evidence of the relationship between literature and language learning or literature and other personal development skills.

In fact, a nationwide research on the practices of pre-service training programs in the country to train our future language teachers to use literature as a resource in the English language classrooms could also be carried out. This is important to ensure that the future English language teachers would be able to address the incorporation of this

new tested component into the syllabus. This in turn would assist in the growth and the overall development of the English language syllabus in KBSM.

5.7 Implications of the Findings

At this juncture, it is important to note that generally the incorporation of the literature component into the English language syllabus in KBSM bears fruitful response. This is because the overall findings of the study encompass positive reaction from both teachers and students in schools.

However, focus should now be given to developing the potentials in literature to enhance and draw out the aesthetic and critical skills in students, apart from using it as a tool to enhance language acquisition.

In other words, in training the future English language teachers to become proactive in using the literature component, it is important for the pre-service teacher training programs to emphasize on the aesthetic requirements of KBSM. This would equip the inexperienced future English language teachers to face challenges and problems in addressing this national education policy.