TEACHING LITERATURE IN ESL IN A MALAYSIAN CONTEXT

(Proposed INSET Course Designs for Literature in ESL Instruction)

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by

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ABSTRACT

In view of the recent introduction of a literature component in the Malaysian English language teaching syllabus, this research study sets out to determine the present situation concerning the teaching of literature in ESL in Malaysia with particular reference to the Class Reader Programme (CRP). This is in order to develop two proposed course designs for the teaching of literature in ESL at the secondary school level with special emphasis on the Malaysian context.

Under the present circumstances, this study offers an immediate response to the new developments and challenges brought about by the literature in ESL programmes especially when the Malaysian Education Ministry implemented the CRP at the Form One level in all secondary schools beginning from the 1989 academic year. The Ministry also plans to introduce the forthcoming Elective Literature in English Programme (ELEP) for the upper secondary level (Forms Four-Five) during the 1991-92 school session. These programmes aim to introduce the use of literary texts for language and literary purposes. This study is also in line with the current effort undertaken by the Department of Languages at the Universiti Pertanian Malaysia (UPM) to develop teaching literature in ESL courses for its pre- and in-service education and training (INSET) programme.

Questionnaires were developed and used as the means for gathering the data in three separate surveys which were carried out for the purposes of this study. The three respective surveys were to investigate: (1) the Universiti Pertanian Malaysia (UPM) TESL in-service teachers' training to teach literature in ESL in Malaysia; (2) teachers' response to the CRP; and (3) teachers' response to the needs analysis of course components for teaching literature in ESL in Malaysia. In addition, separate interviews which involved two assistant directors from the Ministry of Education, Malaysia had also been undertaken to obtain further information pertaining to the aims and implementation procedures for the literature in ESL programmes (CRP and ELEP) at the secondary school level in Malaysia.

The sample for this study consisted of 144 in-service teachers at UPM who were undergoing a four-year Bachelor of Education (B. Ed.) programme in Teaching English as a Second Language (TESL) and twenty-three Form One English language teachers from eleven selected rural and urban secondary schools in Malaysia who had been involved with the CRP.

The outcome of this study primarily revealed that in the English language syllabus the respondents were not adequately prepared to teach the literature component; thereby, establishing the need for teaching literature in ESL courses in teacher education programmes in Malaysia. In relation to this finding, two proposed course designs which cater for the integrated language and literature teaching programmes in Malaysia (CRP and ELEP) were developed as an initial and practical response toward this undertaking.

The two proposed courses are known as "Literature in ESL in the Language Class" and "Literature in ESL in the Literature Class." Essentially, these two complementary courses promote the use of literary texts in the ESL classroom. Due consideration had been given to the following factors in the process of developing the two proposed courses: (1) the aims and objectives of the literature in ESL programmes in Malaysia (CRP and ELEP); (2) the results of the three empirical surveys which were conducted for the purposes of this study; (3) the review of the literature; and (4) the researcher's five years of practical experience in working with the Teaching of English as a Second Language (TESL) pre- and in-service teacher training and development programme at UPM.

It is hoped that the results of this study will have some implications for future considerations on teaching literature in ESL courses, particularly in Malaysia, and also provide some basic principles and directions for future research in the area. More importantly, this initial effort should be regarded as a primary attempt to address the inadequacy of courses on methodology in the teaching of literature in ESL in the Malaysian teacher education curriculum. It may also serve as a practical guide to those who are interested in understanding more about the nature of literature teaching in ESL in general and in the Malaysian context in particular.

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CHAPTER ONE

INTRODUCTION

This introductory chapter attempts to highlight the following concerns which relate to the research study: nature of the research problem which consists of a concise historical background and statement of the problem; purposes, significance, and limitations to the study; methodology and instrumentation; definition of terms; and the format and description of subsequent chapters.

1.1   Background to the Problem

Over the last two decades, there has been a major change in the Malaysian educational system. The role of English in Malaysia today has changed dramatically from its earlier status as the prestige language of the colonial era and the decades after World War Two. This significant transformation was primarily due to the implementation of the Education Enactment Bill in 1971. In accordance with this Bill, the language policy of the Malaysian government has been the replacing of English by the national language (which is Bahasa Malaysia) throughout the public sector including the education system and eventually in the private sector as far as practicable.

As the medium of instruction, the teaching and learning of the national language is aimed at uniting the various races through a common educational system. In line with this objective, Bahasa Malaysia has been made a compulsory subject at all levels and types of school and a pass in this subject is the major pre-requisite for obtaining a pass in public examinations such as the SRP/LCE (Lower Certificate of Education), SPM/MCE (Malaysian Certificate of Education) and SPVM/MCVE (Malaysian Certificate of Vocational Education) examinations. As a result of this initiative, the position of Bahasa Malaysia is now securely established as the language in which virtually all official transactions are conducted.

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English language remained as the medium of instruction in secondary schools until 1979. The language conversion programme was completed in 1980 at the Form Five level. Considering its importance, especially in the acquisition of knowledge, English language is retained in the Malaysian Integrated Curriculum for Secondary School (KBSM) and is taught as a subject at all school levels. The present syllabus for the English Language Programme for the upper secondary school level produced by the Curriculum Development Centre (CDC) aims at:

> building and extending upon the proficiency of the students from the lower secondary school level so as to equip them with the skills and knowledge of English to communicate in certain everyday activities and certain job situations; and also to provide points of take-off for various post-secondary school needs. (1989a: 1)

At the end of this programme, students should be able to: (1) listen to and understand spoken English in the school and in real life situations; (2) speak effectively on a variety of topics; (3) read and understand prose and poetry for information and enjoyment; and (4) write effectively for different purposes (Ibid.).

Nevertheless, the language conversion programme has inevitably affected the amount and the quality of English used. Seemingly, the abolition of English as the medium of instruction had been associated with the declining role and importance of English language in education. For the majority of young Malaysians, English could no longer be classified as a second language in the sense commonly understood among applied linguists. The fact that English is taught only as a subject also indirectly undermines its important role. Inevitably, the students' exposure to the language is only limited to the classroom and its relevance also appears minimal.

Consequently, the national grade average for English at the Sijil Rendah Pelajaran (SRP) level, especially for the rural schools, is still considered as unsatisfactory (P7) in spite of its nine years of formal instruction. An analysis of the students' achievement level of the English language in the SRP and Sijil Pelajaran Malaysia (SPM) would generally reflect this claim.

A closer analysis of the SRP English test results in a recent comparative study of the achievement and the proficiency levels in English as a second language among learners in sixteen selected rural and urban schools in Peninsular Malaysia conducted by Talif and Edwin (1990) indicated a wide difference in the achievement levels of the students. Only 3. 9 percent of the rural students from a sample population of 1004 Form Four rural and urban students "managed to score distinctions, while 14. 6 percent obtained a credit and 33. 8 percent obtained a pass. The remaining 47. 7 percent failed. On the other hand, 37. 6 percent of the urban students scored distinctions, 26.4 percent of the students obtained a pass. The remaining 13. 4 percent failed" (p. 56).

Under the present circumstances, English is officially described as a second language. It is the language officially considered second in importance to Bahasa Malaysia, and is regarded as a vital link with the rest of the world. However, it is crucial to note that this position depends upon the fact that it is taught from the first year of primary school. In actual fact, this particular status was purely historical in nature as English was the medium of instruction in many schools and most tertiary institutions until relatively recently.

Nevertheless, future developments in English language and literature teaching in Malaysia still depend to a great extent on the educational policies of the government and opportunities for using English outside the classroom.

1.2 Statement of the Problem

It is not surprising to note that there has been a drastic decline in the study of literature in English, which is optional, in Malaysia over the years although it used to be a relatively popular subject among English medium students during the 1960s and early 1970s. The Malaysian Examination Syndicate recently indicated that in 1988, only 57 schools in Malaysia offered Literature in English to Form Five students, and there were only 355 enrollments (Lembaga Peperiksaan Malaysia 1990). These figures were comparatively lower than the previous years.

Literature in English at the Form Five level still remains an optional subject and is mostly studied for examination purposes. It also had a significant role in language study. At present, its study is limited to the elite few urban students who have an exceptional mastery of the English language. As a consequence, there are an increasing number of students lacking both the literary background and the necessary study skills.

The lack of interest in reading among the Malaysian population is also one of the prevailing issues which has been the main focus of attention of various authorities particularly by the Ministry of Education. This concern was also highlighted in the survey of the reading habits and interests of the Malaysian people conducted under the chairmanship of Professor Atan Bin Long (Bin Long et. al. 1984). The major findings of the survey revealed that: (1) the participants spend an average monthly expenditure of M$10.00 (about £2.00) or less on books and magazines; and (2) only half of the forty-two percent of the respondents who had read books in the past six months could provide the titles of the books which had been read (p. 129).

One of the contributing factors to this state of affairs which is related to the decline in enrolment in the elective Literature in English subject at the Form Five level and the reading interest of the Malaysian population in general is the present trend adopted by curriculum developers which has been to reduce or exclude the literature component at early and intermediate levels from English as a Second Language (ESL) programmes whose central aim is the achievement of linguistic proficiency. This is mainly to concentrate on the acquisition of the four language skills propagated by current language teaching methodologies in the ESL curriculum. In most cases, linguistically oriented ESL programmes unduly promote the use of substitution and tranformational drills, pattern practice, conversations and dialogues without much concern for the content and the outcome of the interaction.

Apparently, there is still considerable pressure to maintain a high standard of English in Malaysia. Lately, literature in ESL is gradually assuming a significant role in the secondary school English language syllabus in Malaysia. One of the notable seminars on the teaching of English literature was organised by the Association for Commonwealth

Literature and Language Studies in Malaysia (MACLALS) and was held in Malaysia in 1982. It dealt with the problems faced by those who tried to check the decline in literature teaching in schools. The three main themes which emerged in the discussions were: (1) English literature should no longer be equated with British literature; (2) "Literature with a small l" (i.e. supplementary reading) should be given more weight, in most circumstances, than the traditional classics of "literature with a capital L"; and (3) more specific provision should be made for the teaching of English in the sixth form (British Council 1983).

A more recent workshop on the teaching of literature in the English language classroom which was held in September 1990 had been undertaken by the Department of Languages at UPM. The three main objectives of the workshop were: (1) to expose teacher-trainees to the aims of teaching literature in the English language subject in the Malaysian secondary schools; (2) to provide teacher-trainees with training in conducting literature classes in the ESL classroom; and (3) to provide teacher-trainees with experience in producing materials for the teaching of literature in the ESL classroom.

In line with this recent development, a "Literature in Education" seminar had been jointly organised by the Dewan Bahasa dan Pustaka (Language and Literature Bureau) and the Education Ministry in July 1989. While presenting a policy paper at the seminar, Tan Sri Awang Had Salleh in his capacity as the special advisor to the Education Ministry stressed that a declaration of philosophy regarding literature in education should be underlined with the aim of:

- instilling in future generations that literature is an art, a skill, a heritage and a form of culture;
- creating an appreciation for literature;
- introducing the talented to the opportunities in the literary circle;
- creating an awareness of human values (through the appreciation of literature) and a commitment to defend such values;
- introducing, at the appropriate level, the theory of literature, the critical aspects as well as its mechanisms;
- realising that literature constantly provides new experience and insights; and
- making people empathise with human experiences. (New Straits Times, July 18, 1989)

Tan Sri Awang Had Salleh also reiterated that the objective of literature in education must reflect upon the National Education Philosophy which upholds the concept of lifelong education geared towards the development of a morally upright person who is intellectually, spiritually, emotionally and physically integrated.

In its initial effort to increase the students' exposure to English, the Education Ministry introduced the English Language Reading Programme (ELRP) to nineteen residential schools in 1976. By 1983, the number of schools involved with this project had increased to over 200 (Hedge 1985: 143). Complementing this primary task, the introduction of literature in English in the ESL classroom through the Class Reader Programme (CRP) has been gradually implemented at the secondary level since the 1989 academic year. One of the fundamental aims of this programme is to inculcate the elements of literature into language teaching.

Another significant undertaking by the Education Ministry to prepare students for higher levels of literary studies is by introducing the Elective Literature in English Programme (ELEP). The programme aims to develop in students an ability to read, understand and appreciate literary works. At present, it is still in the planning stages and is expected to be implemented during the 1991-92 academic year.

However, until recently, the importance and relevance of using literature in ESL instruction in Malaysia were not directly emphasised by the authorities concerned. This is following the introduction of the CRP in all secondary schools and the impending implementation of the ELEP at the upper secondary levels (Forms Four and Five) in the near future by the Education Ministry (see sections 7.1.1 General procedures and aims of the CRP; and 7.2.1 Objectives of the ELEP). This effort reflects one of the positive endeavours being undertaken by the government to promote reading and the use of English language in schools.

At the same time, this sudden development has raised concerns as to how literature in English programmes can be effectively implemented in secondary schools. It seems that most practising English language teachers are likely to be confronted with many complex problems especially in the area of teaching literature to non-native speakers of English. In

relation to this, local universities, including Universiti Pertanian Malaysia (UPM), that are involved with in-service education and training programmes (INSET) are encouraged to produce capable English language teachers who are informed on how to use literary texts in the ESL classroom. However, the lack of research studies in the area of literature teaching in ESL in Malaysia could restrict this prospect.

With regard to this apparent inadequacy, more research studies in the field of literature in ESL instruction, especially in the Malaysian perspective, are needed to identify the areas that need careful consideration in order to take on the enormous task of producing capable teachers of language and literature and other related concerns.

1.3 Purposes of the Study

Following the recent introduction of a literature component in the Malaysian English language teaching syllabus, the purposes of this research study are: (1) to determine the present situation concerning the teaching of literature in ESL in with particular reference to the CRP, in order (2) to develop two proposed course designs for the teaching of literature in ESL at the secondary school level with special emphasis on the Malaysian setting.

Specifically, this study provides information concerning the Malaysian English language teachers': (1) preparation to teach literature in ESL; (2) response to the CRP; and (3) response to the course components for the teaching literature in ESL courses at the secondary level.

Due consideration has been given to the following pertinent factors in the process of developing the two proposed courses for the teaching of literature in ESL at the secondary level: (1) the aims and objectives of the literature in ESL programmes in Malaysia (CRP and ELEP); (2) the results of the three empirical surveys which were conducted for the purposes of this study; (3) a review of the literature; and (4) the researcher's five years of practical experience in working with the Teaching of English as a Second Language (TESL) pre- and in-service teacher training and development programme at UPM.

The two proposed courses are known as "Literature in ESL in the Language Class" and "Literature in ESL in the Literature Class." Essentially, these two courses promote the use of literary texts in the language and literature class. Although each of the proposed courses has its own stated objectives, the underlying concern is that the two courses should be complementary.

It is hoped that the proposed course designs will be of practical use especially for the INSET programme at UPM. In addition, this study may also serve as a practical guide to those who are interested in understanding more about the nature of literature teaching in ESL in general and with special reference to the Malaysian context in particular.

1.4 Significance of the Study

Recent developments which involve the introduction of literature in ESL as a component in the English language teaching syllabus in the Malaysian secondary schools has nevertheless brought about new challenges. It seems that the lack of skills or experience of the teachers, practical guidelines or models, and other related support resources such as adequate teacher education programmes may pose significant problems to this effort.

As such, this research study is significant in that it sets out: first to investigate the situation of literature teaching in Malaysia and then seeks to highlight the need for establishing teaching literature courses in the teacher education curriculum. In addition, two proposed course designs which cater for the integrated language and literature teaching programmes, CRP and ELEP, will be put forward as a practical guideline towards the language and literature teacher training and development programmes.

Furthermore, this study is in line with the effort undertaken by the Department of Languages at UPM which is in the process of developing courses for the teaching of literature in ESL for future language and literature teachers.

It is hoped that the results of the study will have some implications for future consideration of teaching literature in ESL courses, particularly in Malaysia, and also provide some basic principles and directions for future research in the area. More importantly, this genuine effort should be regarded as a primary attempt to address the inadequacy of methodology courses in the field of teaching literature in ESL especially in the Malaysian teacher education curriculum. However, it should be noted that due to the practical nature of the study, the use of poetry is not emphasised as it is not included in the CRP and ELEP. Nevertheless, this does not necessarily undermine the importance of poetry in language and literary studies.

1.5 Limitations to the Study

There are four major limitations to this study:

1. The lack of research studies in the area of teaching literature in ESL in Malaysia restricts the inferences which might be drawn.

2. The results of the study will apply only to the respondents and educational institutions that are directly involved in the investigation. Extrapolation to other teachers and institutions should be made only if the populations are similar to those which participated in the study. More importantly, the results may support the cases made throughout the study.

3. It was expected that teachers who were involved in the study would have varying backgrounds including different professional training and years of different teaching experience.

4. It was necessary to accept teacher responses to the question-naires as applicable with no opportunity for verification.

1.6 Methodology and Instrumentation

This study survey involves three separate empirical surveys which had been conducted on the UPM TESL in-service teachers and the practising English language teachers who had been involved in the CRP in

eleven selected urban and rural secondary schools in Malaysia. Questionnaires were utilized as the data gathering instrument in this study. Frequency distribution tables were used to present the data. The statistical data were reported in terms of percentages. The participants involved in the surveys were assured of the confidentiality and anonymity of their responses.

The following sources were consulted as guidelines in the process of formulating the questions in the questionnaires: (1) Purves (1981), Reading and Literature; (2) Henrichsen (1983: 14. 1), "Teacher Preparation Needs in TESOL: The Results of an International Survey" in RELC Journal; and (3) the Ministry of Education, Malaysia (1990) "Class Readers Teaching Files Evaluation Feedback Form."

The three respective surveys carried out in this study are to investigate: (1) the Universiti Pertanian Malaysia (UPM) TESL in-service teachers' training to teach literature in ESL in Malaysia; (2) teachers' response to the Class Reader Programme; and (3) teachers' response to the needs analysis of course components for teaching literature in ESL in Malaysia.

In addition, separate interviews which involved two assistant directors from the Ministry of Education have also been undertaken. The interviews were to obtain additional clarification concerning the aims and implementation procedures for the literature in English programmes (CRP and ELEP) at the secondary school level in Malaysia.

1.7 Definition of Terms

Classroom activity

The level at which an individual teacher presents, interprets, and adapts a given set of materials to fit the needs of a particular student group (Allen 1984: 61).

English as a Second Language (ESL)

A situation in which English is not the mother tongue of the speakers but is still considered as important and is used regularly especially in business transactions.

INSET

In-service education and training programme for teachers of English as a second language.

Literature

Any text, "verbal and/or visual, that offers the possibility for aesthetic reading or viewing and listening" (Boomer 1984: 169). (Refer to section 2.1.3 for further discussions on what literature constitutes.)

Literature in ESL

In the context of ESL, it is more appropriate to exploit literature as a resource rather than an object of study. Apart from personal development and growth and other literary aims, the use of literature in ESL instruction is to foster a greater interest and involvement and also a more meaningful outcome in language learning activities and exercises. As such, depending upon the proficiency level of the students, complete literary works in English, translations, and adaptations or simplified versions of the classics could be considered for this purpose (refer to section 2.1.4 for further deliberations on a broader definition of literature).

Materials

Refers to the vast range of pedagogical tools that teachers and learners make use of including textbooks, readers, workbooks, flashcards, recordings, games, songs, reference books together with the equipment

and aids that may be necessary in order to present particular materials (Strevens 1980: 14).

Reading ability

Involves a whole range of capabilities which include the ability to recognize words in context; the ability to decode sentences of some complexity; a familiarity with a wide vocabulary; and a breadth of interest (Gardner 1978: 3).

Teaching strategy

A configuration of teaching tactics used together in a purposeful way to accomplish a particular teaching task.

Text

In language teaching, refers to a piece of spoken or written discourse for learning and study; a "shorthand" term for a textbook (Brumfit and Roberts 1983: 211).

1.8 Format and Description of Subsequent Chapters

Chapter Two (Review of Related Literature) contains a review of related literature in preparation for the study. Essentially, it explicates the major concepts, factors and their interrelations which are integral to the study. The implications of ideas and questions which are crucial to the definition and development of the study are examined in the chapter under the following three major sections: (1) Why literature in language teaching?; (2) Principles and guidelines for classroom treatment; and (3) Approaches to teaching literature. The sources reviewed in the chapter contribute to the development of subsequent chapters and the proposed course designs.

Chapter Three (Methods and Procedures) describes the research methodology and procedures involved in obtaining, processing and analysing the data in this study. Specifically, the research design, study sample, instrumentation and data collection procedures for the following empirical surveys which had been carried out in this study are clarified: (1) A survey of the training of the UPM TESL in-service teachers to teach literature in English in Malaysia; (2) A survey of teachers' response to the Class Reader Programme (CRP); and (3) A teacher needs analysis of course components for the teaching of literature in ESL in Malaysia.

Chapter Four (Analysis of the Data and Findings) focuses on the analysis of the data and findings of the study based on the three empirical surveys which have been described in Chapter Three. The following list underlines the categories in which each survey will be analysed and presented:

1. A survey of the training of the UPM TESL in-service teachers to teach literature in English in Malaysia: (a) background in literary studies; (b) teaching experience and training; (c) response to teaching literature in ESL; and (d) major findings.

2. A survey of teachers' response to the Class Reader Programme (CRP): (a) teaching experience and training; (b) the class readers; (c) advantages and shortcomings of the class readers; (d) the teaching files; (e) advantages and shortcomings of the teaching files; and (f) major findings.

3. A teacher needs analysis of course components for the teaching of literature in ESL in Malaysia: (a) course components for the teaching of literature in ESL in Malaysia; and (b) major findings.

Chapter Five (Implications of Theoretical Concepts Based on the Empirical Surveys for Classroom Practice and Teacher Education Procedure) presents the implications of the major findings and the development of two proposed course designs for the teaching of literature in ESL at the secondary level with special reference to the Malaysian situation. It sets out primarily to provide an integral link between theoretical concepts of literature teaching in ESL in Malaysia, based on the major

findings of the empirical surveys, and classroom practice and teacher education procedures.

The practical implications that arise from the surveys will be discussed accordingly in three major sections in the chapter which include: (1) the training of the UPM TESL in-service teachers to teach literature in English in Malaysia which could be regarded as a teacher situation analysis; (2) teachers' response to the Class Reader Programme (CRP); and (3) teacher needs analysis of course components for the teaching of literature in ESL in Malaysia.

Chapter Six (Proposed INSET Course Designs for Teaching Literature in ESL in Malaysia) concentrates on the development of two proposed course designs for the teaching of literature in the ESL classroom with special reference to the Malaysian situation. The first proposed course has been designated as "Literature in ESL in the Language Class" with special reference to the CRP, while the second course is known as "Literature in ESL in the Literature Class" with special reference to the ELEP. Essentially, the chapter is an attempt to identify the relationship between the basic principles underlining the course designs and classroom practice.

Chapter Seven (General Contents for the Proposed Courses) highlights the contents of the course components that could be considered for the proposed courses. Possible topics for deliberation throughout the semester for the proposed "Literature in ESL in the Language Class" Course with Special Reference to the Class Reader Programme (CRP) are incorporated in the following course components: (1) Introduction; (2) Material selection and adaptation; (3) Selecting and designing activities; and (4) Teaching strategies for developing language and literary skills with special emphasis on reading development.

Related subjects for discussion throughout the semester for the "Literature in ESL in the Literature Class" course with special reference to the Elective Literature in English Programme (ELEP) course are incorporated in the following course components: (1) Introduction; (2) Developing literary skills; (3) Literary stylistics; (4) Testing in literature; and (5) A survey of approaches to teaching literature.

Chapter Eight (Teaching Strategies for Using Literature in ESL Instruction with Special Reference to the Malaysian Class Reader Programme) deals with the following aspects: (1) the development of a proposed framework for using literature in ESL instruction; (2) sample teaching strategies for the literature in ESL classroom in relation to the proposed framework; and (3) the basic skill and question types in reading and interpreting literature in relation to the chosen text. In the process of illustrating the practical use of literary texts in the ESL classroom, a story entitled "The Vain Leopard" from one of the class readers, Malaysian Tales, is used as text.

Chapter Nine (Summary, Conclusions, and Recommendations), which is the concluding chapter of the study, consists of a summary statement, conclusions, and general recommendations for change and future research studies. The summary of the study includes a brief restatement of the problem, purposes of the study, and the research methodology and procedures. This is subsequently followed by sections on general conclusions and recommendations for change and future studies which are primarily based on this study.

1.9 Summary

Chapter One has presented a general introduction and rationale for this study. The problem of the study, which consists of a concise discussion of the background and statement of the problem, has been highlighted. In addition, the purposes, significance, limitations, and the definition of specific terms used in the study have been stated. The chapter has also briefly described the research methodology and instruments used to obtain, process and analyse the information. Finally, the format and description of subsequent chapters in this study have also been presented.

The next chapter, Chapter Two, will focus and examine ideas, questions, variables and their interrelations which are directly pertinent to the study. Specifically relevant arguments, supporting details, weaknesses and positive contributions which are related to literature teaching will be discussed. With regard to this, the magnitude of the significant sources which contribute to the definition and development of the prominent

concepts and research aims will be reviewed and indicated.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter outlines and examines some of the questions, ideas and relevant factors which are involved in the use of literature in the ESL classroom. Essentially, it is to obtain and consider a broad perspective of variables that could influence the outcome of the literature and language teaching process. In doing so, some of the definitions, distinctions and goals involved in the field of literature and language teaching will be reviewed. In this light, matters of such import may be drawn from teaching native literature as most of the principles would apply to the teaching of literature in a second language situation.

The review and discussion of related issues and concerns in the field of teaching literature in this chapter will be underlined in the following three major sections: (1) Why literature in language teaching?; (2) Principles and guidelines for classroom treatment; and (3) Approaches to teaching literature. In the process, a wide range of perspectives, primarily on the use of literary texts for language purposes, from the American, Australian, Canadian, and notably British sources will be considered. References to the Malaysian situation will also be made accordingly. Specifically, the main concern of this undertaking is to indicate any practical applications and valid references that could prove to be viable in the Malaysian setting.

2.1 Why Literature in Language Teaching?

The integration of literature in English as an integral part of language programmes is a long term commitment which primarily exploits the potential of literature for educational enrichment. It is apparent that an increasing number of educationists now believe that the literary experience should not be denied to ESL students who are "intellectually and emotionally, if not linguistically and culturally, ready to examine literary works" (Spack 1985: 704).

The "emphasis on the study of English for specific practical purposes, technical or otherwise" (Carter and Long 1991: 1) and the proliferation of language teaching methodologies in second language instruction over the years have severely overshadowed the relevance of using literature in the ESL classroom. The relatively recent renewed interest in using literature in language teaching especially in foreign or second language classes has nevertheless provoked strong reactions from both parties who are in favour of and against such practice. It is therefore necessary to expound some of these issues here. In ensuring that this integration is successful in producing the desired results, the following rules proposed by Louw (1989: 47-48) need to be observed:

1. The parts of literary language to be used for the extension of everyday language skills must be those segments of language which are demonstrably at the core of literariness. They must be those items which make the poem or piece of prose act in a literary way and give it its literary force.

2. The process of integration should only be pursued during the lesson for a brief period by means of a sub-routine. The lesson must begin and end as a literature lesson. Sub-routines which are not deeply and significantly revelatory of the literary process should never be entertained . . ..

3. The language teaching goals must be kept covert. The lesson, from the pupils' point of view, must always be a literature lesson. Any language taught will be taught, as it were, by stealth--a counterweight in terms of authenticity and the communicative approach to the mystical principle of literary engagement mentioned earlier.

The following sections will explore the general circumstances, significant developments and immediate concerns that relate to the what and why of literature in language teaching. In this instance, the main concerns surrounding the study of English are highlighted first. This is followed by the rationale for introducing literature in the ESL classroom. The possibility of defining literature in the traditional sense as had been noted by several sources is then discussed. In relation to this, current views that stress the necessity to provide for a broader definition of literature which takes students' cultural contexts into consideration, such as the present media culture, are also accentuated. The reviewed topics then provide a lead into the final part of this section which presents an elaborate discussion pertaining to the justifications and implications of literature teaching.

2.1.1 The study of English

Over the years, the role of English has significantly changed from the past. The National Council of Teachers of English (NCTE) in the United States indicated that English language study in the middle sixties was seen primarily as an academic discipline comprising language, literature and composition (1976: 1). At present, the significant contributions of effective language learning are becoming more evident. Not surprisingly, this new development has been the result of the expanding activities of the English language classroom particularly through the study of literature.

The mastery of English is not only viewed as a sign of one's intellectual development but also as a means by which a student responds to his experiences through improved thinking and communication skills. This means that the acquisition of English could contribute to the knowledge, understanding and skills of the students who need to be equipped with such skills in order to be prepared for more complex problems in the future.

In accomplishing these aims, the responsibilities of teachers could include the following efforts: (1) helping all students become literate and capable of functioning in an increasingly complex society; (2) directing them to read and view materials appropriate to their abilities and interests; (3) encouraging them to exchange ideas, listen perceptively, and discuss vigorously; (4) urging them to write honestly in the spirit of open inquiry; and (5) helping them expand their interests and reach their fullest potential through language (NCTE 1983: 189).

In the use of English, the basic skills of listening, speaking, reading and writing are regularly emphasized. The development of these skills are viewed as a lifelong process. These communication skills are likely to be fundamentally developed since the early stages of language learning. This is to prepare students to engage in fluent and effective communication as well as to analyze information. It has been suggested that by studying language, students should:

- learn how the English language has developed, continues to, and survives because it is adaptable to new times;
- understand that varieties of English usage are shaped by social, cultural, and geographical differences;
- recognize that language is a powerful tool for thinking and learning;
- become aware how grammar represents the orderliness of language and makes meaningful communication possible;
- recognize how context--topic, purpose, audience--influences the structure and use of language;
- understand how language can act as a unifying force among the citizens of a nation. (NCTE 1983: 185)

Despite the wide acceptance of English as a school subject, the goals for teaching and learning it are varied with different focuses. Ideally, the teaching of English in schools should reflect and take into consideration the interaction of language, literature and the development of competence of the individual. A survey of the content of English course titles indicates that "some titles focus on composition and writing. Some transmit a historical perspective of many cultures to be studied through literary works. Some focus on grammatical structures, punctuation, and other matters of style and convention" (Brause 1986: 15).

As such, proposals for a more appropriate term for a specific course of study in English representing a more cohesive and coherent focus of study have been suggested. In an effort to categorise all the wide range of different aims and the relative importance of English as whatever level or schooling, Burke and Brumfit (1986: 171-72) present the following possibility:

The promotion of skills:

- literacy and oracy;
- critical and analytical ability;
- social skills, "poise";
- use of the imagination.

Encouragement of attitudes and affective states:

- generally liberal, ethical, and humanitarian attitudes;
- respect for the imagination and the intellect;
- respect for literary and cultural tradition.

Provision of information:

- knowledge about literature: the English literary tradition;
  the western literary tradition; literature as a human activity;
- knowledge about language: the English language;
  language as a human phenomenon.

The study of English still presents many challenges to teachers and learners. Although contributions of the study of English have been many, effective English teaching has not been widely achieved. This is especially true in the English as a Second Language (ESL) classroom. The problem is a complex one and presents a number of contributing factors. Needless to say, there is a proliferation of suggested "remedies" to this situation such as radical approaches and training programmes for teachers. Whatever the outcome of these practices, teachers and learners of English must keep abreast of the important changes in the field in preparation for the complex undertakings of the future which this challenging task might present.

2.1.2 Literature in ESL: A rationale

As many have argued, language is inseparable from literature and vice versa. Balakian (1977: 5) emphasises that "the teacher of languages is at the same time a teacher of literature, and the teacher of literature is a teacher of language, for the two functions are inseparable; they are communication vessels that nourish each other, they constantly invade each other's territory and cannot be conceived except as a single reality." It seems that the integration of language and literary studies seems to be an acceptable proposition to most curriculum developers and language teachers nowadays. Appropriately, Maley (1989: 59) asserts that literature is back--but wearing different clothes.

The relatively recent development of using literature in the ESL classroom is inevitable as the argument maintaining that the study of literature in ESL would not benefit the English language learner is no longer viewed as valid. Maley (Ibid.) suggests that the following progressions within the EFL/ESL curriculum contribute toward the current resurgence of interest in the role of literature in language learning:

1. The communicative movement has produced many innovative techniques (including information/opinion gap activities) which are eminently applicable to literary, among other texts.

2. Methodology has been characterised by a thirst for innovation. This has led to the revaluation of previously discarded procedures. The humanistic movement has directed attention to the learning process. Literature seems particularly suited to arouse such personal responses.

3. It has been finally recognised that EFL/ESL students generally lack the necessary language (and the critical metalanguage) to approach texts as fledgling literary critics. Instead literary texts are seen as a rich resource for language teaching. They are non-trivial, so arouse genuine interest. They offer scope for personal interpretation. They are rich and varied. And they offer a cross-cultural dimension.

Research has also indicated that a detailed examination of the activities of reading, composing and responding to literature reveals that these three areas of study, usually taught separately, can be viewed as similar processes. As such, a composition course, in which the reading content is literature, may assist students to think critically especially when dealing with interpretation such as to make inferences, to formulate ideas and to look closely at a text for evidence to support generalisations (Spack 1985: 721). This undeniably demonstrates that ESL students can benefit from this interrelationship although literature, as the exclusive reading matter, may not be suitable in all learning situations.

In summary, Sage (1987: 1) appropriately asserts that "the controversy—if there is a controversy—centers not on whether literature should or should not be a part of ESL curriculums, but on how, when, where, and why it should be used." This study could then be considered as a direct response to this issue by exploring some of the fundamental factors which could contribute to the development of an effective literature in ESL programme.

2.1.3 What is literature?

The numerous intricacies and potential pitfalls involved in providing a definition of literature may render the notion that it is not worth defining. For working purposes, it is best to look at a broad spectrum of definitions of literature, thereby maintaining a further understanding of what could be considered as literature.

Traditionally, literature is defined by genre (novels, plays, short stories, poetry, essays), by modes of discourse (narrative, expository, argumentative, descriptive), by time periods (Elizabethan, Restoration, Victorian, Twentieth Century), by nationality (British, Canadian, American), or by quality (traditional, classics). It is often regarded as an art and always has form. Hall (1961: 121) indicates that "like any form of art, literature involves communication of some type of meaning, through a particular medium, in this instance language."

It is widely acknowledged that literature has an essential relationship to life and derives certain of its basic characteristics from language. The relationship between language and literature is best described by Wellek and Warren (1963: 22) by indicating that "language is the material of literature as stone or bronze is of sculpture, paints of pictures, or sounds of music . . . language is not mere inert matter like stone but is itself a creation of man and is thus charged with the cultural heritage of a linguistic group."

One way of defining literature is to limit it to "great books" which are "notable for literary form or expression." The criterion here is either aesthetic worth alone or aesthetic worth in combination with "general intellectual distinction." Wellek and Warren (Ibid.: 21) mention that "within lyric poetry, drama and fiction, the greatest works are selected on aesthetic grounds; other books are picked for their reputation or intellectual eminence together with aesthetic value of a rather narrow kind: style, composition, general force of presentation are the usual characteristics singled out." This expression of value judgement is a common way of distinguishing literature and how the canonical works of literature came to be realised.

In addition, virtually all literary topics may be subsumed under one of the following categories: (1) History: information about the times in which the work of literature is set; (2) Author: information about literary movements and about the life and times of the author; (3) Structure: matters of literary technique, form and types; (4) Ideas: ideas or information expressed in or provoked by the literature; and (5) Feelings: affective responses, positive or negative, evoked by the literature (Ellis 1987: 109).

Another inherent aspect of literature is its close association to the imagination. It is apparent that literature tries to create in the imagination an illusion of real experience. Knights offers a deep insight into what imagination is all about:

> Imagination in the writer is that responsive, creative activity by which he realises . . . a particular bit of experience, and embodies in words his sense of it in its directness and fullness--its implications and its significance . . . to him as a living human being. The activity to which its words prompt the reader is similarly an imaginative activity--responsive, creative and realising. It is an activity of the whole soul of man. (qtd. in Mallick et al.1982: 3)

If the study of literature is seen as an active process of recreation of meaning, presumably, the act of reading rather than the text should be the focus of attention. In this case, if literature can be considered as something different from the texts themselves, a more flexible approach to selection, organization and pedagogy is then permitted. This would allow the purposes of teachers and students to be considered. Consequently, students are more encouraged to be active participants in the process of discovering meaning rather than being passive and recognize tacitly the works of "literary immortals."

2.1.4 Literature: A broader definition

It is rather interesting to note that in the quest for defining literary language, Brumfit and Carter (1986: 6) assert that "there is no such thing as literary language. . . . We find it impossible to isolate any single or special property of language which is exclusive to a literary work." This is

manifestly the case. A clear distinction of what literary language constitutes seems impossible. Evidently, the difference between literary and non-literary language must then lie in the ways language is used. Perhaps, it is more enlightening to discover the literariness of language rather than a language of literature (see section 7.2.1 for further discussions on language and literariness).

In view of the above predicament, instead of defining literature as a canon of texts which have been recognized throughout literary history, a less rigid definition would treat it as a way of reading, one which includes the writer, the text and the reader. With respect to this, Boomer (1985: 169) offers a broader perspective of the vast array of possibilities of what literature could be. The emphasis, however, is more on the "transaction" between the text and the reader:

> Literature is any text, verbal and/or visual, that offers the possibility for aesthetic reading or viewing and listening. The literariness resides in the transaction between reader and text or reviewer and performance. A literary work comes into being when there is a transaction between text and reader in which personal experience with the work is primary. Such reading provides pleasure and contributes to a shared culture.

In its broadest sense, literature is not only restricted to print material or text. Purves (1972: 25) in his response-centred curriculum presents a drastic view of literature as "a vast assortment of verbal (usually) utterances, each of which comes from some writer, who has a voice; and each of which in itself has some order." Among other things, this definition would include film and television drama. Wooley (1982: 30) supports this view by claiming that the culture of the students cannot be ignored whenever literary considerations are implied. Its literary forms include oral narratives, folk songs, playground rhymes, pop songs, comics and popular novels.

Evidently, there is a growing need for a continual process of revision of curriculum content especially when the teaching of literature is concerned in order to give recognition to the students' cultural contexts. In view of this need, a general statement on this issue was presented to the Literature Commission of the Third International Conference on the Teaching of English in Sydney, Australia in 1980 which states "that during the1980s the study of literature in English courses needs to free itself from

some of the traditionally restrictive implications of both terms, English and Literature" (Ibid.).

In today's media culture, the definition of literature should include texts as various as newspaper and advertising copy, broadcast current affairs discussions, political cartoons, talk-back radio discourse and magazine articles and popular fiction. The following statement reiterates this point clearly:

> If we see our role as English teachers as one of enabling students to come to terms with their own experience, to interpret it meaningfully and to place it in its wider cultural context; and further, if we wish to assist them towards recognition that there are new (or alternate) ways of seeing the world, to provide them with the tools necessary to evaluate critically accepted social norms, then it is imperative for us to confront mass mediated culture in the classroom and to scrutinize it alongside the treatment of literary works. (Higgins 1982: 130-31)

It is more apparent now that a definitive definition of literature may restrict the manner in which literature is selected, organised, presented and taught. In the present cultural contexts, it is insufficient to assume a traditional static approach to the study of literature which is strictly limited to the analysis of character, plot and theme.

2.1.5 Why teach literature?

Over the years, worldwide recognition of English as a commanding international language which is constantly used for a wide range of different but mostly practical purposes has undermined the relevance of its literature. As a consequence, "many people who set out now to study 'literature' in English may see no obvious purpose in doing so. When faced with the spectrum of academic subjects dealing with questions of history, society and communication, they are likely to see studying literature as a remote and apparently confused activity" (Durant and Fabb 1990: 2). Seemingly, the benefits and practicality of studying literature are hardly recognized. This general misconception is best rationalised by the following statement:

> To study literature seriously, you need to acquire specialized skills required for the tasks the discipline demands. But to make sense of your study, you also need to develop an informed view on how your study fits into larger patterns of knowledge and thought. (Ibid.)

Still, no matter how literature is defined, there is a general consensus that it is an object worth studying. The importance of literature in a language class cannot be disputed as literature can bring the use of language in real life before the learner's imagination. The need to study literature is best summarised by the following statement "the people who will succeed in the future will be those who can read both computer programs and Dostoevsky" (Curriculum Review 1983: 15).

Yet, the general agreement is not apparent when the teaching of literature is concerned. In this respect, Pattison (1964: 59) identifies three distinct teaching problems: (1) the treatment of specially written material in literary form for language teaching; (2) arranging direct experience of particular works produced originally for the author's own speech community, trying to secure a fuller response to them, and so encouraging students to go on reading and to get more out of their reading in future; (3) the study of works in relation to each other and to their contexts, leading perhaps to generalizations about literature as an art and as a human activity.

Despite the benefits of introducing literature in the classroom there have been views that question the merit of this relatively new development. This ambivalence is supposedly brought about by the recent exploitation of the potentialities of literary texts as objects of study and as a resource for language learning. Pattison (1963: 60) claims that "Literature cannot be taught. Language can. . . . Literature is not knowledge, and forced labour on it is an artificial product of examinations." Literature teaching is then presumably about abilities. Needless to say, there have been instances whereby the significance of literature in the curriculum has been undermined. This generally happens when proposals to eliminate literature from the English syllabus are put forth in favour of functional English skills.

The discouraging decline of student interest and enrolment in literature classes over the years also seems to indicate a disturbing trend. If such a decrease is not checked, the study of literature could merely be reserved for the elite few and eventually remain a thing of the past. This situation is beginning to be apparent in Malaysia (see sections 1.1 Background to the Problem; and 1.2 Statement of the Problem). The following might be the contributing factors to this unhealthy tendency:

- an interest in more apparently relevant subjects, arising from the pragmatic educational expectations reigning today;
- a fear of the study of literature because of an expectation of difficulty;
- a concern about the degree of preparation required for success in this type of study; and
- a lack of clarity about what literature is and can be, and about the teaching and learning which occur in the study of literature. (Herr 1982: 204)

Nonetheless, literature courses are still being offered at educational institutions. This, however, does not necessarily mean that students will have the inherent desire to enroll for literature courses in the future. Literature teaching has always been taken for granted and EFL/ESL students are especially affected by the immense difficulties involved in understanding and appreciating literature in English. The uncertainties that remain need urgent attention. The following "facts" should be considered as to whether the teaching and study of literature should still be maintained:

1. Literature(s) exist(s). The corpus of available texts in almost every language and culture, and at a variety of different levels, is substantial, and continues to grow.

2. Literature commands respect--also enthusiasm and devotion. The emphasis varies from one reader, and one community, to another, but broadly speaking literature is valued and calls forth considerable spontaneous creative effort from both its producers and consumers.

3. Literature is a form of human activity, in spite of the apathy of philistines and the scorn of some rival academic disciplines, continues to flourish. Reasons for its survival include:

   a. Its undeniable capacity to produce pleasure and enjoyment to ordinary readers in many walks of life--and therefore its ability to provide a living to its producers.

b. Its contributions to cultural identity, national pride and social aims in developing societies throughout the world.

c. Its value as a component in education (both formal and non-formal), the processes by which human individuals gain awareness of themselves and of their worlds and are assisted to construct their value systems.

4. Educational establishments in many parts of the world . . . are eager to offer it as a component in modern education, though at present they tend to be dismayed by the encroachments of other subjects and no longer feel quite so confident of what the teaching of literature involves. (Moody 1983: 17-18)

Courses in language and linguistics merely concentrate on the theoretic aspects of language and can only provide a knowledge of rules and principles that only emphasize correctness in writing. Literature demonstrates language in use at its best as stated by Eagleson and Kramer (1976: 40) "since language is the medium of literature, then literature by its very nature is going to furnish us with evidence of the operation of language. If we are interested in grammatical structure, then we can find abundant data in literature, and not only of regular but also irregular patterns."

Since literature and language are complementary, the right procedure is to teach English along with literature written in that language. Teaching literature, however, is quite distinct from teaching language. The major difference between the two is the treatment given to each situation. In a language lesson contexts from real life are always implied; the language is part of an activity such as asking the direction. The action in literature, however, takes place in the imagination and the reader is expected to contemplate it and to be emotionally involved by it. Purves (1984: 18) states that:

The study of literature is the study of language and of people's use of language, both how people use language to compose and how they use language to comprehend. Through language . . . people have fabricated concepts and worlds, and through the study of these fabricated worlds they learn a great deal about the past, about themselves, about other people, about language itself.

The practical value of literature has always been undermined. Most people believe that literature merely provides a pleasant escape from the realities of life. One of the values of literature is to assist in developing skills necessary for all kinds of writing. The NCTE (1980: 1) states that all writings has its roots in narrative and anyone who writes a report is really telling a story which involves: (1) the characters--the forces or factors involved; (2) the setting--the place or situation; and (3) the plot--the actions taken to deal with, understand, or overcome the situation.

It has been suggested that literature is also a pursuit to meet human needs, to challenge the imagination, to present different perspectives of the human condition that may not be possible to experience throughout a lifetime. In studying literature, students come in contact with this human experience. These aspects of humanism and understanding enhance the ability to imagine, feel, value, experience, appreciate, create, foresee possibilities, predict outcomes and challenge, that are valuable in today's societal and technological evolution. Understanding literature is one of the ways to be exposed to different value systems.

Invariably, literature must be diverse in its contribution to the psychological development of the individual and mankind in general. Traditional approaches to teaching literature in earlier English curriculum models emphasised only two main functions: (1) transmission of the cultural heritage; and (2) provision of models of writing for admiration and inspiration (O'Neill 1984: 26). These functions proved to be limited. One of the recent developments in literature teaching addresses the significance of "metaphoric mode thinking" and its contribution to knowledge, development of cognitive style, and scientific theory. Frequently, even scientists must resort to "metaphoric mode thinking" whenever logical thinking can no longer provide solutions. With reference to the English curriculum, literature is particularly suited to encourage the following developments:

1. It provides an alternative means of perception and ordering of experience which allows the integration of personal mood, attitude and feeling into the cultural pattern.

2. It permits complexity of expression and response through symbolic expression that is beyond the scope of logical reasoning.

3. It creates the opportunity for adventurous, speculative thinking and theorizing both sciences and arts through the empty category of possibility.

4. It offers the medium of integration within the individual, permitting control of the real world as an object, and freeing the individual to act effectively in that world.

5. It contributes to the development of a more flexible response and adventurous cognitive style. (O'Neill 1984: 26)

In the process of teaching literature, the creative and perceptive qualities of the students must be developed from the very beginning. As a starting point, it is proposed that all literary studies, even on the most elementary levels, should aim:

- to stress the uniqueness of the literary-aesthetic experience, an act of poetry per se; and to recognize that to fail to enter into the imaginative play of "writer-reader" may be whatever else you wish but most certainly is not to come to grips with the essence of literature;

- to give the student such scholarly assistance (historical, sociological, philosophical, and philological contexts, etc.) as may be necessary to illustrate and help him understand and place the literary text in the then and there in which it was conceived;

- to orient the student in the search for ethical implications (absent or, implied or readily seen) which all works pose. The moral responsibility (or irresponsibility) of an author is inseparable from his aesthetic vision. In this way the student would examine the value of the literary text in a double perspective—one ethical, the other aesthetic. (Enguidanos 1966: 29)

The implied "literary-aesthetic" or typically known as "literary experience" alludes to the special interaction between the literary text and the reader (or writer-reader). Seemingly, it refers to the immediate pleasure or satisfaction derived from a special kind of emotional and intellectual involvement with reading or hearing literature (Arthur 1968: 202). According to Arthur, all literary experiences relate to certain characteristics which entail the following attributes: (1) the reader cannot consciously induce a literary experience; it must in a sense happen to him; (2) a literary experience requires a story suitable for the reader and a reader willing and prepared to react to the story; and (3) a literary experience

requires the reader's total intellectual and emotional involvement; the reader cannot at the same time be conscious of anything external to the story (Ibid.).

In relation to the notion of literary experience, Rosenblatt implies that aesthetic reading mainly depends on the reader's approach to the literary text which could be noted as efferent (non-literary) reading and aesthetic (literary) reading (see also section 2.2.4 Reader Response or Transactional Approach):

> In non-aesthetic reading, the reader's attention is focused primarily on what will remain as residue after the reading--the information to be acquired, the logical solution to a problem, the actions to be carried out. . . . In aesthetic (literary) reading, in contrast, the reader's primary concern is with what happens during the actual reading event . . . the reader's attention is centered directly on what he is living through during his relationship with that particular text. (1978: 23, 24-25)

It is interesting to note that the different but related forms of literary experience evoke by various reading materials can distinguish "good from bad literature." Arthur further states that "the goodness of literature depends on the philosophical or moral content of the writing. Such concerns are centrally important for the teaching of literature but are not crucial for the use of literature in teaching English as a second language" (Arthur 1968: 202).

The reading and study of literature can also contribute to the development of students' insights as literature is recognized as one of the fundamental ways by which a culture transmits itself. In its publication entitled "Essentials of English: A Document for Reflection and Dialogue" the NCTE express that through the study and enjoyment of literature, students should:

- realize the importance of literature as a mirror of human experience, reflecting human motives, conflicts and values;
- be able to identify with fictional characters in human situations as a means of relating to others; gain insights from involvement with literature;
- become aware of important writers representing diverse backgrounds and traditions in literature;
- become familiar with masterpieces of literature, both past

and present;
- develop effective ways of talking and writing about varied forms of literature;
- experience literature as a way to appreciate the rhythms and beauty of the language; and
- develop habits of reading that carry over into adult life (1983: 186)

A proper guideline underlining the goals for teaching literature in the classroom must be clearly stipulated by the educationists and policy makers alike. It is imperative that these guidelines cater for the needs of individual students with respect to their immediate cultural contexts and social setting. The following goals could serve as a basis in a literature programme:

- to cause personal transactions between the student and the text rather than emphasizing the text alone;

- to promote students' sharing their personal responses, meanings and understandings with other students as well as the teacher to create a dialogue which enables the individual to refine, deepen, or reshape his/her connections with the literature. . . . this sharing may take many forms: telling, questioning, comparing, contrasting;

- to provide opportunities for student self-selection of literature;

- to promote the development of self-motivated discerning readers;

- to provide opportunities for the production of literature as well as the reading of it so that students will become more sophisticated readers and writers; and

- to help students discover that the uniqueness of literature comes from the ability of the reader to connect the literature read with his or her experience. (Boomer 1985: 172)

One of the aims of a literature lesson is to respond to the writer's intention. The teaching of literature to some means drawing attention to the form, clarifying details by helping the associations of the language to operate and relating details to the whole structure and purpose. In this respect, the study of literature must not be reduced into mere scientific or cerebral operations. Slatoff (1970: 167-68) mentions that:

Insofar as we divorce the study of literature from the experience of reading and view literary works as objects rather than human expressions to be reacted to; insofar as we view them as providing order, pattern, and beauty as opposed to challenge and disturbance; insofar as we favour form over content, objectivity over subjectivity, insofar as we worry more about incorrect responses than insufficient ones; insofar as we emphasize the distinctions between literature and life rather than their interpenetrations we reduce the power of literature and protect ourselves from it.

The Schools Council on the need for research into English indicated that the justifications for teaching literature should be emphasized at different stages of education and which books, at different stages, will best fulfil these aims: extension of experience; extension of knowledge; sharpening of sensitivity; preparation for what has to be met in life; release from tension; acquisition of sound attitudes and values; knowledge of the literary heritage; understanding of the role of man in the world; and education of the aesthetic response (Working Paper No. 3, 1965: 13). In relation to this concern, the English Teachers Association of Western Australia to the Beazley Committee of Enquiry into Education (1984: 45) identifies some of the functions of literature in an English course as:

- development of an alternative means of perception and ordering of experience;
- development of complexity of expression and response through symbolic representation beyond the scope of logical reasoning;
- development of competence in writing through exploration of alternative modes and forms of expression;
- development of more flexible and adventurous cognitive style through learning to function in the category of possibility;
- development of aesthetic awareness through encounters with literature as artistic artifact;
- formation of moral, ethical and values systems through exploration of moral attitudes and values systems represented in literature;
- transmission of the cultural heritage through an acquaintance with the historical basis and cultural tradition of poetic mode writing and through exposure to the best that has been written in that tradition.

Protherough (1983: 7) indicates that the major purposes of reading literature as perceived by teachers can be structured into three main groups. They include personal functions (provide pleasure and develop

understanding); curricular functions (aid learning of things external to the book itself); and literary functions (acquiring literary and critical values is good in itself). The following list presents a more detailed description of the stated functions:

Personal functions

- at the simplest level, stories offer enjoyment, pleasure, relaxation; they develop positive attitudes towards reading;

- they develop, in some undefined sense, the imagination;

- socially, books can: (a) aid personal development and self-understanding by presenting situations and characters with which our own can be compared, and by giving the chance to test out motives and decisions; and (b) extend experience and knowledge of life ("broaden the mind" and "widen the horizon") by introducing us to other kinds of people, places, periods, situations.

Curricular functions

- books have linguistic functions: they develop the pupil's own use of language. There is some evidence of correlation between individual's standard of writing and amount of reading, and of the idea that vocabulary is learned best in literary contexts;

- stories are a basis for other English activities, especially talk and creative written work;

- they carry over into other subjects (often through thematic or topic work) linking with painting, music, drama, or helping to "bring alive" the past or other countries, or presenting material for the discussion of moral and ethical values;

Literary functions

- at the simplest level, books enjoyed strengthen interest in literature; they progressively make more demanding works available to the reader;

- they deepen literary appreciation by increasing awareness of concepts, forms and structures used in fiction;

- they enable the reader to discriminate, evaluate on a wider base;

- they help to establish an understanding of the nature of literature and of the course of literary history.

In summary, there are many indications that literature can play an important role in the English curriculum and towards the acquisition of knowledge and skills of the individual students. At the same time, students must continue to develop the desire to explore the potentialities and values that the study of literature could offer. It is hoped that the implications for the teaching of literature in English in the classroom will bring about a strong support for its introduction as literature can have great practical, personal and social effect.

2.1.6 Literature as a resource for language teaching

In the context of ESL, it is more appropriate to exploit literature as a resource rather than an object of study. Widdowson (1975) therefore suggests that rather than limiting the focus of literary studies to either language usage or cultural content, literature should be considered as discourse and the study of literature as "an inquiry into the way a language is used to express a reality other than that expressed by conventional means" (p. 80). It can also develop "a sharper awareness of the communicative resources of the language being learned" (p. 83).

There have been claims that the use of literature as a resource in the ESL classroom can help develop students' imagination and creativity in problem solving and also cultivate an appreciation for the language. With respect to this, Povey (1967: 187) states 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." In this instance, literature based dramatic activities can facilitate and encourage the development of the oral skills. More importantly, when the literal and inferential levels of understanding have been achieved, students can express personal opinions to the literary themes and moral issues of the literary works. This exercise could eventually lead to the students' ability to make critical and mature judgements.

Linguistically, literature is claimed to be ideal for developing an

awareness of language use as it presents language in discourse in which the parameters of the setting and role relationship are defined. Furthermore, literature illustrates a particular register or dialect in actual use within a social context and thus the basis for determining why a particular form is used. However, critics of using literature in ESL instruction, like Topping (1968), contend that students must be prepared linguistically before being introduced into the intricacies of literature. Carter takes the middle approach in this case by suggesting that linguistic models and "pre-literary linguistic activities" for students of a foreign literature can:

- aid recognition of and sensitivity to the nature of language organization in related discourse types in the target language;

- lay a basis for interpretation of texts by analyzing closely key structural features of the language of that text;

- explain the literary character of particular texts (in this instance, narrative style in a short story);

- point to features of literariness in texts by simultaneous application of relevant models to non-literary texts and to texts conventionally considered literary;

- promote learner-centred language activities which are useful in their own right. (Brumfit and Carter 1986: 110-11)

The elements of literature such as plot, setting and theme can also help promote reading comprehension by presenting special challenge to students. Classroom discussions and exercises dealing with imagery, tone, style, register and word choice are useful in leading to an understanding and appreciation on how the language of the work reflects its meaning. These discussions and exercises simultaneously present a great opportunity to expose students to new lexical items. The special advantages of using literature as a resource in the ESL classroom could be summarised as follows:

> **Universality:** The themes literature deals with are common to all cultures, though the treatment of them may be different-- Death, Love, Separation, Belief, Nature . . . even the genres, conventions and devices employed by literature are common across cultures.

Non-triviality: Many of the more familiar forms of language teaching inputs tend to trivialize texts or experience. Literature does not trivialize or talk down. It is about things which mattered to the author when he wrote them.

Personal relevance: Because it deals with ideas, things, sensations and events which either form part of the readers' experience or which they can enter into imaginatively, they are able to relate it to their own lives.

Variety: Literature includes within it all conceivable varieties of the language, and all possible varieties of subject matter. Within literature we shall find the language of law and of mountaineering, of medicine and of bull-fighting, of church sermons and nursery talk.

Interest: Literature deals with themes and topics which are intrinsically interesting, because part of the human experience, and treats them in ways designed to engage the readers' attention.

Economy and suggestive power: One of the great strengths of literature is its suggestive power. Even in its simplest forms it invites us to go beyond what is said to what is implied. Because it suggests many ideas with few words, literature is ideal for generating language discussion.

Ambiguity: Because it is highly suggestive and associative, literature speaks subtly different meanings to different people. It is rare for two readers to react identically to any given text. In teaching, this has two advantages. It means that, within limits, each learner's interpretation has validity also that, because each person's perception is different, an almost infinite fund of interactive discussion is guaranteed. (Maley 1989: 12)

Similarly, in the course of an integrated language and literature learning, the students can be exposed to thinking skills. These skills enable the students to analyse, classify, compare, formulate hypotheses, make inferences and draw conclusions. The thinking skills may be grouped into three major categories: creative, logical and critical thinking:

Creative thinking: Students should learn

- that originality derives from the uniqueness of the individual's perception, not necessarily from an innate talent;

- that inventiveness involves seeing new relationships;

- that creative thinking derives from their ability not only to look, but to see; not only to hear, but to listen; not only to imitate, but to innovate; not only to observe, but to experience the excitement of fresh perception.

Logical thinking: Students should learn

- to create hypotheses and predict outcomes;
- to test the validity of an assertion by examining the evidence;
- to understand logical relationships;
- to construct logical sequences and understand the conclusions to which they lead;
- to detect fallacies in reasoning;
- to recognize that "how to think" is different from "what to think."

Critical thinking: Students should learn

- to ask questions in order to discover meaning;
- to differentiate between subjective and objective viewpoints; to discriminate between opinion and fact;
- to evaluate the intentions and messages of speakers and writers, especially attempts to manipulate the language in order to deceive; and
- to make judgments based on criteria that can be supported and explained. (NCTE 1983: 188)

Undoubtedly, it is necessary for students to master the underlined thinking skills in the course of language and literary study. The realization of these skills could be vital in helping students to solve problems and to cope successfully within and outside the school setting. This claim is especially relevant to the Malaysian setting whereby most students are subject to teacher-centred lessons which do not necessarily provide opportunities in creative, logical, or critical thinking. This apparent inadequacy provides the basis for the introduction of literary texts in the ESL classroom (see also section 2.3 Carlsen 1965: 364).

2.2   Principles and Guidelines for Classroom Treatment

Before the integration of language and literary studies can be implemented effectively, the general principles and guidelines as to how literature can best be used, especially in ESL contexts, must be examined.

As such, this section focuses on a review of selected prominent topics on the design and procedure for the teaching of literature. These selections essentially include: objectives for teaching literature in ESL; material selection and adaptation for the teaching of literature; selecting and designing activities for the teaching of literature; and teacher roles. The practical guidelines offered by various sources concerned contribute to the development of an effective teaching literature programme. It is therefore necessary to review and indicate each of these main considerations accordingly.

2.2.1 Objectives for teaching literature in ESL

Since the term "literature teaching" has not been clearly defined, there is a need to distinguish the two primary purposes for literature teaching. Maley (1989: 10) clearly defines these two purposes as: (1) the study of literature; and (2) the use of literature as a resource for language learning. Purpose One merely signifies the special status of literature and students must have already acquired the level of competence in the language and understand the literary conventions for it to be successful. In this case, most EFL/ESL students are not competent enough to undertake such a study. It is beyond their comprehension and the result usually leads to students manipulation of the critical terms without understanding.

Purpose Two, on the other hand, promotes the use of literature as one of the sources for language learning. As such, teachers and students are free "to experiment, dismember, transform and discard" the literary texts (Ibid.: 11). This sacrilegious act, to some, is necessary to ensure that the primary aim of language development is achieved. In this light, students may eventually become familiar with the literary texts and develop an understanding of how literature functions.

Currently, the introduction of literary texts at the lower secondary school level in Malaysia essentially subscribes to Purpose Two in the hope that possible literary studies in the future could be undertaken at the upper secondary level as a result of the initial exposure to the basic literary elements at the lower level (see sections 7.1.1 General procedures and aims of the CRP; and 7.2.1 Objectives of the ELEP). The decision to

emphasise language and possible literary studies in the future in the Malaysian school setting is appropriate, considering that most of the students do not appreciate literary conventions and also are not proficient enough in the language to pursue the intentions featured in Purpose One, although this prospect may seem conceivable in the future.

It is therefore important to note that the objectives for teaching literature to non-native speakers must be clearly delineated for obvious reasons. These objectives must not be confused as different objectives require literature to serve different functions. Needless to say, one of the possible consequences of objectives not clearly stated is that both teachers and learners may especially be confused of the formidable task and the final outcome of the efforts by the parties involved may not be worthwhile. In support of this effort, Brumfit (1985: 121) maintains that there are three possible situations in schools:

1. Students working in their mother tongue on literature, with a great deal of aesthetically structured speech and children's writing behind them;

2. Students working through a foreign or second language coming from a culture with a well-developed literary tradition, with which they are already slightly familiar; and

3. Students working through a second language whose experience of artistically organized language is primarily oral, and whose culture may indeed have very different assumptions from those of western Europe about aesthetics and language.

With respect to the above underlined situations, it is no longer surprising to indicate that the Malaysian situation could be identified with the third situation in which literary studies in both first and second language have been deteriorating rapidly. As such, it is crucial that the appropriate situation in the ESL classroom is identified first before further developments in the teaching and learning process can take place. The next step then involves the development of attainable objectives which reflect the students' previously identified learning situation.

Adeyanju. (1978: 134-35) contends that there are two types of objectives for teaching literature to the ESL student: short-term and long-term. The short-term objectives are objectives that are to be achieved in the

course of teaching literature in specific lessons in order: (1) to provide students with vicarious literary experiences; and (2) to reinforce language learning. The first objective is not only to provide students a wonderful time dramatizing scenes from a particular play but also to develop an awareness of the literary values as a serious and intelligent treatment of human life and conduct.

The long-term objectives include: (1) the development of an appreciation of literature; and (2) the formation of a civilized character through the modification and enlargement of values, or more specifically, the development of the ability to think intelligently, maturely and responsibly. In relation to the Malaysian context, the underlined short-term objectives could be associated with those of the CRP, while the long-term objectives reflect those of the ELEP.

Some of the general instructional goals in literature in ESL which were adapted from Purves's (1981: 29) list include: to develop the critical faculties and analytic skills of students; to develop the students' ability to discuss the variety of literary forms; to improve the literary tastes of students; to develop the students' ability to use English; to show the students the ways by which language affects their response to events; and to help students understand themselves and human conditions.

The objectives sought by the students, which depends invariably on their proficiency level, must therefore be compatible with the literary works. One suggestion is that beginning and intermediate students may read literary works for language practice and reading comprehension while the advanced students for further development of reading and exposure to creative works, aesthetic appreciation and introduction of literary concepts and genres. In addition, a balance between the use of native and non-native English literatures has to be established. The decision to teach exclusively the native or non-native variety could deny students the challenge to experience the English language in action.

2.2.2 Material selection and adaptation for teaching literature

The selection of literary texts and teaching materials must be viewed as a major criterion for the success of the teaching of literature programme if the selections could influence students' reading interest. The teaching materials in this instance essentially refer to textbooks, readers and workbooks. If this seems to be the case, teachers are then posed with the difficult problem of using appropriate and satisfying reading materials for students. The lack of research on students' preferences and responses to certain books could further complicate the problem. In addition, the need for ample methodological material dealing with the teaching of literature must also be addressed. The following guidelines suggested by the NCTE (1978: 234) for selecting and using literary works may prove to be useful to teachers of literature:

Literary quality

- Literary quality relates to style of writing or the arrangement of words and sentences that best expresses the dominating theme. It includes sentence structure, dialogue and vocabulary. Literary quality is not affected by format or illustration.

- Characterization is an aspect of literary quality. An effectively realized character acts and speaks in a way that is believable for that character.

- Plot is another aspect of literary quality. The incidents of a story must be interrelated and carry the reader along to its climax.

- Still another aspect of literary quality is a story's theme, in which the philosophy of the author is expressed in the meaning of the story and often reflects developmental values in the growing-up process.

Appropriateness

Factors to be considered in assessing the appropriateness of books are children's interests, the age level and/or maturity of children in relation to the book being considered, and the content, format and illustration. While the format and illustrations are not directly related to the elements considered under literary quality, they should complement the text as well as be evaluated on the basis of artistic standards.

Usefulness

- An important aspect of usefulness is the purpose for using books in relation to curriculum objectives.
- Basic to the selection of any books is the suitability of the text; but by no means is this to be construed to mean controversial materials will not be used.
- Accuracy is important in non-fiction and in fiction in regard to theme, setting, characters and incidents.
- Authenticity is important in fiction and biography, especially in those books with a historical background.

Uniqueness

All books are unique. Their uniqueness may be a result of their theme, plot, style of writing, characterization, format or illustration. Such books may have a special place and use in the classroom and library. Teachers must know what it is about a book that makes it unique, and must share this information with others.

Breadth of coverage

Books may present problems of stereotyping with respect to sex and to race. Religion, politics and questions of morality or patriotism are issues about which there are considerable differences of opinion . . . Teachers and libraries should be aware of these considerations and should make every effort to provide materials which present alternate points of view.

Teachers are also advised to give special attention to the following major points when selecting reading materials for students: (1) teacher's overall view of the purposes of reading fiction; (2) literary judgements; (3) awareness of students' interests; (4) curricular principles; and (5) matching the book and the student (adapted from Protherough 1983: 167). Complementing these points, the criteria for the selection of suitable texts for specific classes and objectives when teaching literature in a foreign language course listed by Littlewood (1975: 129-30) include the following observations:

1. Literature seen as linguistic structures provides the criterion of structural suitability. At early levels of instruction, reading material may be constructed both in order to confront the pupils with texts of an appropriate level of difficulty, and to provide them with repeated instances of structures which they need to internalize. In the selection of unsimplified literary texts at a more advanced level, this second aim may still have a role to play; in particular, it may provide a reason for the avoidance of texts which use archaic structures.

2. The selection of texts for their stylistic appropriateness may be conceived negatively, as the avoidance of unsuitable varieties, or positively, as the choice of suitable ones. With pupils who aim at a functional linguistic competence, we are likely to be concerned with the avoidance of archaic or highly formal varieties, and the selection of a style capable of providing a link with everyday language.

3. The criterion provided by subject matter demands that the world created by the literary work should have interest and relevance for the pupils, and also that they should have adequate knowledge of the cultural background to appreciate it . . . The crucial factor is the extent to which the reader can enter the world as an involved "onlooker," for which there must be no cultural barriers, and the experience portrayed in the work must make contact with the pupil's experience at some point.

4. However, this contact between the domain of experience of the book, and that of the pupil, may take place not at the level of surface subject matter, but at the level of underlying theme . . . .. If they will concentrate on subject matter, they need a work with which they can make contact at that level, perhaps a twentieth-century novel . . . .. If, they will approach the work at a deeper level and uncover the underlying theme, subject matter may become less important than the vision of life or of human nature that it embodies.

5. The fifth perspective . . . becomes a criterion for selection only at an advanced stage of study. If a work is to be meaningfully studied because of its place in literary history or within a literary or intellectual movement, pupils need a wide scope of literary experience, taking in not only the individual work but also the context in which it emerged.

Following these different criteria, Littlewood reiterates that the relative importance to these different criteria should be emphasised only in a specific situation. For students at the intermediate stage, language and stylistic factors may be much more emphasised while subject matter could still be a major criterion. In this instance, the fourth and fifth perspectives may not be relevant at all. This is also true for those who are only concerned with functional aims. Subject matter could be the important factor to consider at a later stage as students are motivated to read extensively.

Linguistic and stylistic suitability, however, must still be examined as the style of presentation of some novels may present difficulties and frustrations to some students at the intermediate stage. The fifth

perspective will become crucial only when students have "sufficient linguistic and intellectual experience" to be able to handle various range of works at all four levels.

The following principles proposed by Daigon (1969: 36) may also be considered in the process of developing materials and activities for the classroom:

1. Making materials and activities relevant to the world or possible worlds of the learner in order to actively involve him in problem solution and provide the skills needed to contend with the problem.

2. Varying materials and activities to accommodate the wide range of interests and abilities, and to provide opportunities to develop new interest and abilities.

3. Making frequent concrete applications to "real-life" situations.

4. Accepting the learner's level of general achievement and of his verbal as a first step in a developmental progression.

In addition, it is also necessary for teachers to be made aware of the guidelines for selecting appropriate teaching materials for students who are able to work with more complex texts. In this circumstance, Brumfit (1986: 189) indicates that "language level alone is not an appropriate criterion . . . the work . . . must be regarded as an extension of capacities already developed . . . " With regard to this concern, the selection of texts for advanced work in teaching foreign literatures may subscribe to the following criteria:

1. **Linguistic level.** This can be measured in lexical or syntactic terms. But it is essential to recognize that no descriptive linguistic model can measure significance in literary terms. Blake's poems, or Hemingway's "The Old Man and the Sea," are examples of linguistically simple texts which pose considerable problems in literary terms.

2. **Cultural level.** Different works of literature will be close to the cultural and social expectations of different groups of learners. This may affect decisions in various ways.

3. **Pedagogical Role.** At appropriate levels works which are satisfactory on other grounds may be linked to others. Or books may be deliberately read in connection

with contemporary events.

4. Genre representation. If the course is truly concerned with developing reading capacities, it cannot be restricted to short stories and poems which can be studied in class. All normal types of literature need to be available.

5. Classic status (or "face validity"). Some texts may be demanded and therefore motivating for students, even though they are not essential on other grounds. The desire to read Dickens or Shakespeare may enable students to overcome difficulties which would be significant in terms of other criteria. (Ibid.)

Ideally, rationales for selecting and teaching the texts that have been chosen for students should be clarified. This proves to be one of the effective ways of dealing with any implications which might arise over the selection of books. Preferably, written justifications are prepared explaining how and why the texts are chosen. This effort could be most helpful especially when dealing with censorship. It is also an indication that all the pertinent considerations in the selection process had been taken into account. The answers to the following questions could serve as a useful guideline to each rationale:

1. For what classes is this book especially appropriate?
2. To what particular objectives, literary or psychological or pedagogical, does this book lend itself?
3. In what ways will the book be used to meet those objectives?
4. What problems of style, tone or theme are possible grounds for censorship exist in the book?
5. How does the teacher plan to meet those problems?
6. Assuming that the objectives are met, how would students be different because of their reading of this book?
7. What are some other appropriate books an individual student might read in place of this book?
8. What reputable sources have recommended this book? What have critics said of it? (If any are available.) (Shugert 1979: 188)

It would be most effective if a departmental effort could be initiated in the process of developing rationales for selecting and using books for classroom use. First, a committee to recommend reading materials for possible use by the department should be established. It is highly recommended that various titles, new and little-known, are included in the list of reading materials to be considered.

Ensuing brainstorming sessions may provide suitable answers to each question listed in the above guideline. These responses may then be used to formulate the rationales for the commonly used books if not all. It is imperative that the rationales decided upon reflect realistic goals based on the needs and interests of specific students. It is advisable then, to encourage students to be involved in this process by responding to some of the listed questions.

In pursuing the efforts of encouraging students to read, teachers must not only provide opportunities for these students to read chosen textbooks but also texts chosen by themselves. This also means that there is a need for teachers to recognize the fact that the texts chosen must also be meaningful to the students. As a result, students are able to empathize with the characters and relate to the events of the novel which in turn will make the study of literature a significant and rewarding experience.

More importantly, the culture of the students cannot be ignored in the consideration of literature. It is best not to ignore the manipulative and commercial aspects of today's media culture which takes advantage of the less discriminating reader and viewer. It is therefore imperative to discover ways which could lead students to this realization and to an understanding of the values that they will eventually uphold.

2.2.3 Selecting and designing activities for teaching literature

An activity can be broadly defined as anything that is designed to increase students' motivation, participation in the learning process and the interaction between learners. As such, activities can include any of the standard types of activities such as: information gaps, value clarifications, humanistic activities and communicative tasks (Duppenthaler 1987: 36).

In the process of selecting and designing activities for students, teachers have to be aware of certain procedures that must be observed and some which must be avoided. While teachers are encouraged to try out new and various kinds of activities in the classroom, they must establish specific reasons for doing so. This is to ensure that the activities are beneficial and the teachers are not frustated when the students are not able

to cope with the activities suggested by them.

Similarly, the selected activities must not only activate the students but also accommodate the overall goals for the class. With regard to this, the following list may serve as a useful guideline for selecting and designing activities for the language and literature classroom:

1. Do the students understand why they are being asked to do the activity? (i.e., What they are expected to practise/accomplish.)
2. Does the activity really match the lesson/item you are working on?
3. Why did you decide to use this activity?
4. Where does the activity fit in the lesson?
5. Where does the activity fit in the term/year plan? Would it fit better somewhere else or as an activity to practise/illustrate some other point?
6. Are the teaching procedures as simple as possible, and can you get across to the students what is expected of them without taking too much class time to do this?
7. Have you taken into account the limitations (self, environment, administration, student expectations) within which you have to work?
8. Is the activity so tightly structured that there is no room for student input/personality or so that you are unable to adjust the activity if it doesn't go as expected?
9. Is the activity suitable for several classes?
10. Is the activity easily adaptable to different level classes and situations? (Duppenthaler 1987: 37)

In the course of developing activities for students, research indicated that teachers usually reacted by adopting either one of the two extremes (Protherough 1983: 182). One is the failure to plan ahead. The obvious danger of doing so is the disregard of the purposes of the possible activities that will be carried out in the classroom and the developmental level of the students.

The other extreme is that not only the activities are pre-planned but also the anticipated responses. Consequently, students are denied an adequate allowance for personal responses. In this case, teachers are more likely to impose their own ideas and judgements on the students' reactions often by anticipated responses. So as not to disrupt the pre-planned lesson, the main emphasis will then be on a coerced consensus view of the class rather than accommodating the various responses. One of

the undesired consequences of this practice if unchecked is that students will refrain from participating in the class discussions for fear of their responses will be considered as irrelevant or incorrect.

The following outline underlined by Protherough (1983: 183) describes the six stages (of which the first and the last may be viewed as options) that the teacher of literature may consider over different time scales. The stages emphasize different responses to the text which include personal enjoyment, perception, interpretation and evaluation.

1. **Possible pre-reading activities:** themes or issues introduced before the story; creation of an appropriate atmosphere; establishing a context for the reading; links with previous reading; essential information (allusions, vocabulary) which students need before reading;

2. **The first reading:** presentation (read by teacher, recording, dramatic performance); excerpts or complete; edited or unexpurgated;

3. **Encouraging individual responses:** intervention by the teacher (if at all); methods of encouraging personal responses (picturing, jotting, etc.); trying out perceptions of reading (relating to personal experiences, retelling, anecdotal parallels, selecting key passages); formulating clear immediate responses (small groups, pairs, etc.);

4. **Developing and sharing responses:** appropriate kinds of collaboration on particular passages; attention to the aspects of the narrative (plot, character, mood, viewpoint, style); extension to other media (art, drama, improvisation, recording);

5. **Assessment and evaluation:** central issues on which judgement of the text will depend; key questions to be asked about the text; aspects of narrative technique;

6. **Possible final readings:** bringing together group activities; formal outcome (displays, performances, compilation).

One of the traditional ways of teaching literature is to impose readily available activities upon the text. This generally reflects teacher-centred methods of instruction which hardly takes students' input into consideration. Maley (1989: 13) reiterates that if the primary concern is with language teaching and not literature then it is necessary to "break free from the dominance of Comment and Explanation." This reflects the belief that

effective language learning is partly attributed to the texts, and partly from interaction between and among learners. If such is the case, there is a need to explore alternative ways of using literary texts even if it means running counter to traditional practice in four important respects:

1. By allowing the text itself to suggest the nature of the activity, rather than imposing the activity ready-made upon the text, i.e. not working from the prefabricated question-forms. Not all approaches are suitable for all texts.

2. By redefining the function of the text. Instead of regarding it as the sole focus of activity, we look on it as one element in a set of linked activities. The text, therefore, is not the beginning and end of all discussion.

3. By presenting the text in a variety of ways, and not merely as a static, immovable block of words. For instance, by withholding the text until the end of the activity, by presenting only fragments of the text, and by placing the text in an unaccustomed setting.

4. By devising activities which are not only shaped by questions, but are also given in the form of instructions, suggestions or prompts. (Ibid.)

The guidelines suggested here are not meant to be adopted ready-made by teachers. Further deliberations or modifications of these guidelines are expected of teachers who may be in different situations. One of the first initiatives is to provide an analytic overview of a variety of activities and their respective purposes in the classroom. Following that, it remains the teacher's responsibility to decide on the most appropriate of these activities and how they are going to be employed. Finally, it is highly recommended that teachers have a group of suitable activities to select from.

2.2.4 Teacher roles

Research has indicated that the role of the teacher in the classroom has a significant influence towards students' attitude and achievement in literature and foreign language study. Muyskens (1983: 421) discovered that the teacher rather than the types of programmes or teaching methods "tended to have the greater influence on achievement and attitudinal

outcomes." With respect to this revelation, there is a need to explore the role or function of the teacher in relation to the teaching of literature.

According to Richards and Rodgers (1986: 23) teacher roles are related ultimately both to "assumptions about language and language learning at the level of approach." There are methods that are totally dependent on the teacher as the "source of knowledge and direction; others see the teacher's role as a catalyst, consultant, guide and model for learning."

On the other hand, some instructional systems attempt to undermine the teacher's role by "limiting teacher initiative by building instructional content and direction into texts or lesson plans." In this case, teachers' roles in methods are directly related to the following issues: (1) the types of functions teachers are expected to fulfill; (2) the degree of control the teacher has over how learning takes place; (3) the degree to which the teacher is responsible for determining the content of what is taught; and (4) the interactional patterns that develop between teachers and learners (Ibid.).

It has also been pointed out that the teacher of literature is increasingly becoming a facilitator in the classroom. Instead of the traditional structured way of "telling" and "moulding" teachers must try to provide situations in which students are stimulated and permitted to draw and examine inferences by constant reference to the text. An ideal learning environment can be created by allowing students to experience the excitement and pleasure of discovery instead of being told what to discover.

In addition, the literature teacher should take the initiative to explore the various aspects which could lead students to become better readers and possibly writers of literature. With regard to this, the Canadian Council of Teachers of English (CCTE) prepared the following list of what the teacher of literature needs to know: roles of reading in learning; processes by which students learn to read; how students develop their reading abilities; development of Canadian, English and American literature; characteristics of literary genres; various theories of literary criticism; backgrounds to literature (historical, biographical, mythical); and theories of student response to literature (qtd. in Gambell 1986: 149).

More importantly, it is essential that teachers are made aware of the underlying goals for teaching literature and the kinds of experience the students are being led into. This eventually becomes the specific goal or purpose that serves as a guide towards the selection and structure of an orderly sequence of activities for classroom work.

In illustrating this, Purves (1972: 37) divides the role of the teacher of literature into the following series of objectives: the teacher must provide each student with as many different works as possible; the teacher must encourage each student to respond as fully as he is able; the teacher must encourage the student to understand why he responds as he does; the teacher must encourage the student to respond to as many works as possible; the teacher must encourage the student to tolerate responses that differ from his; the teacher must encourage students to explore their areas of agreement and disagreement.

Similarly, in specifying the definite roles for the teacher, the Ministry of Education, Province of British Columbia through its publication "Elementary Language Arts Curriculum Guide" (1978: 51-52) provides the following guidelines which recommend that the teacher should: encourage the student to talk about his/her experiences as they relate to the selection; discuss the words, phrases and imagery of the author; read stories and poems to children; encourage choral reading, retelling of stories, the dramatization of stories, the sharing of books, and the frequent use of school and public libraries; encourage storytelling, through having students describe and repeat memorized stories; provide opportunities for the student to read poetry, stories and plays aloud; encourage the dramatization of poetry and prose through pantomimes, improvised creative dramatics, puppetry, picture stories and rehearsed theatre; and increase the student's appreciation of literature through individual and classroom discussions of theme, plot, characterization, setting and style.

It is also important to be aware of the fact that teachers are sometimes partly responsible for the students' gradual lack of interest in the literature lesson. Alm (1963: 263-64) claims that there are several teacher related factors that could cause students to have a negative attitude towards the study of literature:

1. Firstly, teachers often select the wrong books for the class. This occurs when the capabilities and reading interest of the class are not taken into consideration.

2. The second factor is related to the fact that teachers sometimes expect too much of the students. Achievable goals must then be set. Demands which the students cannot meet should not be made in order to avoid any frustrations and waste of time.

3. The third teacher related factor accounts for the disregard of the students' interpretations of the text. Often, teachers seem to ignore the fact that reading is an individual experience in which understandings and interpretations are achieved. Imposed interpretations are only counterproductive.

4. The fourth factor is largely attributed to the fact that students are not given enough opportunity to discover and develop the literary experience for themselves.

5. Finally, teachers sometimes make the mistake of over emphasizing the importance of the surface or extrinsic characteristics of the work. The students' attention must not be distracted away from the book and teachers must stress that the meanings in the text should always be the main focus rather than anything else.

In the final analysis, it is fair to indicate that the students' attitude and achievement in the classroom depend almost entirely on the teachers' roles and their realisations. With respect to this observation, there must be a balance between a teacher dominated lesson that discourages pupils from active learning and on the other the desertion of students to their own devices.

Literature, as any other subject, must be taught enthusiastically and systematically. Above all, the teacher must be genuinely interested in teaching the subject. As McRae had noted that "the institutionalising capital letter in 'Literature' is one of the great inhibition factors which prevents teachers using representational materials in language teaching" (1991: 9). In this context, representational "opens up, calls upon, stimulates and uses areas of the mind, from imagination to emotion, from pleasure to pain, which referential language does not reach. Where referential language informs, representational language involves" (Ibid.: p.3).

In addition, an effective teacher of literature must certainly have the following qualities: an analytic knowledge of the language, appreciate the nature of literature, and command of the techniques of teaching literature. It is hoped that this awareness would result in a gradual increment of both teacher and student involvement and growth towards literary appreciation.

2.3 Approaches to Teaching Literature

In recent years, discussions underlining the approaches and methods of teaching literature have been rather limited but with renewed interest from time to time. Generally, teachers of literature are disregarded and rarely prepared for this task. This state of neglect is partly due to the profound emphasis on the training of language teachers and the proliferation of language teaching methodologies. This situation is further aggravated through the lack of research on the reading interests of students and on classroom procedures for literature teaching.

Teaching literature, especially in an EFL/ESL situation, is a complex undertaking. As a measure to improve this situation, it is only appropriate that immediate attention be given to methodology courses on teaching literature. However, this is not to suggest that the search for a suitable literature teaching method is the panacea to the complexities associated with the teaching of literature. With respect to this, Appleby highlights the following five areas in which a methods course can make a unique contribution in preparing English language and literature teachers:

1. The methods course must show students how language, literature and composition are inseparable and how prospective teachers can bring them together into a logical and well-organized whole.

2. The methods class must show the necessity and means of skills instruction, namely, spelling, vocabulary, reading, library and dictionary skills.

3. The methods class must make the prospective teachers aware of how to stimulate interest, of how to communicate with and draw on the experiences of their students.

4. The methods class must make the prospective teachers speculate on what was right and what was wrong with their past English learning. In developing such reasonable

perspectives, the prospective English teachers will come to envision the kinds of English teachers they might become.

5. The methods course can help develop in the prospective teachers good attitudes as well as enthusiasm for teaching. (qtd. in Reuksuppasompon 1984: 38)

There is also a need to make the study of literature an exciting and thinking experience (see section 2.1.6 NCTE 1983: 188). The results of a study by Carlsen (1965: 364) indicated that the instructional practices usually occurring in the classroom could be classified as follows: (1) teacher tells--student memorizes and stores; (2) teacher moulds--student conforms; and (3) teacher stimulates--student teaches himself.

In relation to the above finding, it is necessary to indicate that instructional practices (1) and (2) have been prevalent in the Malaysian school setting. In general, most teachers are contented if students could reproduce what have been said in the classroom without much reference to understanding during the examination period. Under the circumstances, the students' role has been reduced to memorizing information. In most cases, opportunities for student responses or contributions are seldom provided. Ideally, teachers should adopt the role of a facilitator and stimulate the student's desire to learn through personal experience and discovery possibly through the use of learner-centred and process-oriented activities in order to facilitate the understanding of a lesson as reflected in instructional practice (3) (see section 2.2.4 Teacher Roles).

In another related study, Harding advocates different modes of presentation of literature, suggesting that in any class, literature will be presented and used in different ways. However, three modes of presentation were distinguished:

1. The individual child with the individual book. This approach entails classroom book collections, accessible and well-stocked school libraries, pupil-teacher conferences on books, class and group discussion of books.

2. Literature as group experience. Group experiences may include storytelling, folk songs and ballads, film viewing, listening to what others have written, creative dramatics, choral reading, oral interpretation, dramatic interpretation, role playing, listening to recorded literature.

3. Presentation of literary material accompanied by discussion. Harding advises that such direct presentation should normally be reserved for selections difficult for students. Works which are accessible to the individual reader should be read by students on their own. (qtd. in Gambell 1986: 142)

In the EFL/ESL context, Carter (1988: 3) underlines three main approaches to literature teaching: an information-based approach; a personal-response based approach; and a language-based approach.

> **Information-based approaches** aim to teach knowledge about literature and treat literature mainly as a source of facts or information about a target country or culture. Reading is largely for information, and teaching methodologies tend to be teacher-centred . . . Students emerge from such courses well-armed with a knowledge of history . . . It is unlikely that they will encounter much direct engagement with literary texts in the target language.

> **Personal-response based approaches** are more student-centred, focussing on an elicitation of individual response to a text. The overall aim is to motivate the student to read by relating the themes and topics depicted in the literary text to his or her own personal experience. The approach tends to be anti-analytical. . . . The emphasis is on question-discussion methodologies . . .

> **Language-based approaches** aim to be learner-centred, activity-based, and to proceed with particular attention to the way language is used. . . . the approaches involve standard, widely-used and widely-known procedures for developing language competence and sensitivity . . . (they) have their limitations, but it is difficult to deny or argue against their suitability in the context of literature teaching in a non-native language . . . . which lead to a productive use of the language.

The emphasis on any one of the approaches should be in relation to the teaching syllabus and education policies of the country. It must be noted, however, that none of these approaches excludes the others. Presently, language-based approaches seem to have a dominant influence as they incorporate the familiar language teaching methodologies, which could prepare students for a more elaborate literature in ESL teaching framework. It is necessary, therefore, to consider such classoom procedures in the Malaysian situation (see section 2.3.3 Language-based approaches and also Chapter Eight for further discussions and illustrations).

2.3.1 Approach and method: A definition

The continuing interests in the conceptualization of method during recent developments in teaching practice render the need to define the term as it has been used for broader varieties and forms of instruction. Under the circumstances, it is highly desirable that the teacher is aware of the underlying premises of a chosen approach or method.

First, it is necessary to discuss the conceptualization and organization of approaches and methods by several prominent figures in the language field. An attempt to differentiate between a philosophy of language learning at the level of theory and principles, and a set of derived procedures for teaching a language was first proposed by Anthony in 1963.

The three levels of conceptualization and organization identified were termed: approach, method, and technique. The basic premise of Anthony's definition of method is that it is based on approach and implemented by techniques. Approach, in this instance, is the level at which assumptions and beliefs about language and language learning are specified. Similarly, Stevick (1982) claims that a method is a set of techniques which fit well together. To be considered as a method, a set of techniques must be consistent with an approach.

Recently, the concept of method put forward by Richards and Rodgers (1986) is defined in terms of three levels: approach, design, and procedure. In this case, Anthony's description of approach is maintained which in its strictest sense refers to theories about the nature of language and language learning that serve as the source of practices and principles in language teaching. Following that, design is concerned with the objectives of a method, the syllabus model (how language content is selected and organized), the types of learning tasks and teaching activities, and the roles of learners, teachers and instructional materials (p. 20).

Finally, procedure relates to the actual classroom techniques, practices and behaviours which are consequences of particular approaches and designs (p. 26). This involves the types of teaching and learning techniques, the types of exercises and practice activities, and the resources needed to carry out the recommended practices.

2.3.2 A survey of approaches to teaching literature

The following synthesis of approaches to literature is to provide a general understanding of the underlying theories and to present the basic foundations which embody the approaches. In reviewing these approaches, personal evaluation is deliberately avoided in order to maintain an objective and a comprehensive picture of a particular approach. This is also to preserve unbiased judgement and to give teachers the opportunity to choose and appraise the approach that seems suitable. It is hoped that the following brief review of various modes of literary analysis might form the basis for approaches to literary works whenever applicable.

1. Practical criticism

It could be claimed that practical criticism, a text-centered approach, was introduced by Dr I. A. Richards following the publication of <u>Practical Criticism: A Study of Literary Judgement</u> which was mainly attributed to the experiments in criticism implemented with a group of undergraduate students at Cambridge. The experiments indicated that even among a group of advanced students there was a "surprising inability to read actual pieces of literature adequately" (Williams 1950: 77).

Most of the criticisms made by the students in the experiments deviated from the actual texts of the literature which was supposed to be discussed. There was also a lack of convincing reasonings which led to generalized impressions. These kinds of critical judgements, in effect, failed to demonstrate the effect of a particular work.

Finally, there were many diversions to the criticisms which include studies of sources and influences. It seemed to Richards that literary education was inadequate in developing a "capacity for close, adequate reading." As a result of these observations, practical criticism was to provide a new emphasis on detailed attention to and discussion of the text.

2. New criticism or formalist approach

The New Critics generally believed that teachers of English and literary critics had over-emphasized the importance of matters which did not originate from the work itself. The basis of New Criticism is that "the text itself--its structure, imagery, ambiguity, and especially its meaning should occupy the center of a reader's attention, and neither the author's intentions nor the ways a text affects the reader are important matters" (McRae 1986: 21). In short, critical opinions must be demonstrated from the text as meaning resides solely in it and that each text has only one, true accurate meaning.

It is interesting to note that this particular approach presents a direct contrast to the reader response approach which basically contends that the reader's background or past experience rather than the text itself that is of paramount importance during the reading process in which meaning is derived from the text.

3. Reader response or transactional approach

In the 1960s, there was a shift of emphasis from teaching literary critical analysis towards the needs for students to express their own responses to their reading. The term "reader response" was essentially proposed in Rosenblatt's early (1938) and later (1978) work which described reading as a transactional process between the reader and the text. The transaction involves the reader's present state, interest and past experience. Rosenblatt (1982: 268) claims that it is important to view reading as a "transaction, a two-way process, involving a reader and a text at a particular time under particular circumstances."

This particular approach places a great deal of emphasis on the role of the reader rather than the text which is seen as meaningless by itself. It depicts that reading is not a search for one right meaning. Instead, meaning is shaped by what each reader brings to experience and the reader always attaches meaning to the text rather than being a passive recipient of meaning embedded in a text by an author. This view is exactly the opposite of the text-centred rationale.

It is clear that developmental trends have a strong influence on a reader's comprehension of a text and that these influences are determined by life experiences and literary experiences. Reader response has been found to be affected by age, ability level, sex, and type of text read. Of those, the choice of stance or approach to a text (efferent or aesthetic) may be the most crucial in influencing how the reader derives meaning from it.

"Efferent" reading or stance is the type of reading in which the reader is primarily concerned with the acquisition of information that is in the reading. "Aesthetic" reading or stance is when the reader is involved with the events in the text during the actual reading. It is this kind of reading that literature is closely associated with. The distinction between efferent and aesthetic reading ultimately depends on the purpose and the expectations of the reader. However, any text can be read either way. Although the reader's stance in the transaction inevitably affects the reading, the importance of the text and its rather ambiguous clues cannot be denied.

4. Schema approach

Unlike Rosenblatt's reader response theory which describes reading as a transactional process between a reader and a text, schema theory views reading as an interactive process between a reader's background knowledge and a text. Explicated by Rumelhart (1975), schema theory emphasizes the role of background knowledge in language comprehension. This, essentially, is the reader's previously acquired knowledge. The knowledge structures are grouped into units known as schemata.

According to schema theory, the text by itself is meaningless. Rather, a reader creates meaning from a text from previously acquired knowledge. It is therefore not surprising that different people attach different meanings to the same text due to the various cultural experience and experiential knowledge. From examining what a reader makes of a text in different formats, schema theorists demonstrate that what a reader knows will inevitably affect comprehension.

Carrell and Eisterhold (1983: 569) stress "for an optimum balance between the background knowledge presupposed by the texts our students

read and the background knowledge our students possess." There is still a need for further investigation of the ambiguity of the text, the background knowledge of the reader, and the interaction between the two. In this case, a balance may be achieved by manipulating either the text and/or the reader variable in classroom activities and techniques.

In this respect, the development of language and literature programmes in Malaysia should provide a meaningful progression from reading for general information to a more specialized reading such that is required of literary works. Such a transition is best carried out from the primary level. Under the present circumstances, the first part of the proposed interface (reading for general information) has been emphasised in the classroom as part of the reading skills necessary for comprehension. This effort should then be complemented by the CRP and ELEP at the secondary level. Ideally, a more coherent reading programme that takes into consideration this proposal should be developed so that the teaching and learning procedures in schools would not be disjointed and perceived as separate chunks of acquired skills which do not necessarily relate to each other. Ultimately, it is hoped that such an effort would lead students to become competent and independent readers of a wide range of available reading materials.

5. Literary stylistics approach

Stylistics developed from the New Criticism although there are differences in emphasis and in descriptive procedure between them. Widdowson (1975: 3) defines stylistics as "the study of literary discourse from a linguistics orientation . . .. The 'style' component relating it to the former and the 'istics' component to the latter." What distinguishes stylistics from literary criticism on the one hand and linguistics on the other is that it is essentially a means of linking the two.

Generally, literary stylistics is undertaken to explain the relation between language and artistic function. Leech and Short (1981) claim that stylistics is more concerned with "why" does the author choose to express himself in a particular way and "how" such an aesthetic effect is achieved through language. Stylisticians are basically interested in the way

language is used in a text. The underlying objective of stylistics is to look at the ways in which meanings are constructed and communicated.

6. Literary history or new historicism approach

One of the developments in the study of literature has been the New Historicism which essentially entails the interrelation of literature and history. It also demonstrates the renewed interest in the historical analysis of literature. The new historicists assert that literature can help create a historical consciousness that helps students to reflect upon and judge the present situation which could determine their future.

The basic premise of ahistorical approach to literature is to promote historical awareness among students. Although history and literature have been considered separate disciplines, a historically-based study of literature as a discipline can relate separate realms of knowledge. This is achieved by not merely including history in literary texts although the teacher could possibly relate each literary work to its historical situation as long as the main emphasis is on the work itself.

Separating literature from history, on the other hand, does not necessarily provide students with the possibility of reading critically. In fact, the historical quality of literature may give a new perspective on critical analysis. Furthermore, this does not deny the aesthetic value of the literary work. This interdisciplinary approach to literature could prevent the tendencies toward the fragmentation of the educational system and knowledge.

7. Biographical approach

Biography has been one of the oldest and best established methods of literary studies as the personality and the life of the writer could, to a certain extent, influence the content and form of a particular text. The author's work always reflects his own experiences. The use of biographical study also seems to have a significant value in explaining and understanding the growth, maturing and possible decline of an author's

work.

Wellek and Warrren (1963: 75) point out three prominent points of view on the biographical approach as follows: (1) biography can be judged in relation to the light it throws on the actual production of the literary work (it explains and illuminates the actual product of the literary work); (2) biography can be justified as a study of the man of genius, of his moral, intellectual, and emotional development, which has its own intrinsic interest (advocates the intrinsic interest of biography, shifts the centre of attention to human personality); and (3) biography as providing materials for a systematic study of the psychology of the author and of the literary process.

8. Psychological approach

According to Wellek and Warrren, the term "psychology of literature" may mean the "psychological study of the writer (as type and as individual); or the study of the creative process; or the study of the psychological types and laws present within works of literature; or the effects of literature upon its readers (audience psychology)" (1963: 81).

The relationship between literature and psychology may still remain obscure unless the psychological truth in the literary work itself is an artistic value. The vital limitation of the psychological approach is its aesthetic inadequacy.

9. Sociopsychological approach

The purposes of the sociopsychological approach are threefold: (1) to enhance students' knowledge of people; (2) to understand the age in which the literature was written; and (3) to apply this knowledge and understanding to current living. The basic concern of this approach is that it demonstrates the humanistic values that people have, even in a different century, are essentially universal and valid even today.

10. Paraphrastic approach

Here, the discussion of the literary work revolves on what the author has said. Paraphrasing does have its advantages especially for beginners as a stepping stone to formulating original assumptions of the author's work. An objection to this approach might be that the teacher or students only managed to state approximate meaning of what the author actually said. The whole practice may seem worthwhile as long as it does not impede the students' development of critical thinking.

11. Cognitive psychology approach

Proponents of this approach emphasize that the ideal student of literature must not only be perceptive but conceptive as well. This means that the student must have the capacity to transform the surface qualities of the selection into conceptual structures before interpretation, evaluation, and appreciation can take place. This approach is influenced by Piaget's theory of reversibility which suggests how the conception of "thought matrix" involving the process of identifying, inversion, reciprocity and correlation can be implemented in the literature classroom. The implications for this approach is basically to train the student to perceive a context in terms of structured relationships which are only limited by the student's own processes of thought. Presumably, the student should then be able to handle more complex literary contexts.

12. Mythological and archetypal approaches

Mythological criticism deals with the relationship of literary art and human nature. Archetypes are acquired images and motifs that often recur in history, literature, religion or folklores of peoples that tend to provoke a common meaning and similar cultural functions. Contrary to popular belief, myths actually reflect the realities of human life. Schorer contends that "myth is fundamental, the dramatic representation of our deepest instinctual life, of a primary awareness of man in the universe, capable of many configurations, upon which all particular opinions and attitudes depend" (qtd. in Guerin et. al. 1966: 117).

This approach has a close connection with the psychological approach as both are concerned with the premises underlying human behaviour. Psychology, however, tends to be experimental and diagnostic while mythology is speculative and philosophic.

13. Moral-philosophical approach

It has been claimed that one of the larger functions of literature is to teach morality. Such teaching could be religiously or philosophically oriented. This approach proclaims the worthiness of moral and philosophical considerations behind every reading. Since the focus of this approach revolves around ethical and moral ideas, the importance of the form, language, and other aesthetic considerations of the literary work becomes secondary. Adolescents, however, may find it rewarding to read a particular text in search of these morals which assist in the understanding and the formulation of more complex themes in future readings. More importantly, this approach can increase the students' awareness of values.

2.3.3 Language-based approaches

The learning environment and approaches involved in the teaching of literature to non-native speakers are quite different from traditional language teaching. For instance, the traditional lecture method must be especially discarded when teaching literature to non-native speakers of the language. This is primarily due to the attributes of a teacher-centred approach which do not necessarily contribute to the development of the student's creative, logical, and critical thinking (refer to section 2.1.6 NCTE 1988). (See also sections 2.2.4 Teacher Roles and 6.2 Guiding Principles and Procedures number ten for further discussions on this matter.)

Instead, a more stimulating student-centred and process-oriented approach should be adopted in order to allow students to experience and appreciate the process of discovering or inferring from the text rather than being told what to feel or look for by the teacher (see also Nunan in section 8.1 A Proposed Framework for Literature in ESL Instruction).

Nevertheless, it has always been a general consensus that literature should not be presented as language drills or pattern practices. Instead, students must be given the opportunity to enjoy the study of literature while the habit of reading for getting experience of a language is encouraged. It has been suggested that reading, dramatizing and inventing stories is not only stimulating, it is more like the language in actual use.

It has been revealed that the perceptive abilities necessary for literary experience must be learned and systematically practised and applied in order to achieve a capacity for critical and aesthetic discrimination. Similarly, students have to be provided with as many opportunities as possible to participate, question and answer, discuss and practice the language. One of the major considerations of doing so is to create interest and to motivate the students while avoiding fatigue and boredom from setting in. Teaching strategies that advocate these kinds of activities are therefore highly recommended in the classroom.

In relation to this revelation, it has been claimed that introductory activities or "pre-literary linguistic" activities as defined by Carter (1986: 110) are crucial in the early stages in developing the integration of language and literary studies. These activities should be introduced in the ESL classroom as they provide students with the type of prior experience which would help them comprehend the material to be studied.

More importantly, these pre-literary activities provide a foundation for a linguistically-based or other models which can contribute to the development of "literary competence." However, the precise nature of this competence is not clearly defined. Seemingly, it involves the reader's response to the literary text. Brumfit implies that the "fundamental ability of a good reader of literature is the ability to generalize from the given text to either other aspects of the literary tradition or personal or social significances outside literature" (1985: 108).

It is felt that the following sample teaching strategies could represent some of the preliminary activities for developing study skills to reading literature. Such procedures can assist in the preparatory process of understanding and appreciating literary works. They may also provide a framework for a more elaborate methodology in using literature in ESL

instruction.

1. Prediction

The fundamental element of this activity is for the teacher to elicit predictions from the students at crucial points in the text. In this case, it would be necessary for the teacher to decide first where to stop reading and the kinds of questions to ask that could provide interesting feedback from the students in relation to the development of the plot. In the process, the class could also be divided into several groups in order to promote class oral work and discussion. The rationale for this particular strategy is that, in the process of predicting the next event, the student's awareness to details is accentuated as each prediction must be accompanied with evidence and support.

2. Summary

There are several ways of introducing this activity in the classroom. One of them is to require students to produce initially a literal account of events in the story. In this way, a discussion on the difference between plot and theme could take place. Another possibility is for the teacher to impose word limit in order to make the exercise more challenging. Comparing a few summaries from the students could also illustrate linguistic and literary variations at work. In addition, this activity enables the students to be familiar with the processes of interpretation of a text. It can also serve as a form of feedback from students concerning their understanding of the story.

3. Forum or Debate

This particular activity essentially involves small groups of students proposing or opposing a particular stand which is related to the text. The members of each group must first discuss the issues pertaining to the story in detail and then elect a spokesperson who will present the agreed points. This form of exercise stimulates oral language practice by encouraging interaction and exchanging ideas. It also promotes tolerance in which the students will discover that there is no single interpretation to a piece of

literary work.

4. Re-translation

The technique is to translate a passage from English into the native language. After the outcome of this had been discussed, the student rewrites his version back into English. This final result is compared with the original passage in English. Such exercise can stimulate the students' capacity to translate an English text into the native language. By comparing and analysing the students' version with the original passage, they may be able to gauge their lexical and structural level in writing. This can also illustrate their understanding of the passage.

5. Opinionnaire

In the beginning, the teacher must prepare a series of statements which are related to the difficulties students are likely to encounter in the given text. The statements should relate to the inferences and generalizations suggested by the text in question. The students are to respond to the prepared statements individually and a class discussion on the responses must ensue. Opportunities for the students to defend their choices during the discussion must be given. Essentially, this exercise prepares students for more complex issues in literary works by defining these issues in clearly and simply defined statements. This is to encourage the students to express their own experiences and perceptions without inhibition.

It is imperative to note that the underlined sample teaching strategies are not necessarily exhaustive and are essentially familiar to language teachers. The primary purpose of the highlighted classroom procedures is not to provide teachers with readily available teaching strategies but to demonstrate how to design activities which can promote the students' study skills prior to understanding literary works. It is hoped that teachers could adapt the underlying principles of the teaching strategies to suit their needs and to design appropriate introductory activities.

Further practical suggestions which could provide language practice and help students appreciate literature while involving each member of the class include the following: cloze procedure, scenarios, inferring emotions, role playing or simulation, writing a story with a change in time, place, or ending, producing television or radio versions of a literary work, interviewing the main characters, making slides to represent the characters and scenes, simulating scenes from literary history, or having round-table discussion on various aspects of the selection (see Chapter Eight for further illustrations of language-based approaches to literature).

It should also be noted that as a result of the renewed interest in the role of literature in the EFL/ESL classroom, there is a wide range of published material on this subject ranging from teaching methodologies to resource materials for classroom instruction. Such books include the following selections: (1) **Teaching methodologies**: Widdowson (1975); Nash (1980); Brumfit and Carter (1986); Fowler (1986); Short (1988); Carter and Simpson (1989); Carter, Walker, and Brumfit (1989); Carter and Nash (1990); Carter and Long (1991); (2) **Literature as resource for classroom instruction**: Maley and Moulding (1985); Gower and Pearson (1986); Collie and Slater (1987); Carter and Long (1988); Clarke (1989); Maley and Duff (1989); Hackman and Marshall (1990); McRae (1991).

2.4 Conclusion

In the process of developing the literature in ESL courses for the INSET programme, it is essential to reflect on the aims and objectives of the CRP and ELEP, how they are being implemented, and also what they are designed to achieve. Much of these concerns are addressed throughout the chapters in the study. However, at this juncture a general understanding of the literature in ESL programmes could be achieved through the following discussion.

Cipolla (1987: 14) claims that there are two major areas of knowledge to consider in the literature curriculum. The first includes the history of literature and the forms it takes in a particular linguistic tradition. This is usually implemented in traditional survey courses, followed by period or genre courses. The second area, however, is directly concerned

with the language of literature, with the discourse itself rather than with the conditions of its emergence. Under normal circumstances of an undergraduate literature programme, it is this area which involves the teaching of literature itself that is the more difficult of the two.

In relation to Cipolla's assertions, it is critical to note that the CRP is not the study of literature nor is it indicative of a literature curriculum. Much still depends on its achievements; as such it is not quite possible to relate to Cipolla's two major areas of knowledge in the literature curriculum although the ELEP may be identified with the first area.

The main concern of the CRP is the use of literary texts at elementary and intermediate levels for language purposes especially in the development of reading interests and skills. Therefore, under the present circumstances and in view of its objectives, it could be maintained that the CRP is not necessarily concerned with the linguistic analysis (which is generally favoured by the British) and underlying cultural connotations (which is prevalent in the American literary survey courses) of the literary texts (for further discussions see section 2.2.1 Objectives for teaching literature in ESL). In the final analysis, language-based approaches are more applicable to the CRP (for further discussions see sections 2.3.3 Language-based approaches; and 7.1.1.4 General procedures and aims of the CRP).

On the other hand, the ELEP is more reflective of a literature curriculum. It is offered as an elective subject at the upper secondary level. Due to its objectives which mainly emphasise the awareness of the value and pleasure of reading good literary works and also the appreciation and understanding of important human concerns and relationships, it is more likely to adopt a traditional literary survey course rather than be linguistically based. The moral/aesthetic approaches should then be more relevant at this level. Since the programme is to be implemented during the 1991-92 school year, its progress has yet to be determined (for further discussions on the ELEP see section 7.2.1.1 Objectives of the ELEP).

The future progress of CRP and ELEP is difficult to predict although the developments of these programmes could lay the foundation for a literature curriculum in which both areas of knowledge, history and

language as stated by Cipolla, could be explored.

In retrospect, the success of literature in ESL programmes depends on many variables most of which have been indicated in this chapter. Still, the main concerns of an effective programme should also relate to the following factors: teacher preparation and goals, student attitudes (which is generally influenced by the teacher's presentation of material in the classroom), suitable texts, and ample support resources from administrators. As such, it is imperative that due consideration be given to these factors in the process of implementing these programmes. Further deliberations on the implications of related factors that could have an effect on the implementation of literature in ESL programmes with special reference to the Malaysian setting will be carried out in the subsequent chapters of this study.

2.5 Summary

This chapter has focussed and deliberated on the major concepts, factors and their interrelations which are integral to the study. The implications of ideas and questions which are crucial to the definition and development of this study have been examined in this chapter under the following three major sections: (1) Why literature in language teaching?; (2) Principles and guidelines for classroom treatment; and (3) Approaches to teaching literature.

The significance of the sources reviewed in the chapter will be indicated in the subsequent chapters. Specifically, refer to the following sections for further deliberations on the related subject areas that have been explored in this chapter: 7.1.2 Material selection and adaptation; 7.1.3 Selecting and designing activities; 7.1.4 Teaching strategies for developing language and literary skills with special emphasis on reading development; 7.2.5 A survey of approaches to teaching literature.

The following chapter, Chapter Three, will elaborate on the research methodology and procedures involved in obtaining, processing and analysing the data in this study. Specifically, the research design, study

sample, instrumentation and data collection procedures for the following empirical surveys which had been carried out in this study will be clarified: (1) A survey of the training of the UPM TESL in-service teachers to teach literature in English in Malaysia; (2) A survey of teachers' response to the Class Reader Programme (CRP); and (3) A teacher needs analysis of course components for the teaching of literature in ESL in Malaysia.

CHAPTER THREE

METHODS AND PROCEDURES

In Chapters One and Two, an introduction and rationale for the study and a review of related literature were presented. In this chapter, the research design, study sample, instrumentation and data collection procedures of the three surveys which have been carried out will be described in detail.

Three separate surveys were implemented for the purposes of the study. The first survey was a teacher situation analysis. Specifically, it was designed to investigate the training of the Universiti Pertanian Malaysia (UPM) TESL in-service teachers to teach literature in ESL in Malaysia. The second survey is primarily concerned with the response of Form One English language teachers in selected schools to the Class Reader Programme (CRP). Finally, the third survey dealt with the teacher needs analysis of the course components for the teaching of literature in ESL in Malaysia. A copy of the letter from the Head of the Department of Languages at UPM certifying that the three surveys had been carried out in Malaysia during the period of this research study is in Appendix A.

Initially, the analysis of the data and findings of the surveys will help to determine the current situation of the teaching of literature in ESL in Malaysia (see Chapter Four). Following this revelation, the practical implications of the results of the surveys for classroom practice and teacher education procedure will serve as an implementation guideline for the proposed courses (refer to Chapter Five). In turn, this outcome will help contribute towards the development of two proposed course designs for the teaching of literature in ESL in a Malaysian context especially for the teacher education programme at UPM (see Chapters Six and Seven).

The research design, study sample, instrumentation and data collection procedures involved in each survey will be described in detail in the following sections.

3.1 A Survey of the Training of the UPM TESL In-Service Teachers to Teach Literature in ESL in Malaysia

This section describes the research design, study sample, instrumentation and data collection procedures of the survey of the training of the UPM TESL in-service teachers to teach literature in ESL in Malaysia.

3.1.1 Research design

This descriptive survey was conducted at UPM. It was specifically designed to investigate the training and preparation of the UPM TESL in-service teachers to teach literature in ESL in Malaysia. The respondents were asked to respond to items which were related to their: (1) background in literary studies; (2) professional experience; (3) state of professional training or preparation to teach literature in ESL in Malaysia; and (4) response to the teaching of literature in ESL in Malaysia.

The information obtained in this survey was primarily used to help establish a situation analysis of the UPM in-service teachers which was crucial to the development of the proposed course designs. Essentially, the implications from the teacher situation analysis could provide a general description of the background of the participants who would enroll in the proposed teaching literature in ESL courses at UPM. Section 4.1 presents a detailed analysis of the data and major findings of this particular survey. In relation to this analysis, the practical implications of the major findings of this survey towards classroom practice and teacher education procedure are presented in section 5.1.1.

3.1.2 The study sample

The sample for this particular survey consisted of the fourth and sixth semester in-service teachers at UPM who were undergoing a four-year Bachelor of Education (B. Ed.) programme in Teaching English as a Second Language (TESL). The programme was introduced in 1982/83 and its main objective is to prepare pre- and in-service teachers with the methodologies of TESL.

These in-service teachers who comprised a small percentage of the population of all teachers of English in the Malaysian public schools were selected by UPM from various states throughout Malaysia. Table 1 presents the distribution of the in-service teachers and their corresponding states.

Table 1

Distribution of UPM TESL In-Service Teachers According to States in Malaysia

State	Sem. 4 N	Sem. 6 N	State	Sem. 4 N	Sem. 6 N
Johor	12	14	Perlis	2	1
Kedah	7	4	P. Pinang	11	7
Kelantan	3	7	Sabah	3	2
Melaka	8	8	Sarawak	3	2
N. Sembilan	9	8	Selangor	11	13
Pahang	5	3	Terengganu	4	4
Perak	20	15	W. Per'tuan	2	7

Total: Semester 4: 100; Semester 6: 95

N = number of in-service teachers.

3.1.3   Instrumentation

The kinds of information to be obtained from the respondents suggested that a survey method of research should be adopted for this particular area of the study. A questionnaire was developed and used as the data gathering instrument. The questions in the questionnaire had been adapted from Purves (1981), Reading and Literature. The questionnaire had been reviewed and deemed appropriate for use by the

researcher's supervisor after several revisions had been made to ensure validity and completeness. A copy of the instrument utilized in this survey was included in Appendix B.

The questionnaire was used to obtain the following information from the in-service teachers: (1) background in literary studies; (2) the state of professional training or preparation to teach literature in ESL in Malaysia; and (3) the teachers' response to the teaching of literature in ESL in Malaysia.

The respondents indicated their responses for the multiple choice questions by using the optic mark reader (OMR) forms and wrote their responses to the open-ended questions on foolscap papers. It is also important to note that the participants of this survey were assured of the confidentiality of their responses.

3.1.4 Data collection

In view of the distance involved and time constraint, the questionnaires were distributed through the assistance of a colleague, who is a TESL lecturer, in the Department of Languages at UPM. This was done with the knowledge and consent of the Head of the Department of Languages at UPM.

It took about three months for the questionnaires to be distributed, collected, and returned to the researcher. There were seventy-one completed questionnaires out of one hundred in-service teachers in the fourth semester and seventy-three completed questionnaires out of ninety-five in-service teachers in the sixth semester.

3.2 A Survey of Teachers' Response to the Class Reader Programme (CRP)

This section presents the research design, study sample, instrumentation and data collection procedures of the survey of teachers' response to the CRP.

3.2.1 Research design

Two data gathering instruments, a survey and interview sessions, had been adopted for this particular segment of the study. The survey had been developed for English language teachers who had been involved with the CRP in selected secondary schools. Meanwhile two assistant directors from the Ministry of Education, Malaysia, participated in the interviews which were carried out separately.

3.2.1.1 Survey

A descriptive survey was conducted in selected rural and urban secondary schools in Malaysia. It was designed to investigate the response of the English language teachers in the selected schools towards the CRP which had been implemented at the Form One level in the Malaysian secondary schools. Basically, the respondents in this survey were asked to respond to the following items: (1) professional experience; (2) response to the CRP; (3) the advantages and shortcomings of the class readers prescribed by the Ministry of Education, Malaysia which were being used in the CRP; and (4) the advantages and shortcomings of the teaching files that accompanied the class readers.

The information obtained in this particular survey was mainly used: (1) to determine whether the teachers had been adequately trained to implement the literature in English component in the English syllabus through the CRP; and also (2) to ascertain the teachers' initial response to the effectiveness of the CRP. The analysis of the data and major findings of this particular survey are presented in section 4.2 in Chapter Four. In relation to this analysis, the practical implications of the major findings of this survey towards classroom practice and teacher education procedure are presented in section 5.1.2 in Chapter Five.

3.2.1.2 Interview

In addition, two separate interviews had been undertaken. They were informal and unstructured in nature. The main objectives of the interviews were to seek further clarifications pertaining to the aims of: (1) the CRP which has been recently introduced at the Form One level since the 1989 academic year; and (2) the Elective Literature in English Programme (ELEP) which will be introduced during the 1991-92 school session at the upper secondary level (Forms Four-Five). The outcome of the interviews contributed towards the development of the proposed course designs for teaching literature in ESL (see Chapters Six and Seven).

The interviewees were available for comments during a British Council course on "Literature in English Language Teaching: A Practical Approach" at the University of Nottingham. The course was held from 18-28 September 1990 in which Professor Ron Carter was the Director of Studies.

The first interview was with Mr. Devinder Raj who was an Assistant Director of the English Language Unit, Schools Division, Ministry of Education, Malaysia. He has been largely responsible for the implementation of the CRP at the secondary school level in Malaysia.

Meanwhile, Mrs. Mary Chin who was an Assistant Director of the Curriculum Development Centre (CDC), Ministry of Education, Malaysia, participated in the second session of the interview. She has been directly involved in the development of the CRP and ELEP.

The results of the two interviews were presented in Chapter Seven under the respective sections discussing the general procedures and aims/objectives of the two literature in ESL programmes (CRP and ELEP) for the Malaysian secondary schools (refer to sections 7.1.1 and 7.2.1).

3.2.2 The study sample

The sample for this particular survey consisted of twenty-three Form One English language teachers from eleven selected rural and urban secondary schools in Malaysia who had been involved with the CRP. Schools from both rural and urban areas were included in this survey in order to provide an equal emphasis of teacher responses from these two areas. In addition, the similarities and differences of the teacher responses could also be assessed. Altogether, five of the schools which participated in this survey could be classified as rural while the remaining six schools as urban.

It is interesting to note that schools in Malaysia are classified as rural or urban by the Ministry of Education according to the location and population of towns and districts in which they are situated. Rural schools are those which are situated in towns or districts with a population of under 10,000 people. Urban schools refer to those schools which are situated in towns or districts with a population of more than 10,000 people.

There were eight schools from the state of Selangor, two from Kedah, and one from Sabah in this survey. The selected schools were primarily from the state of Selangor because of its proximity to UPM. This is in order to maintain a high level of teacher participation in the schools as many of the teachers were found to be extremely reluctant to participate in this survey for various reasons. The schools which were involved in this survey were listed in Table 2.

Table 2

Schools Involved in the Survey of Teachers' Response to the CRP

Schools	Rural/ urban	Number of respondents
1. S. M. Seri Kembangan, Seri Kembangan, Selangor	R	3
2. S. M. Seri Serdang, Seri Serdang, Selangor	R	4
3. S. M. Batu Pekaka, Kuala Ketil, Kedah	R	1
4. S. M. Tikam Batu, Kedah	R	1
5. S. M. St. Joseph, Papar, Sabah	R	1
6. S. M. Convent, Kajang, Selangor	U	2
7. S. M. Yu Hua, Kajang, Selangor	U	3
8. S. M. La Salle, Petaling Jaya, Selangor	U	1
9. S. M. Sultan Abdul Samad, Petaling Jaya, Selangor	U	2
10. S. M. Katholik, Petaling Jaya, Selangor	U	2
11. S. M. Seri Puteri, Kuala Lumpur, Selangor	U	3

Total number of respondents: 23

R = rural school.
U = urban school.

3.2.3 Instrumentation

3.2.3.1 Survey

The kinds of information to be obtained from the respondents suggested that a survey method of research should be adopted for this portion of the study. A questionnaire was developed and used as the data gathering instrument. The questions in the questionnaire were based on the adaptations of the "Class readers teaching files evaluation feedback" form which was produced by the Schools Division, Ministry of Education,

Malaysia (1990). The questionnaire had been reviewed and deemed appropriate for use by the researcher's supervisor after several revisions had been made to ensure validity and completeness. A copy of the instrument utilized in this particular survey can be found in Appendix C.

The questionnaires were mainly used to obtain information related to the respondents': (1) professional experience; (2) response to the CRP; (3) response to the class readers prescribed by the Ministry of Education, Malaysia which were being used in the CRP; and (4) response to the teaching files that accompanied the class readers.

The participants of this survey had to indicate their responses on the questionnaire itself. It must be noted that they were assured of the confidentiality and anonymity of their responses.

3.2.3.2 Interview

Apart from the descriptive survey, two separate interviews had also been carried out to obtain further information concerning the aims and procedures for implementing the CRP and the ELEP.

The participants of the interviews include: the Assistant Director of the English Language Unit, Schools Division, Ministry of Education, Malaysia who has been primarily responsible for the implementation of the CRP; and the other interviewee was the Assistant Director of the Curriculum Development Centre, Ministry of Education, Malaysia who has been mainly responsible for the development of the CRP and ELEP.

3.2.4 Data collection

In view of the distance involved and time constraint, the questionnaires were distributed through the assistance of a colleague, who is a TESL lecturer, in the Department of Languages at UPM. It took about three months for the questionnaires to be distributed, collected and returned to the researcher. Altogether, there were twenty-three completed questionnaires.

3.3 A Teacher Needs Analysis of Course Components for the Teaching of Literature in ESL in Malaysia

The following section presents the research design, study sample, instrumentation and data collection procedures of the survey of teachers' response to the course components for the teaching of literature in ESL in Malaysia.

3.3.1 Research design

This survey was carried out in selected rural and urban secondary schools in Malaysia. It was designed to help determine the possible course components for the proposed teaching literature in ESL courses at the secondary level in the Malaysian context. As such, the Form One English language teachers from the selected schools who participated in this survey were asked to respond to items related to the possible course components for the teaching of literature in ESL courses.

The outcome of this survey was mainly used to help identify the main areas of concern in the process of establishing appropriate course components for the proposed teaching literature in ESL courses in Malaysia. Section 4.3 in Chapter Four presents a detailed analysis of the data and major findings of this survey. In relation to this analysis, the practical implications of the major findings of this survey towards classroom practice and teacher education procedure are presented in section 5.1.3.

3.3.2 The study sample

Basically, the respondents of this survey were those who had been involved with the survey of teachers' response to the CRP. Essentially, they consisted of the Form One English language teachers from selected rural and urban secondary schools who had been involved with the CRP (see Table 2).

3.3.3 Instrumentation

The kinds of information to be obtained from the respondents suggested that a survey method of research should be adopted for this part of the study. A questionnaire was developed and used as the data gathering instrument. Henrichsen's (1983: 14. 1) research instrument (questionnaire) which was used in a study entitled, "Teacher preparation needs in TESOL: The results of an international survey" which was published in RELC Journal was consulted as a guideline for constructing the questions. The questionnaire was reviewed and deemed appropriate for use by the researcher's supervisor after several revisions had been made to ensure validity and completeness.

The primary function of the questionnaire was to obtain information concerning possible course components for the teaching of literature in ESL in Malaysia from the teachers who were involved with the CRP in the selected schools. A copy of the instrument utilized in this survey can be found in Appendix D.

The respondents in this survey were asked to indicate their responses on the questionnaires. They were assured of the confidentiality and anonymity of their responses.

3.3.4 Data collection

Generally, this particular survey had been carried out under similar circumstances as the survey of the teachers' response to the CRP. In view of the distance involved and time constraint, the questionnaires were distributed through the assistance of a colleague, who is a TESL lecturer, in the Department of Languages at UPM. It took about three months for the questionnaires to be distributed, collected and returned to the researcher. There were twenty-three completed questionnaires.

3.4 Summary

In Chapter Three, the research methodology and procedures involved in obtaining, processing and analysing the data from the three surveys in this study which include (1) A survey of the training of the UPM TESL in-service teachers to teach literature in English in Malaysia; (2) A survey of the teachers' response to the Class Reader Programme (CRP); and (3) A teacher needs analysis of course components for the teaching of literature in ESL in Malaysia have been presented.

Specifically, the researcher has described the design of the three empirical surveys, the study samples, the development of the questionnaires and the interviews which served as the research instruments, and the data collection procedures.

The analysis of the data and major findings of the three surveys will assist firstly in determining the literature in ESL teaching situation in Malaysia. The results of this analysis will be presented in Chapter Four. Following this, Chapter Five will elaborate on the practical implications of the major findings of the surveys for classroom practice and teacher education procedure. The underlined practical implications, in turn, assist in the formulation of guiding principles and basic procedures for the proposed courses. Subsequently, the whole contribution towards the development of the proposed course designs for the teaching of literature in ESL in Malaysia will be presented in Chapters Six and Seven. The resulting proposed courses would especially be of practical use for the teacher education programme at UPM.

The following chapter, Chapter Four, will elaborate on the analysis of the data and findings of the study based on the three surveys which have been described in Chapter Three. The following list underlines the categories in which each survey will be analysed and presented:

1. A survey of the training of the UPM TESL in-service teachers to teach literature in English in Malaysia: (a) background in literary studies; (b) teaching experience and training; (c) response to teaching literature in ESL; and (d) major findings.

2. A survey of teachers' response to the Class Reader Programme (CRP): (a) teaching experience and training; (b) the class readers; (c) advantages and shortcomings of the class readers; (d) the teaching files; (e) advantages and shortcomings of the teaching files; and (f) major findings.

3. A teacher needs analysis of course components for the teaching of literature in ESL in Malaysia: (a) course components for the teaching of literature in ESL in Malaysia; and (b) major findings.

CHAPTER FOUR

ANALYSIS OF THE DATA AND FINDINGS

This chapter focuses on the analysis of the data and findings of the three surveys which had been described in Chapter Three. The presentation of the analysis and findings will be made under the following three respective sections: (1) A survey of the training of the UPM TESL in-service teachers to teach literature in ESL in Malaysia; (2) A survey of teachers' response to the Class Reader Programme (CRP); and (3) A teacher needs analysis of course components for the teaching of literature in ESL in Malaysia.

Further discussions on the outcome of these surveys were presented in the respective major findings section of each survey. Essentially, the major findings highlight the prominent concerns of the survey in question. A more elaborate discussion on the practical implications of the major findings of these surveys for classroom practice and teacher education procedure will be presented in Chapter Five.

4.1 A Survey of the Training of the UPM TESL In-Service Teachers to Teach Literature in ESL in Malaysia

This section presents a detailed analysis of the survey of the training of the UPM TESL in-service teachers to teach literature in ESL in Malaysia. Frequency distribution tables were used to present the statistical data obtained through the questionnaires. The data were reported in terms of percentages.

The data from the questionnaires were tabulated into three tables with these respective categories: (1) background in literary studies; (2) professional experience and training; and (3) response to the teaching of literature in ESL. In addition, an analysis of the responses to the supplementary (open-ended) questions posed in each category is also presented. These responses, however, could not be included in the tables owing to the subjective nature of the questions.

Table 3

4.1.1 Literary Background of UPM TESL In-Service Teachers

Part I: Background in literary studies	F	Percent
Studied literature:		
Yes	110	76.4
No	34	23.6
Total	144	100.0
Level of literary studies:		
Secondary school	39	35.4
Pre-university (Form Six)	20	18.2
Teacher training college	9	8.2
Diploma course	1	0.9
Undergraduate degree	41	37.3
Total	110	100.0
Training in literary criticism:		
Yes	45	31.2
No	99	68.8
Total	144	100.0

F = frequency.

Table 3 presents an overview of the respondents' background in literary studies. The data indicate that 76.4 percent of those surveyed in this study had enrolled in literature courses.

Apparently, 37.3 percent of those who indicated that they had formal instruction in literature had the chance to do so during their present undergraduate work; 35.4 percent in secondary school; 18.2 percent in

Form Six; 8.2 percent in teacher training college; and only 0.9 percent in a diploma course. Evidently, 23.6 percent of the sample did not have the opportunity to study literature.

The data also reveal that a majority of 68.8 percent of the respondents had not attended any courses in literary criticism. Only 31.2 percent of the respondents had enrolled in such a course.

Table 4

4.1.2 Professional Experience and Training of UPM TESL In-Service Teachers

Part II: Professional experience and training	F	Percent
Years of teaching English:		
Between 1 and 5 years	26	18.1
Between 6 and 10 years	83	57.6
More than 10 years	35	24.3
Total	144	100.0
Taught literature in English:		
Yes	23	16.0
No	121	84.0
Total	144	100.0
Level of teaching literature:		
Primary (nursery rhymes, fairy tales, and fables)	13	56.6
Lower secondary	7	30.4
Upper secondary	3	13.0
Total	23	100.0

Table 4--Continued

Part II: Professional experience and training	F	Percent
Attended teaching literature in ESL training session(s):		
Yes	21	14.6
No	123	85.4
Total	144	100.0

F = frequency.

Table 4 reflects the respondents' professional experience and training. The data in Table 4 point out that 57.6 percent of the sample had been teaching English between six and ten years; 24.3 percent for more than ten years; and 18.1 percent between one and five years.

It is imperative to note that the definition of literature in this survey did take into consideration the use of poetry, nursery rhymes, fairy tales and fables in the classroom. In view of this broader definition of literature, twenty-three respondents (16.0 percent of the sample) maintained that they had taught literature in English in schools. A majority of thirteen of them had used literature at the primary level; seven at the lower secondary level; and three at the upper secondary level.

Most of the respondents indicated that they had used nursery rhymes, fairy tales and fables in the classroom for the following reasons: they were part of the English language syllabus at the primary level; students were interested in them; students were not proficient enough to understand the other genres. In addition, the underlying objectives for teaching nursery rhymes, fairy tales and fables were to provide students with adequate exposure to the English language vocabulary; to generate interest in English language lessons; and also to instill moral values.

Concerning the teaching strategies or approaches that had been employed in the classroom, most of the respondents indicated that they had generally incorporated the use of music, role-play, picture cards, story-telling, and tape recorded materials in the lessons.

A majority of 85.4 percent of the sample responded that they had not attended any formal training sessions (seminars, workshops or short courses) on teaching literature in ESL. Only 14.6 percent of the sample had the opportunity of attending the training sessions. Most of them, however, indicated that they attended a one-day seminar in 1988 which was organised by the Malaysian English Language Teaching Association (MELTA). The partcipants of this one-day seminar had reacted favourably by implying that the training sessions were beneficial in providing a greater awareness of the objectives and approaches to the teaching of literature in ESL.

Table 5

4.1.3 UPM TESL In-Service Teachers' Response to the Teaching of Literature in ESL

Part III: Response to teaching literature in ESL	F	Percent
Should literature in ESL be introduced in schools?:		
Yes	135	93.8
No	9	6.2
Total	144	100.0
If "Yes," at what level should it be introduced in schools?:		
Primary	52	38.5
Lower secondary	60	44.4
Upper secondary	19	14.1

Table 5--Continued

Part III: Response to teaching literature in ESL	F	Percent
Pre-university (Form Six)	4	3.0
Total	135	100.0
Prefer to teach:		
Short stories	55	39.3
Nursery rhymes, fairy tales, and fables	36	25.7
Drama	24	17.2
Poems	16	11.4
Novels	9	6.4
Missing Cases*	4	-
Total	144	100.0
Kinds of literature to be taught in schools:		
British literature only	1	0.7
British and American literature only	14	10.2
Malaysian literature in English only	41	29.7
International literature in English	82	59.4
Missing Cases*	6	-
Total	144	100.0
Would attend professional activities on teaching literature conference:		
Yes	127	88.2
No	17	11.8
Total	144	100.0

F = frequency.

*Missing cases were not included in the computation of percentages.

Table 5 deals with the general opinions and responses of the respondents in this survey towards the teaching of literature in ESL in Malaysia. With respect to this, the data reveal that a large proportion (93.8 percent) of the respondents had responded favourably towards the introduction of literature in ESL in the classroom.

Respondents who agreed with the decision to include a literary component in the English language syllabus stated that the study of literature could help students to be more imaginative, creative and further improve their English language proficiency. In addition, the respondents indicated that literature could add variety to the English syllabus while making English more interesting to teach. Most importantly, the introduction of literature in schools was also regarded as an initial step to expose, motivate and gradually develop an appreciation and basic understanding of not only the English language but the culture of the native speakers as well.

It is interesting to note that a majority of 44.4 percent of the respondents were of the opinion that literature in English should be introduced at the lower secondary level; 38.5 percent at the primary level; 14.1 percent at the upper secondary level; and 3.0 percent at Sixth Form or pre-university level.

On the other hand, a minority of 6.2 percent of the sample were against the idea of introducing literature in ESL in schools. The main reason for this disagreement was that literature could not contribute much to the learning of the English language.

In terms of teaching preference, the data confirm that a large percentage of the respondents (39.3 percent) would rather teach the short story. The main reason for this preference was that it takes less time to read than a novel. In doing so, the students will have the opportunity to read more stories.

A total of 25.7 percent of the respondents preferred to teach nursery rhymes, fairy tales and fables. Most of the respondents indicated as such because they had no background in literary studies to teach the other genres.

Drama was preferred to be taught by 17.2 percent of the respondents. One of the stated reasons for this selection was that it could develop the potential talents that students might have. In the process of doing so, students would also learn to overcome their inhibitions.

Only 11.4 percent of the respondents chose to teach poems. A majority of them indicated that students could be interested to study the poem as a result of its ambiguous nature.

Lastly, only a minority of 6.4 percent of the sample would opt to teach the novel. This discouraging result was largely due to the considerable amount of time and effort involved in reading the novel.

With respect to the kinds of literature to be taught, a majority of 59.4 percent of the sample agreed that international literature in English should be used in schools; 29.7 percent of the sample preferred Malaysian literature in English only; and 10.2 percent of the sample chose British and American literature.

Table 5 also points out that a large proportion (88.2 percent) of the respondents would attend professional activities related to the teaching of literature in ESL if given the opportunity. Only a small percentage (11.8 percent) was not interested to participate in such professional activities.

4.1.4 Major Findings

1. Training in literary criticism

Although the data in Table 3 reveal that 76.4 percent of the respondents did study literature, 37.3 percent of them only managed to do so during their present undergraduate course. In addition, 68.8 percent of the sample claimed that they had no training in literary criticism. If the number of teachers with no literary background were to increase, students could be deprived of proper literary studies.

2. Taught literature

The data in Table 4 point out that a majority of 121 respondents (84.0 percent of the sample) had no experience in using literature in the ESL classroom. It seems that only twenty-three respondents (16.0 percent of the sample) had taught literature before. It must be noted that this result includes the thirteen respondents who had used nursery rhymes, fairy tales and fables at the primary level. Following this, only seven of them had taught literature at the lower secondary level while the remaining three at the upper secondary level. Not surprisingly, this situation reflects the limited number of English language teachers who had experience in teaching literature in ESL in Malaysia.

3. Teaching strategies/approaches

Of the twenty-three respondents (16.0 percent) who had taught literature, only ten indicated that they had utilized specific instructional strategies to teach literature which includes incorporating music to teach nursery ryhmes. However, the more established literature teaching approaches were not stated by any of them. Thus, there is a strong indication for an immediate need for English teachers to be exposed to the various language and literature teaching strategies.

4. Professional activities

The respondents also revealed that 85.4 percent of them did not have the opportunity to participate in any professional activities (seminars, workshops, short courses) related to the teaching of literature in ESL. Nevertheless, there were positive indications that a majority of the respondents (88.2 percent) would attend such activities if given the chance.

5. Introduce literature in ESL in schools

A large majority of the sample (93.8 percent) agreed that literature in English should be introduced in schools. This does indicate their strong support for the incorporation of literature into the English language syllabus.

6. Potential major problems

According to the respondents, the three major problems which could affect the introduction of literature in ESL programme in schools include: (1) lack of interest among students to study literature due to their low English proficiency level; (2) inadequate supply of teaching materials on literature in ESL; and (3) lack of trained teachers in the field of teaching literature.

4.2 A Survey of Teachers' Response to the CRP

This section provides a detailed examination of the survey of teachers' response to the CRP. Frequency distribution tables were used to present the statistical data obtained through the questionnaires. The data were reported in terms of percentages. The data from the questionnaires were tabulated into four tables with the following respective categories: (1) professional experience; (2) professional training; (3) class readers; and (4) teaching files.

Table 6 illustrates the professional experience of the respondents in the survey of teachers' response to the CRP.

Table 6

4.2.1 Professional Experience of Respondents in the Survey of Teachers' Response to the CRP

Part I: Professional Experience	F	Percent
Years of teaching English:		
Between 1 and 5	10	43.5
Between 6 and 10	4	17.4
Between 11 and 20	5	21.7
More than 20	4	17.4
Total	23	100.0
Have been involved with the CRP:		
Between 5 and 7 months	8	34.8
Between 11 and 12 months	15	65.2
Total	23	100.0
Main aim for teaching literature in ESL in the CRP:		
To expose students to material written in English	11	52.4
To help students improve their English language proficiency	4	19.0
To inculcate the elements of literature into language teaching	6	28.6
To enable the students to comprehend the complexity and beauty of individual literary works	0	0.0
Others	0	0.0
Missing Cases*	2	-

Table 6--Continued

Total	23	100.0

F = frequency.

*Missing cases were not included in the computation of percentages.

Table 6 illustrates the professional experience of the respondents surveyed in this study. It seems that a majority (43.5 percent) of the teachers in this survey have been teaching English between one and five years; 21.7 percent between eleven and twenty years; 17.4 percent between six and ten years; and the remaining 17.4 percent for more than twenty years.

The data in Table 6 also show that most of the respondents (65.2 percent) have been involved with the CRP for almost a year while the remaining 34.8 percent of them have been involved in the programme between five and seven months.

A large percentage (52.4 percent) of the respondents mentioned that their primary purpose in teaching the literature component in the English syllabus through the CRP was to expose students to material written in English; 28.6 percent to inculcate the elements of literature into language teaching; and 19.0 percent to help students improve their English language proficiency. However, one of the choices which was to enable the pupils to comprehend the complexity and beauty of the individual literary works was not indicated by any of the respondents.

Table 7

4.2.2 Professional Training of Respondents in the Survey of Teachers' Response to the CRP

Part II: Professional training	F	Percent
Studied literature:		
Yes	13	56.5
No	10	43.5
Total	23	100.0
If "Yes," level of literary studies:		
Secondary school	12	92.3
Pre-university (Form Six)	-	-
Teacher training college	-	-
Diploma course	-	-
Undergraduate course	1	7.7
Total	13	100.0
Trained in TESL:		
Yes	8	34.8
No	15	65.2
Total	23	100.0
Trained to teach the literature component in the English syllabus through the CRP:		
Yes	8	34.8
No	15	65.2
Total	23	100.0

Table 7--Continued

Part II: Professional training	F	Percent
Aware of the objectives for the CRP:		
Yes	19	82.6
No	4	17.4
Total	23	100.0
Attended conference(s)/training session(s) on teaching literature in English:		
Yes	0	0.0
No	23	100.0
Total	23	100.0
Would attend conference(s)/training session(s) on the teaching of literature in ESL, if offered:		
Yes	16	69.6
No	7	30.4
Total	23	100.0

F = frequency.

Table 7 reflects the professional training of the respondents involved in this particular survey. A majority of thirteen respondents (56.5 percent) had pointed out that they had studied literature. However, only twelve of them were exposed to the subject at secondary school level. Only one of them had the opportunity to study literature at the undergraduate degree level. It should also be noted that a total of 43.5 percent of the respondents had no literary background at all.

With regard to formal training in TESL, it was evident that a majority of the respondents (65.2 percent) had no such training. Only 34.8 percent of the respondents had undergone a TESL programme, mostly at teacher training colleges.

A majority (65.2 percent) of the respondents indicated that they were not trained to teach the literature component in the English syllabus through the CRP. Only a minority of 34.8 percent of them stated that they were trained for the task.

The data in Table 7 also suggest that a large percentage (82.6 percent) of the respondents were aware of the objectives for the CRP. However, 17.4 percent of them were still unaware of the stated objectives.

The data also reveal that all of the respondents had not attended any professional activities or training sessions on the teaching of literature in ESL in Malaysia. A majority of them (69.6 percent), nevertheless, did indicate that they would attend such professional activities if there were opportunities to do so.

Table 8

4.2.3 Response to Class Readers in the Survey of Teachers' Response to the CRP

Part III: Class Readers	F	Percent
Aware of Selection Procedures for Class Readers:		
Yes	2	8.7
No	21	91.3
Total	23	100.0

Table 8--Continued

Part III: Class Readers	F	Percent
Students found class readers appealing:		
Yes	6	26.1
No	7	30.4
Sometimes	10	43.5
Total	23	100.0
Students found class readers difficult to understand:		
Yes	13	56.5
No	6	26.1
Sometimes	4	17.4
Total	23	100.0
Students found class readers simple and unchallenging:		
Yes	6	26.1
No	14	60.9
Sometimes	3	13.0
Total	23	100.0

F = frequency.

Table 8 presents an overview of the teachers' response toward the class readers which they have been using in the classroom. It must be noted that the class readers had been prescribed by the Ministry of Education. As a result, almost all (91.3 percent) of the respondents indicated that they were not aware of the selection procedures for the class readers. Only 8.7 percent of them were aware of the procedures as a result of briefings given by the Heads of the English language department at their

respective schools.

Only a small percentage (26.1 percent) of the respondents indicated that the students found the class readers appealing; 30.4 percent stated that the students did not find the class readers appealing; 43.5 percent indicated that the students sometimes find the class readers apppealing. There was a general consensus among the respondents that only those students who were proficient in English found the class readers appealing.

The data in Table 8 also show that a majority (56.5 percent) of the respondents indicated that the students found the class readers difficult to understand; however, 26.1 percent stated that the students did not find the class readers difficult; while, 17.4 percent stated that the students sometimes find the class readers difficult.

Finally, a majority (60.9 percent) of the respondents indicated that the students did not find the class readers simple and unchallenging. Only 26.1 percent of the respondents indicated that the students reaction to the class readers was that they found them simple and unchallenging. Only 13.0 percent of them concluded that students sometimes found the class readers as such.

Table 9

4.2.4   Response to Teaching Files in the Survey of Teachers' Response to the CRP

Part IV: Teaching Files	F	Percent
Rationale for activities stated:		
Yes	13	76.5
No	4	23.5
Missing Cases*	6	-
Total	23	100.0

Table 9--Continued

Part IV: Teaching Files	F	Percent
Students enjoyed activities from teaching files:		
Yes	9	45.0
No	5	25.0
Sometimes	6	30.0
Missing Cases*	3	-
Total	23	100.0
Activities appropriate for students:		
Yes	13	76.5
No	1	5.9
Sometimes	3	17.6
Missing Cases*	6	-
Total	23	100.0
Activities could introduce literary elements:		
Yes	12	75.0
No	4	25.0
Missing Cases*	7	-
Total	23	100.0

Table 9--Continued

Part IV: Teaching Files	F	Percent
Use supplementary materials:		
Yes	4	19.0
No	17	81.0
Missing Cases*	2	-
Total	23	100.0
Employ teaching strategies other than teaching files:		
Yes	3	13.0
No	20	87.0
Total	23	100.0

F = frequency.

*Missing cases were not included in the computation of percentages.

Table 9 demonstrates the respondents' general reactions toward the teaching files. The majority (76.5 percent) of the respondents indicated that the rationales for the exercises and activities in the teaching files were stated. On the other hand, the remaining 23.5 percent of them pointed out that the rationales had not been indicated at all. At the same instance, there were six respondents who were uncertain as to whether the rationales had been stated in the teaching files or not.

It is interesting to note that 45.0 percent of the respondents stated that the pupils enjoyed the activities from the teaching files; 25.0 percent stated otherwise; and 30.0 percent stated sometimes.

A large percentage (76.5 percent) of the respondents agreed that the activities in the teaching files were appropriate for the students; 5.9 percent stated that the activities were not appropriate; and 17.6 percent indicated

the activities were sometimes appropriate.

Most of the respondents (75.0 percent) agreed that the activities in the teaching files could introduce basic literary elements to the pupils. However, 25.0 percent of them did point out otherwise.

A majority (81.0 percent) of the respondents did not use any supplementary materials in the classroom while working on the CRP. A small minority (19.0 percent) of them did employ supplementary materials such as drawings, the use of maps, or flash cards to supplement their teaching.

A large majority of the respondents (87.0 percent) stated that they did not employ any specific methods or teaching strategies other than reading comprehension exercises or activities and exercises from the teaching files while implementing the CRP. Most of them treated the class readers as comprehension passages. The other 13.0 percent who responded that they had employed a specific method in the classroom stated that they had use the translation method. Some of the respondents revealed that even the instructions in the teachers' teaching files had to be explained in the native language.

4.2.5 Major Findings

1. Main aim for teaching literature in ESL in the CRP

The data in Table 6 reveal that a majority (52.4 percent) of the respondents were using the class readers (literary texts) in the classroom for the primary purpose of trying to expose students to materials written in English. None, however, indicated that they were using the literary texts in order to enable the students to comprehend the complexity and beauty of individual literary works.

2. Literary background

Apparently, a majority of 56.5 percent (thirteen respondents) of the sample had some literary background. At the same time, it is crucial to note that most of them had the opportunity of studying literature at the secondary level. There was only one respondent who had the chance to study literature at the degree level. Still, 43.5 percent of the sample had no literary background.

3. Training in TESL

The data in Table 7 also show that a majority (65.2 percent) of the respondents had no special training in TESL. This result reflects that the number of trained teachers in TESL is still minimal.

4. Trained to use literary texts in the CRP

A majority of the respondents (65.2 percent) stated that they were not trained to teach a literature component in the English syllabus through the CRP. Still, some (34.8 percent) of them did indicate that they were trained for such task. However, most of them have a very loose definition of training. In actual fact, they only had a briefing given to them by the Heads of the English language department at the schools concerned. None of them had undergone any specialised training for such task other than the briefings.

5. Aware of the CRP objectives

According to the data in Table 7, a large percentage (82.6 percent) of the respondents were aware of the objectives for the CRP. Apart from this positive indication, it is disturbing to note that the remaining 17.4 percent of them were still unaware of the objectives. Apparently, the objectives for the CRP have been clearly stated in the introduction section of all the teaching files.

6. Attended conferences or training sessions

It is important to realise that none had attended any conferences or training sessions on the teaching of literature in ESL before the implementation of the CRP. The majority (69.6 percent) of them did indicate that they would be interested in attending such professional activities if given the opportunity. At the same time, 30.4 percent of the respondents stated that they would not want to attend such training sessions even though the majority of them felt that they were not trained to teach the literature component in the English syllabus.

7. Class readers

The following list underlines the major findings on the class readers:

a. **Selection procedures**: The data in Table 8 indicate that almost all (91.3 percent) of the respondents were not aware of the principles involved in the selection of the class readers. Only 8.7 percent (2 respondents) stated that they had such knowledge after being briefed by the Heads of the English department at the school where they had been teaching.

b. **Appealing**: It seems that some of the class readers were not appropriate for students in certain situations. This is especially the case for an all girls' school whereby stories with love themes are very much preferred. According to the respondents, most students reacted favourably towards stories which they could identify with such as The Adventures of Hang Tuah and the Malaysian Tales. Evidently, there was a general consensus among the respondents that most of the students who had good command of the English language found the class readers much more appealing and enjoyable to read.

c. **Difficult**: On the whole, the majority (56.5 percent) of the respondents stated that the students found the class readers difficult to understand. They further indicated that this was largely due to the class readers' difficult vocabulary level, complex sentence structures and to a certain extent, the unfamiliar plot.

d. **Simple and unchallenging:** According to 26.1 percent of the respondents, to some of these pupils, the class readers were rated simple and unchallenging.

8. Teaching files

The following list highlights the major findings on the teaching files:

a. **Rationale for activities:** The data in Table 9 indicate that a large percentage (76.5 percent) of the respondents agreed that the rationale for the language-based activities in the teaching files were stated. Nevertheless, 23.5 percent indicated otherwise.

b. **Enjoyed activities:** Almost half (45.0 percent) of the respondents stated that the pupils enjoyed the language-based activities from the teaching files. This is especially for pupils who have better English proficiency level. Twenty-five percent of them stated that their pupils did not enjoy the activities which was mainly due to their low English proficiency.

c. **Appropriate activities:** The data in Table 9 also reveal that most (76.5 percent) of the respondents agreed that the activities in the teaching files were appropriate for the students.

d. **Introduce literary elements:** The majority (75.0 percent) of the respondents stated that the activities in the teaching files could introduce literary elements to the pupils. Twenty-five percent of them stated otherwise.

9. Supplementary materials

Only a small percentage (19.0 percent) of the respondents had utilized supplementary teaching materials or activities in the CRP. They had used flash cards, maps and drawings to further illustrate the content of the class readers.

10. Teaching strategies

In the process of implementing the CRP, a large percentage (87.0 percent) of the respondents did not employ any teaching strategies or approaches other than those which had been suggested in the teaching files. Only 13.0 percent of them indicated that they had to explain vocabularies and plot in the native language. It seems that they had to resort to direct translation in order to maintain the students' interest in the class readers and the activities.

11. Assessment

It is necessary to note that there are no required testing procedures in the CRP. Consequently, it is not surprising that a majority of the respondents did not administer any formal assessments in the classroom. Nevertheless, general comprehension questions, cloze procedures, and direct questionings have been used to check the students' understanding of the class readers which have been read.

12. Problems encountered

The following list accentuates the major problems encountered by the teachers while implementing the CRP:

Class readers and teaching files

a. There had been cases of insufficient supply of class readers for students and teaching files for teachers.

b. Some class readers were deemed innapropriate for students due to the plot (e.g. a convent school for girls would prefer to read <u>Jane Eyre</u> than <u>The Red Badge of Courage</u>), vocabulary level, and/or sentence structure.

c. Some class readers contained grammatical mistakes (e.g. <u>Sleeping Beauty</u>).

English proficiency level of students

a. It seems that the CRP only appealed to the advanced students as they enjoyed the lessons. Meanwhile the participation level of low English proficiency students was maintained at a minimal level.

b. Most students were not interested in reading the class readers because of their low English language proficiency level, lack of understanding of other cultures, and/or time constraint. These students only had minimal exposure to English and some of them cannot even read in English. Consequently, they could not understand the stories and were hence unable to participate in the exercises and activities.

c. It was time consuming for teachers to make the weaker students understand the stories. As a result, some teachers had to resort to translation.

Teacher education

Most teachers were not aware of suitable and interesting teaching strategies or approaches to teaching literature in ESL. There were indications that the recommended exercises and activities in the teaching files could not accommodate this need.

4.3 A Teacher Needs Analysis of Course Components for the Teaching of Literature in ESL in Malaysia

This section provides a detailed examination of the teachers' response to the course components for the teaching of literature in ESL in Malaysia. In this particular survey, the respondents had to indicate first if they favour one or two courses in teaching literature. Following that, each respondent had to select or suggest three possible course components for the teaching of literature in ESL.

Essentially, the frequency count of each course component reflects the respective votes of the respondents in this survey. This invariably means that the course component which had the greatest frequency count is the most favoured course component. Subsequently, the next item which had the second largest frequency count is the second most favoured course component and so forth. The data from the questionnaires were illustrated in Table 10.

Table 10

4.3.1 Response to Teacher Needs Analysis of Course Components for the Teaching of Literature in ESL in Malaysia

Part I: Course components	F	Percent
Two courses in teaching literature in ESL:		
Yes	17	81.0
No	4	19.0
Missing cases*	2	-
Total respondents	23	100.0
Course components for one teaching literature course only:		
Teaching strategies/approaches	4	
Material selection and adaptation	2	
Selecting and designing activities	3	
Reading development	0	
Stylistic analysis	1	
Testing in literature	2	
Learning theories	0	

Table 10--Continued

Part I: Course components	F	Percent
Course components for introductory level:		
Teaching strategies/approaches	15	
Material selection and adaptation	12	
Selecting and designing activities	9	
Reading development	6	
Stylistic analysis	0	
Testing in literature	9	
Learning theories	0	
Course components for advanced level:		
Teaching strategies/approaches	13	
Material selection and adaptation	8	
Selecting and designing activities	11	
Reading development	2	
Stylistic analysis	7	
Testing in literature	7	
Learning theories	3	

F = frequency.

*Missing cases were not included in the computation of percentages.

Table 10 presents an overview of the English teachers' response to the possible course components for the teaching of literature in ESL courses in Malaysia. Concerning the development of only one teaching literature in ESL course, the data in Table 10 show that only four of the respondents (19.0 percent) reacted favourably towards this idea. Simultaneously, "Teaching strategies/ approaches" was selected as the most important course component with four frequency count. This choice was followed by "Selecting and designing activities" with three frequency count; and finally "Material selection and adaptation," and "Testing in literature" with two frequency count each.

It seems that a majority of seventeen (81.0 percent) of the respondents approved to the idea of introducing two courses in teaching literature in the classroom. In this case, there is a great possibility that one of the courses will cater to the lower secondary level while the other for the upper secondary level.

The following list presents the selected course components for the teaching literature course at the introductory level with the most preferred course component being listed first: Teaching strategies/approaches with fifteen frequency count; Material selection and adaptation with twelve frequency count; Selecting and designing activities, and Testing in literature with nine frequency count each; and finally, Reading development with six frequency count. Stylistic analysis and Learning theories, however, were not selected.

Subsequently, the following list reveals the possible course components for the teaching literature course at the advanced level with the most important course component being listed first: "Teaching strategies/approaches" with thirteen frequency count; "Selecting and designing activities" with eleven frequency count; "Material selection and adaptation" with eight frequency count; "Stylistic analysis" and "Testing in literature" with seven frequency count each; "Learning theories" with three frequency count; and finally, "Reading development" with only two frequency count.

4.3.2 Major Findings

It is crucial to note that most of the respondents in this particular survey were non-degree holders. The majority of the respondents then might not be aware of the structure and content of university courses. As such, the responses to this questionnaire were mainly based on the respondents' immediate needs with regard to the present circumstances pertaining to the teaching of literature in ESL in the Malaysian secondary school setting.

The major findings of this particular survey could be summarized as follows:

1. One teaching literature course

It seems that there were four respondents (19.0 percent) in the survey who felt the need of developing only one teaching literature in ESL course in Malaysia. They were of the opinion that this would be adequate to accommodate the present requirements.

As for the possible course components for this course, "Teaching Strategies/Approaches" had been chosen to be the most important consideration with four frequency count. Next was "Selecting and designing activities" with three frequency count; and finally "Material Selection and Adaptation" and "Testing in Literature" with two frequency count each.

2. Two teaching literature courses

The data in Table 10 indicate that a majority of seventeen respondents (81.0 percent) agreed that there should be two courses in teaching literature in ESL in Malaysia. This result confirmed the idea that the majority of the respondents indicated their preference to the setting up of two courses in the teaching of literature in ESL in Malaysia.

One of the main reasons that contributes to this response is the need for in-service courses to cater to the two complementary syllabuses for the literature in ESL programmes in Malaysia, namely the CRP and ELEP which have different sets of requirements. In addition, the respondents felt that they need further in-service training to keep abreast with the latest developments in the relatively new field of teaching literature in ESL in Malaysia.

As a result of this overwhelming approval, the development of two teaching literature in ESL courses in Malaysia could bear a serious and an immediate consideration. It is hoped that the two separate but complementary courses would be able to provide the necessary and

appropriate treatments.

3. Course components for introductory level

The majority of the respondents indicated that "Teaching strategies/approaches" to teaching literature should be among the course components for the teaching literature course for the lower secondary level followed by "Material selection and adaptation," "Selecting and designing activities," and finally "Testing in literature."

4. Course components for advanced level

With regard to the selections of course components for the secondary level, "Teaching strategies/approaches" to teaching literature was still considered as the first choice. This was followed by "Selecting and designing activities," "Material selection and adaptation," "Stylistic analysis," and lastly "Testing in literature."

5. Other course components

One of the respondents in this survey did suggest the possible consideration of a course component which had not been listed in the questionnaire for the teaching literature course. The recommended course component, "Literature across the curriculum," was to provide a linkage with the other school subjects.

It was felt that this particular suggestion deserves some attention as language and literary studies could always be related to other areas such as history, sociology, and psychology. As such, this important consideration had been incorporated in the final group project in the proposed teaching strategies section in Chapter Eight. It is hoped that the final outcome of this effort could prove literature to be invaluable in the classroom besides language learning purposes.

Further analysis of the practical implications of the theoretical concepts based on the results of the empirical surveys for classroom practice and teacher education procedure is carried out in Chapter Five.

4.4 Summary

Chapter Four has presented the analysis of the data and findings of the study based on the three empirical surveys which have been described in Chapter Three. The following list underlines the categories in which each survey has been analysed and presented:

1. A survey of the training of the UPM TESL in-service teachers to teach literature in English in Malaysia: (a) background in literary studies; (b) teaching experience and training; (c) response to teaching literature in ESL; and (d) major findings.

2. A survey of teachers' response to the Class Reader Programme (CRP): (a) teaching experience and training; (b) the class readers; (c) advantages and shortcomings of the class readers; (d) the teaching files; (e) advantages and shortcomings of the teaching files; and (f) major findings.

3. A teacher needs analysis of course components for the teaching of literature in ESL in Malaysia: (a) course components for the teaching of literature in ESL in Malaysia; and (b) major findings.

The ensuing chapter, Chapter Five, will elaborate on the implications of the theoretical concepts based on the empirical surveys for classroom practice and teacher education procedure. Essentially, the practical implications that arises from the surveys will be discussed accordingly in three major sections in the chapter which include: (1) teacher situation analysis; (2) teachers' response to the Class Reader Programme (CRP); and (3) teacher needs analysis of course components for the teaching of literature in ESL in Malaysia.

CHAPTER FIVE

IMPLICATIONS OF THEORETICAL CONCEPTS BASED ON THE EMPIRICAL SURVEYS FOR CLASSROOM PRACTICE AND TEACHER EDUCATION PROCEDURE

This chapter attempts to provide an integral link between theory and practice in the course design process. It sets out to provide a vital link between the theoretical concepts on the teaching of literature in ESL in Malaysia, which were mainly based on the major findings of the empirical surveys, and classroom practice and teacher education procedure in this study. This effort, which concerns the integration of principles and practice, will also be dealt with accordingly in Chapters Six and Seven. In so doing, it is necessary to view these theoretical concepts and related applications as a whole in order to achieve a comprehensive and significant result from this undertaking.

The integration of theory and practice in a course is highly critical. It is possible to envision the prospect of classroom practice to occur independent of the application of the theory. However, "experience in training of the process of generalizing from experience in order to adapt and improve, together with experience of speculating on the basis of new ideas and applying those to the classroom provides a firm basis for professional education" (Brumfit 1985: 145). As such, the proposed courses in this study must reflect on this meaningful outcome.

The ensuing sections explore the possibilities for a linkage between the underlined principles, which had been largely based on empirical verification of statements of facts, and the implied practical implications.

5.1 Practical Implications of Major Findings of the Empirical Surveys for Classroom Practice and Teacher Education Procedure

A total of three empirical surveys had been carried out in this study. The respective surveys include: (1) A survey of the training of the UPM TESL in-service teachers to teach literature in ESL in Malaysia; (2) A survey of teachers' response to the CRP; and (3) A teacher needs analysis of course components for the teaching of literature in ESL in Malaysia. It should be noted that the methods and procedures of the surveys concerned had been presented in Chapter Three, and a detailed analysis of the data and findings in Chapter Four.

The implications of the major findings which had been based on the three surveys that had been described and analysed earlier helped determine the current situation of the teaching of literature in ESL at the secondary level in ESL in Malaysia. With reference to this, much of the philosophy and practice of the proposed courses had been directly influenced by the outcome of the surveys conducted.

Essentially, the results of the three surveys contributed towards identifying the needs of the English language teachers and also establishing the teaching of literature in ESL situation in the selected secondary schools in Malaysia. Subsequently, these findings led toward the formation of crucial guiding principles and corresponding practical implications which contributed directly to the development of the two proposed course designs for the teaching of literature in ESL in a Malaysian context.

The following sections present the underlined practical implications in relation to the theoretical concepts implied by the findings of the empirical surveys. Before that, a brief description of each survey is also provided.

5.1.1 A survey of the training of the UPM TESL in-service teachers to teach literature in ESL in Malaysia

This particular survey was specifically designed to investigate the preparation of the Universiti Pertanian Malaysia (UPM) TESL in-service teachers to teach literature in ESL in Malaysia. The respondents in this survey which primarily involved the UPM TESL in-service teachers were regarded as the potential course participants of the proposed teaching literature courses in this study. They were asked to respond to items related to: (1) background in literary studies; (2) professional experience; (3) state of professional training or preparation to teach literature in ESL in Malaysia; and (4) response to the teaching of literature in ESL in Malaysia.

The results of this survey served as an insight into the professional background and training of the potential course participants in which the parameters of the proposed course designs in this study are determined. The respondents in this survey which primarily involved the UPM TESL in-service teachers could be regarded as the potential course participants of the proposed teaching literature courses.

The UPM TESL in-service teachers' response and implications toward the teaching of literature in ESL in Malaysia, which could form a basis for a teacher situation analysis, could be described as follows:

1. Training in literary criticism

One of the results from the survey indicated that 68.8 percent of the sample had no formal training in literary criticism. At the same time, 37.3 percent of the sample had the opportunity of studying literature at the undergraduate level.

This situation was largely due to the fact that there were only two literature courses being offered in the TESL Major programme. Most of the respondents who had some exposure to literary criticism only managed such an opportunity by registering on literature courses offered in the Elective Minor in Literature programme.

Practical implication

It is felt that one of the important qualities that an effective teacher of language and literature must possess is an extensive literary background for various practical reasons. It seems that the literary experience gained through formal instructions can provide a basic understanding of the nature of fiction. In turn, this attainment enables the teacher to be more informed and confident in handling the subject matter.

One of the implications of this finding is that teachers with an inadequate literary background, invariably, would encounter difficulties in trying to teach literature in the ESL classroom. If this situation prevails, the tendency for teachers with an inadequate literary background to use literary texts as mere comprehension passages would be high. As such, the main purpose for using literary texts in the classroom could be undermined.

It is therefore absolutely essential for future teachers of language and literature to be formally exposed to literary studies at all levels of instruction. Such an effort would contribute towards the proper implementation of the undergoing literature teaching programmes at the secondary level.

In view of this situation, it would be advisable to expose future in-service teachers to literary studies in the TESL Major and Elective Literature Minor Programmes at UPM as a pre-requisite for the proposed teaching literature in ESL courses. Presently, there are six elective literature courses in the Elective Literature Minor Programme being offered by the Department of Languages at UPM. This is in addition to the two compulsory literature courses offered in the TESL Major Programme. This crucial step would enable the in-service teachers to further understand and appreciate the nature of literary studies in the gradual process of becoming effective language and literature teachers.

As a consequence, it is hoped that more comprehensive and appropriate learning tasks that promote literary understanding and experience for the students can be developed throughout the teaching and learning process.

2. Taught literature in ESL

The outcome of the survey revealed that a large majority of the respondents did not have any practical experience in using literature in the ESL classroom. Since the teaching and learning of literature in ESL in the Malaysian public schools could be considered as a relatively new phenomenon, it is not surprising to note that a large majority of the sample (84.0 percent) in the survey had no practical experience in this particular field.

This situation reflects the limited number of English language teachers who had experience in this particular area. This is mainly due to the fact that the use of literature in ESL classroom has been a relatively recent effort in the Malaysian education scene.

Practical implication

In light of this revelation, there must be increased undertakings to prepare teachers for a gradual introduction to an integrated language and literature curriculum. Such an undertaking should include the setting up of feasible training courses to cater to this increasing need.

In view of the present circumstances, it is highly critical to provide the pre- and in-service teachers a gradual introduction to the basic guiding principles and practical procedures involved in the process of incorporating literature in ESL instruction. As such, an introductory course to the teaching of literature in ESL must be formulated during the initial stages. Following this, another advanced course could be set up to complement the introductory course and also to provide further studies in the related area of concern.

3. Training sessions on teaching literature in ESL

With respect to this issue, it is important to note that a majority of 85.4 percent of the sample did not have the opportunity to attend any training sessions (seminars, workshops, courses) related to the teaching of

literature in ESL.

Despite this fact, there were indications that the majority of the sample (88.2 percent) would attend professional activities related to this area, if given the chance to do so. This concerted commitment reflects the positive attitude and motivation of the in-service teachers to pursue such courses.

The findings also reflect the respondents' positive reaction toward the incorporation of literature in ESL into the English language syllabus. Such an attitude is a promising indication that the importance of the teaching of literature programmes are being recognized.

Practical implication

Judging from the results of the survey, it would be fair to reiterate that there had been very minimal effort on behalf of the educational authorities concerned to organise the much needed training sessions on the teaching of literature in ESL. Immediate positive measures must therefore be undertaken to stem this inadequacy by offering more short and long term training sessions or courses to all teachers who are involved with the teaching literature programmes.

Among other requirements, the proposed teaching literature courses must set attainable objectives in order to accommodate for the relatively inexperienced participants. The training course should also be project and workshop-centred in addition to having the traditional lecture and discussion sessions. This is to enable the course participants to gain the much needed practical experience. Moreover, there would be opportunities to openly discuss any potential problems, interest, or issues regarding the use of literature in ESL instruction among peers.

More importantly, steps must be taken to ensure that the course participants are receptive towards the course components and are motivated to teach the subject. The execution of teacher training and development programmes must be properly considered so as not to deter any progressive outcome. Specific undertakings and illustrations of the

proposed courses will be discussed in detail in the following chapters (Chapter Six--Proposed INSET Course Designs for Teaching Literature in ESL in Malaysia; Chapter Seven--General Contents for the Proposed Courses; and Chapter Eight--Teaching Strategies for Using Literature in ESL Instruction with Special Reference to the Malaysian Class Reader Programme).

4. Potential problems in teaching literature in ESL

The respondents felt that the following major factors could affect the introduction of literature in ESL programmes at the secondary level: (1) lack of interest among students to study literature due to their low English proficiency level especially in rural schools; (2) inadequate supply of teaching materials on literature in ESL; and (3) lack of trained teachers in the field of teaching literature in ESL.

Practical implication

Special considerations must therefore be accorded to the three areas of concern which had been pointed out by the respondents in this survey. Although there are no easy solutions to the problems mentioned, short and long term efforts must be coordinated by all authorities concerned to react to the highlighted issues which could have a significant impact on the effectiveness of the literature in ESL programmes.

5.1.2 A survey of teachers' response to the CRP

This particular survey was designed to investigate the response of the English language teachers in the selected schools to the CRP which had been implemented at the Form One level in the Malaysian secondary schools. Essentially, the respondents in this survey were asked to respond to the following items: (1) professional experience; (2) response to the CRP; (3) the advantages and shortcomings of the class readers; and (4) the advantages and shortcomings of the teaching files.

The information obtained in this survey was used especially: (1) to determine whether the teachers had been adequately trained to implement the literature in English component in the English syllabus through the CRP; and also (2) to ascertain the teachers' initial response to the effectiveness of the CRP.

In addition to this survey, two separate interviews had been undertaken. The main objectives of the interviews were to seek further clarifications pertaining to the aims of: (1) the CRP which has been recently introduced at the Form One level since the 1989 academic year; and (2) the Elective Literature in English Programme (ELEP) which will be introduced during the 1991-92 school session at the upper secondary (Forms Four-Five) level.

The following discussion attempts to highlight some of the practical implications which resulted from this particular survey:

1. Trained to teach literature through CRP

A majority of the respondents claimed that they were not trained to teach a literature component in the English syllabus through the CRP. This is largely due to the fact that the respondents concerned had not undergone any proper training for such task.

Practical implication

The underlying concern of the two proposed courses which are underlined in this study is to prepare teachers of English language and literature in Malaysia for the task of implementing the CRP and the ELEP effectively. In view of the recent implementation of literature in ESL programmes at the secondary level in the Malaysian secondary schools, this aim seems to be the most appropriate and reflects the immediate need of the course participants.

It is unlikely that a single teaching procedure could accommodate the broad spectrum of subject matter and the diverse demands from the course participants. It is believed that many will benefit from a variety of teaching strategies. In view of this legitimate prospect, a combination of teaching procedures which include lectures, demonstrations, using recorded materials (audio and visual), discussion groups, workshop sessions, group projects, guest speakers, and peer-teaching are being adopted.

2. Attended conferences or training sessions

It is crucial to note that all of the respondents in this particular survey indicated that they did not have the opportunity to attend any conferences or training sessions on the teaching of literature in ESL before the implementation of the CRP. This revelation implies that the respondents were not adequately prepared to implement the CRP effectively. Despite this fact, most of them would attend such professional activities if given the chance.

Practical implication

This finding reflects the same concern that the respondents in the UPM TESL in-service teacher education programme expressed. It reinforces the need for the setting up of proper teacher education programmes for English language and literature teachers in Malaysia.

The current resurgence of interest in integrated language and literature teaching in Malaysia generates a dire need for more regular intensive pre- and in-service education programmes such as seminars, courses, and workshops on the teaching of literature in ESL. Among other vital factors, these programmes are deemed necessary in order to equip the teachers with the guiding principles of language and literature teaching in a second language situation.

The present state of neglect in proper training and development programmes for the language and literature teachers is confirmed by the major findings of the surveys which indicated that a majority of the respondents were not adequately prepared to teach the literature component in the English language syllabus. In the Malaysian situation, the CRP had been set up and directly implemented in schools without any elaborate preparatory education programmes for the teachers.

Nevertheless, there had been initiatives to organise workshops on teaching literature in ESL for selected Heads of the English language department and key personnels throughout the country. Unfortunately, this effort could only be viewed as provisional and could not possibly cater for the needs of most practising teachers in the country.

Ideally, it would be best if there is a coordinated effort between teacher training institutions, the curriculum development centre, and the English language unit of the Schools Division to establish regular short and long term training sessions or workshops in the teaching of literature in ESL. These professional activities could be offered during the school term holidays while the duration of each training session depends on the availability period of the participants. The training sessions on offer could also be introductory and advanced in nature. The fundamental concern of such training programmes should be to complement the undergoing literature in ESL programmes at the secondary level.

3. Class readers

One of the general conclusions that could be formulated from the results of the surveys is that the CRP is highly suitable towards developing the reading skills and interest of students who had already acquired an average ability in reading comprehension. This is especially the case when a majority of the respondents in the CRP survey confirmed that the class readers were notably appealing to those who were proficient in English.

Nevertheless, some respondents claimed that there were a number of inappropriate class readers which had either been due to the plot,

vocabulary level, or sentence structure. The following is a summary of comments made by the respondents concerning three class readers which had been used in the classroom:

a. It seems that <u>Malaysian Tales</u> is particularly appealing to all students. The most important contributing factor to this positive reaction is that the students were aware of the local folklores which had been translated into English by a local writer. The language (vocabulary and sentence structure) is also easy to understand. Furthermore, the colourful illustrations in the book stimulated the students' interest.

b. According to the respondents, <u>Sleeping Beauty</u> is not really popular among the advanced students who regarded it as simple and unchallenging. Therefore, it is best used for students who have low English proficiency level due to several factors: firstly, the story is familiar since most of the students had learned it in primary school; secondly, it contains shorter chapters and simple sentence structures which could facilitate understanding. It also seems that the story only appeals to girls which made it suitable for a girls' school.

c. <u>Great Expectations</u> proves to be an interesting story to most students, especially the boys, as they could identify with the characters in the plot. It seems that this book had been written for those with high English proficiency level as the language (vocabulary and sentence structure) is quite difficult to understand. Apart from that, the background of the story is too foreign for most students to grasp due to lack of understanding of other cultures. Nevertheless, some respondents did indicate that this class reader presents great opportunity for students to learn about some of the old English tradition and culture.

Practical implication

It would be a challenging task to recommend a class reader that would satisfy all needs. If the assigned class reader is too simple and not appealing, students would be bored and find the activities unchallenging. Similarly, if the class reader is too difficult to read and understand, the students' interest in reading would be curtailed. At the same time, the

teacher would have to devote a lot of time to explaining or even translating the story into the native language. The following suggestions might be considered in order to enhance the effectiveness of the lessons involving the use of the class readers.

Firstly, students could be grouped according to their reading ability levels which is also known as sets. It is encouraging to note that this constructive effort has already been pursued in some schools in Malaysia. Ideally, the reading ability level of each student should be determined first before any of the class readers is prescribed. In such cases, the task of the teacher in assigning the appropriate class readers to the students could be made more effectively (further discussions pertaining to students' reading ability are presented in section 7.1.2; and also in section 9.4).

Secondly, suitable reading materials must be adequately prepared to cater for the different groups of students with varied levels of reading ability. Specifically, the readability level of each class reader must be clearly designated by the Education Ministry. Following this, teachers must be informed that the use of inappropriate reading materials in the classroom is not advisable. With respect to this, some of the class readers which have been intentionally written for the advanced students must not be allocated to those who have difficulty to read and vice versa. This is to avoid any unnecessary frustration and time loss to both teachers and students.

Thirdly, teachers must be exposed to the principles of material selection and adaptation. The results of the CRP survey revealed that a majority of the respondents were not aware of the principles involved in the selection procedures for the class readers. The fact that the class readers have been specially selected for classroom use throughout the nation does not imply that teachers have a passive role to play. Contrary to popular belief, the use of supplementary reading materials in English to complement the class readers are encouraged. It is hoped that with an adequate exposure to the principles of material selection and adaptation, teachers should be able to provide students with the best opportunity for the exploitation of suitable reading materials in the classroom.

Finally, there must be a provision for ongoing research into the effectiveness of the use of the prescribed class readers in secondary schools. Notably, education departments and teacher training institutions alike must take the initiative to embark on such fact finding missions. The results and recommendations of such research studies must be published and made known to the authorities concerned. Consequently, more constructive innovations could be introduced in the classroom as part of the procedures to further improve the implementations of the CRP as a whole.

4. Teaching files

There were a number of findings related to the use of the teaching files as had been pointed out in Chapter Four. One of the findings is particularly significant in that despite the fact that the general procedures for using the exercises and activities in the teaching files had been clearly stated in the general introduction section of every teaching file, it was felt that some of the respondents had not been properly informed that the activities could be manipulated to suit the ability level of the students.

There was a general consensus among the teachers surveyed in this study that the teaching files proved to be very helpful in many ways. The advantages of the teaching files mentioned by the respondents in this survey could be summarized as follows: (1) it serves as a rich resource of ideas for the teacher; (2) it especially assists the teacher with no literary background to introduce appropriate exercises to the students; (3) the content was well-organised; and (4) the teacher did not have to spend a lot of time preparing for a lesson.

At the same time, some of the shortcomings of the teaching files mentioned by the participants in the survey include: (1) there was not enough time to implement all the activities suggested in the teaching files; (2) some of the activities were not suitable for the students; (3) only the advanced students were able to enjoy the activities from the teaching files. In addition, the respondents of the survey suggested that the contents of the teaching files could be further improved by incorporating more illustrations and maps wherever necessary.

Practical implication

Seemingly, the inability to recognize the true potential of the teaching files could either be the case where the respondents concerned failed to read the instructions properly or to comprehend the guidelines or were unable to select and adapt the exercises and activities in the teaching files for appropriate classroom use.

One of the measures to address this major concern is for teachers to be exposed to the principles of selecting and designing activities in the classroom. In doing so, teachers would be aware of how to select and adapt the exercises and activities suggested in the teaching files to suit the unique circumstances of every class. In due time, teachers would become more confident of designing suitable and interesting activities for students after undergoing such training sessions.

The exposure to activities and seminars in learning about using literature in ESL can help the participants to become more aware of the ways in which to make literature accessible and enjoyable to students. Ultimately, the course participants will learn to overcome the fear of using literature in the ESL classroom and construct authentic literary materials for students' use and appreciation.

As a general rule, the contents of every teaching file should be reviewed regularly by a committee of experienced teachers and administrators alike. The justification of doing so is to acknowledge the necessity to keep pace with the changing teaching environment and syllabus in order for the teaching files to remain effective.

5. Supplementary materials

Only a small percentage (19.0 percent) of the respondents had utilized supplementary teaching materials or activities in the CRP. They had used flash cards, maps and drawings to further illustrate the content of the class readers.

Practical implication

It seems that a major drawback following the provision of the teaching files to every teacher is the lack of genuine effort on behalf of some teachers to come up with more personal and interesting ideas for the classroom. It is imperative to note that some teachers could take advantage of the availability of the teaching files by not devoting enough time to prepare the lesson plans properly.

The situation could be worse if teachers become very dependent on the teaching files for ideas. The underlying notion which some of the respondents in the survey tried to put forward was that the exercises and activities in the teaching files should be ready-made for classroom use. This is also reflected in the results of the CRP survey in which a majority of the respondents did not provide any supplementary materials or activities other than those suggested in the teaching files. Only a minority of the respondents utilized word cards and pictures for the less proficient students.

6. Teaching strategies

In the process of implementing the CRP, a large percentage (87.0 percent) of the respondents did not employ any teaching strategies or approaches other than those which had been suggested in the teaching files. Only 13.0 percent of them indicated that they had to explain vocabularies and plot in the native language. It seems that they had to resort to direct translation in order to maintain the students' interest in the class readers and the activities.

Practical implication

In the Malaysian context, practical classroom applications which could provide language practice and help students appreciate literature while involving each member of the class should be emphasised. As such, the use of student-centred and activity-based teaching strategies should be encouraged in order to introduce students to basic literary elements

through language learning activities and exercises.

It is therefore felt that teaching strategies such as those which had been underlined in Chapter Eight are especially suitable for preliminary activities in developing study skills to reading literature (see also section 2.3.3 on Language-based approaches). These classroom procedures can also facilitate the preparatory process of understanding and appreciating the literary work. In addition, they provide a framework for a more elaborate methodology in teaching literature in ESL.

Under the circumstances, it is imperative to note that the primary purpose of teacher education courses is not to equip teachers with teaching strategies that they could use but to demonstrate how to adapt and design activities which can promote the students' study skills prior to understanding literary works. It is desirable for teachers to adapt the underlying principles of the teaching strategies to suit their needs and also to design appropriate introductory activities. Basically, most of the literature teaching strategies are familiar to language teachers.

7. Assessment

In practice, teachers who are involved in the CRP are not required to administer any formal assessments in the classroom. Apparently, this is in line with the fundamental concept of the CRP which has been designed to encourage students to read the class readers at home. Moreover, literature in English through the CRP is merely considered as a component in the English language syllabus.

As a direct result of this policy, students are not subjected to any formal assessments on the class readers. In view of this scenario, the results of the survey confirmed that a majority of the respondents did not provide any kinds of formal testing procedures upon the students other than using the conventional general comprehension exercises.

It is also imperative to note that the exercises and activities in the teaching files have not been designed as tests for students. Instead, the exercises and activities suggested in the teaching files have been prepared

to assist students to consolidate and review reading performed outside the classroom.

Practical implication

Under the present circumstances, it is fair to state that it would be very likely that the level of motivation and attitudes of both teachers and students are bound to be affected by this inadequacy. In the heavily examination-oriented Malaysian education system, the general perception of students would be that the class readers, and the exercises and activities in the teaching files are not important enough and therefore not worth studying since their understanding will not be tested. Similarly, some teachers may also feel that it would be best to attend to other areas in the English syllabus which will be examined.

In order for the elaborate and costly CRP to be taken more seriously by both teachers and students, there must be a provision for some form of required assessment in the standard national examinations at the Form Three (Sijil Rendah Pelajaran/Lower Certificate of Education) and Form Five (Sijil Pelajaran Malaysia/Malaysian Certificate of Education) levels. At least one section in the English language examination should relate to the class readers which had been studied. Although there are no immediate plans by the Ministry of Education to consider such recommendation, this proposal could bear some investigation in the near future (for further discussions see section 7.2.4 Testing in literature in ESL).

8. Major problems encountered in the CRP

The results of the survey of the CRP indicated that there had been several major predicaments that had to be endured by both teachers and students in the classroom. The obstacles could be summarized as follows: (1) insufficient and inappropriate class readers and teaching files; (2) low English proficiency level of some students; and (3) inadequate teacher training and development opportunities.

Practical implication

It seems that there was an inadequate supply of class readers for students and teaching files for teachers. At least one of the schools in the survey had yet to receive the teaching files. Consequently, some teachers who depended on the teaching files for classroom exercises and activities could only proceed with reading comprehension exercises while waiting for the teaching files to be available.

The inadequate supply inevitably led to the delay in the distribution of the class readers and teaching files by the authorities concerned. It must be noted that, presently, the reading and teaching materials for the CRP are being provided by the Ministry of Education under the book loan scheme.

The subsequent dominant difficulty confronting the CRP had to do with the inability of the students with low English proficiency level to participate and enjoy the lessons involving class readers and the exercises and activities from the teaching files. Understandably, students who had not acquired the necessary reading skills for reading comprehension would be frustrated and unmotivated to read the class readers if the reading materials had been written for the advanced students.

In view of this prospect, it would be more effective to limit the implementation of the CRP for the advanced students only after considering the likelihood that students with low English proficiency level would not be able to derive much benefit from this programme. As a result, more time and effort could be concentrated on developing further the reading skills and habit of the advanced students. Appropriately, remedial reading programmes for those who had difficulty in reading could be established in the future.

Finally, the lack of proper training among the respondents to implement the CRP is also a cause for concern. In the process of preparing the secondary school students for possible literary studies at higher levels, which is one of the main aims of the CRP, teachers must be adequately prepared for this important task. It is also necessary to note that the results of the surveys showed that a majority of the respondents had not been properly trained to teach the literature component in the English language

syllabus.

Furthermore, a significant number of the respondents had not formally studied literature at tertiary levels. Hence, it would be difficult for these teachers to impress upon the students the benefits and pleasure of extensive reading which involves literary texts. In this case, the primary concern should be to expose the in-service and future English language and literature teachers to the guiding principles and procedures involved in the implementation of an effective integrated language and literature programme.

5.1.3 A teacher needs analysis of course components for the teaching of literature in ESL in Malaysia

This particular survey dealt with the teacher needs analysis of the course components for the teaching of literature in ESL in Malaysia. It was designed to obtain information concerning possible course components for the teaching of literature in ESL in Malaysia from teachers who were involved with the CRP in the selected schools. The following discussion attempts to highlight some of the practical implications which resulted from this particular survey:

1. Teaching literature courses

The majority of the respondents in the survey were generally in favour of the setting up of two separate teaching literature courses in the teacher education programme at UPM. Currently, such courses have not yet been established. Nevertheless, there are plans to do so in the near future.

Practical implication

In response to this urgent need, this research study has undertaken the challenge to design an introductory and an advanced level teaching literature in ESL courses. As such, the "Literature in ESL in the Language

Class" course for the introductory level has been designed with special reference to the CRP. Meanwhile, the "Literature in ESL in the Literature Class" course which has been designated for the advanced level is to complement the ELEP.

The general aim of the proposed courses is to prepare teachers of English language and literature in Malaysia for the task of implementing the CRP and ELEP effectively. In this respect, the needs for those who are involved with the CRP are more immediate considering the the programme is being implemented at the secondary level.

2. Course components

Basically, the respondents in this survey were given the opportunity to select from a list of suggested course components. At the same time, they were allowed to recommend other course components which had not been listed in the questionnaire. Generally, a majority of the respondents indicated their preferences for the following course components dealing with teaching approaches, material selection and adaptation, selecting and designing activities, and testing in literature.

Practical implication

Appropriately, some of these selected course components had been given special emphasis in the development of the proposed courses. Nevertheless, it was felt that there were other more relevant course components to some of those which had been pointed out. As such, it is important to note that throughout the course design process the stated aims and objectives of the literature in ESL teaching programmes (CRP and ELEP) and the researcher's practical experience in the TESL teacher education programme at UPM had also been considered. Chapters Six and Seven provide a more elaborate description of the proposed course designs.

3. Lack of awareness

As most of the respondents in this survey were non-graduates, they were not acquainted with the structure and content of university courses. Understandably, this lack of awareness might contribute to their failure to suggest an alternative course component other than those which had been listed in the questionnaire. The only suggestion indicated was a course which relates to "literature across the curriculum." This suggestion had been incorporated in the development of sample practical teaching strategies for the literature in ESL classroom (see section 8.2.3).

Practical Implication

With respect to this situation, non-degree English language teachers in schools, especially those who are directly involved with the literature in ESL programme, must be given the incentive to pursue further training at the university level. Simultaneously, ample INSET programmes should be developed to cater for this increasing need in the country.

5.2 Conclusion

As a direct result of the recent introduction of a literature in ESL component in the English language syllabus in the Malaysian curriculum in the form of the CRP and the impending implementation of an Elective Literature in English Programme (ELEP) at the upper secondary level, it is not surprising to discover that the respondents in this study were not prepared to handle the tasks involved in implementing these programmes. It can also be concluded that the general implications of the surveys in this study indicate the underlying need to establish adequate literature in ESL teacher education programmes in Malaysia.

In this regard, it is necessary to offer a more precise operational distinction between the two strategies in which teachers are educated: training and development. According to Freeman (1989: 39):

Training is a strategy for direct intervention by the collaborator (teacher trainer or educator), to work on specific aspects of the teacher's teaching. The intervention is focused on specific outcomes that can be achieved through a clear sequence of steps, commonly within a specified period of time. Training . . . originates with the collaborator, is implemented by the teacher, and is evaluated either by the collaborator or by the two together. It is based on an assumption that through mastery of discrete aspects of skills and knowledge, teachers will improve their effectiveness in the classroom.

Rather than treating the aspects of teaching as fragmented, teacher development seems to subscribe to a more "holistic and integrated approach" to teaching. Freeman (Ibid.) further illustrates that:

Development is a strategy of influence and indirect intervention that works on complex, integrated aspects of teaching; these aspects are idiosyncratic and individual. The purpose of development is for the teacher to generate change through increasing or shifting awareness . . . the collaborator's role is to trigger change through the teacher's awareness, rather than to intervene directly as in training, the changes that result from development cannot be foreseen or expectedwithin a designated time period. . . . Solutions are generated by the teacher, with or without the collaborator's help, but they are ultimately based on the teacher's awareness and understanding of the situation.

The distinction between the two underlined strategies is not to stress that one is necessarily better than the other but to cater for different requirements and processes of teacher education as a whole. The strategy adopted should essentially depend on the areas of teaching that need to be emphasised and the kinds of change in teacher performance required.

In view of this distinction, teacher educators should be aware of the necessary constituents (knowledge, skills, attitude, and awareness) that need to be emphasized before a particular teaching strategy could be adopted. Training appears to be more rigid in nature but is necessary especially to pre-service teachers in Malaysia who demand consistent guidance and supervision in the constituents of teaching that need to be addressed. Teacher development, however, seems to be more appropriate for generating change in the teacher through clarifying and expanding the "teacher's awareness of what the teacher is doing and why" (Ibid.: 41). It is hoped that the resulting outcome will provide for a more meaningful teacher

education programme.

5.3 Summary

This chapter sets out to provide an integral link between the theoretical concepts of the teaching of literature in ESL in Malaysia, which had been mainly based on the major findings of the empirical surveys, and classroom practice and teacher education procedure in this research study. Essentially, the practical implications that arise as a result of the findings of the three surveys which were undertaken to provide the initial foundation for this research study have been discussed accordingly in three major sections in the chapter which include: (1) teacher situation analysis; (2) teachers' response to the Class Reader Programme (CRP); and (3) teacher needs analysis of course components for the teaching of literature in ESL in Malaysia.

The findings generally confirmed the need for teacher education courses to be established in Malaysia to prepare language and literature teachers for the tasks as those which had been underlined by the CRP and ELEP. It seems that a majority of the respondents: (1) did not have any literary background; (2) had no experience in teaching literature; and (3) were not adequately prepared to implement the CRP in secondary schools. The findings also revealed that most of the respondents were receptive towards attending professional activities and training courses related to the field of teaching literature in ESL.

As such, it could be stated that the need for establishing training and education courses in order to cater for the teaching of literature in ESL programmes is genuine. The establishment of such courses could be regarded as one of the positive steps towards an effective development of the whole effort which concerns the use of literary texts for language purposes. Appropriately, this study is primarily interested in responding to this immediate necessity.

The next chapter, Chapter Six, will focus on the development of two proposed course designs for the teaching of literature in the ESL classroom with special reference to the Malaysian context. The first proposed course

has been designated as "Literature in ESL in the Language Class" with special reference to the CRP, while the second course is known as "Literature in ESL in the Literature Class" with special reference to the ELEP. Essentially, the chapter is an attempt to relate to the relationship between the basic principles underlining the course designs and the practical implementation process.

CHAPTER SIX

PROPOSED INSET COURSE DESIGNS FOR TEACHING LITERATURE IN ESL IN MALAYSIA

Essentially, this chapter focuses on the development of two proposed course designs for the teaching of literature in the ESL classroom with special reference to the Malaysian context. The first proposed course has been designated as "Literature in ESL in the Language Class" with special reference to the CRP, while the second course is known as "Literature in ESL in the Literature Class" with special reference to the ELEP.

The respective course designs have been largely based on the aims and objectives of the literature in ESL programmes in Malaysia (CRP and ELEP), the results of the three empirical surveys which were conducted for the purposes of this study, and the review of the literature. In addition, the researcher's five years of practical experience in working with the Teaching of English as a Second Language (TESL) pre- and in-service teacher education programme at UPM also contributes to the development of the proposed courses as a whole.

6.1 An Overview of the Curriculum Concept

The development of a course design or curriculum/syllabus is generally perceived to be concerned with objectives, content and sequence while others like Candlin and Breen seem to include instruction and methodology also (Stern 1984: 11). Stern is more concerned with the distinction between the what of curriculum (what the curriculum is like or should be like which include its content, structure, parts, and organization) and the who and how of establishing the curriculum (curriculum development, implementation, dissemination, and evaluation) and that this distinction should be made clear (Ibid.). In the analysis of curriculum, Allen highlights the relevance of six aspects of levels:

1. **Concept formation**. The level at which we establish general principles of second language education, including our concept of what constitutes L2 proficiency, and the role of language in society.

2. **Administrative decision-making**. The level at which we determine a practical course of action, given a particular set of social, political and financial constraints, thereby establishing the general objectives for an educational programme.

3. **Syllabus planning**. The level at which we define the specific objectives for a programme . . . by compiling inventories of items to be taught, planning timetables and points of contact with other subjects on the curriculum, and establishing basic principles of selection and grading.

4. **Materials design**. The level at which we create texts, games, exercises, simulations, "authentic" practice and other activites which provide the context within which teaching and learning take place.

5. **Classroom activity**. The level at which individual teacher presents, interprets, and adapts a given set of materials to fit the needs of a particular student group.

6. **Evaluation**. The point at which we establish procedures which will enable us to test the validity of our decisions at any one of the previous five levels. (1984: 61).

It is necessary to realise that the underlined factors are not necessarily restrictive or rigid in nature. More importantly, the underlying notion is not to overemphasize particular aspects. Instead, a more comprehensive and consistent effort should be undertaken in all different aspects of teaching to provide for more definitive results in the classroom.

With respect to literature teaching methodologies, the possibility that broad generalizations and universalistic models, approaches and methods of teaching literature that can apply to all situations seems unrealistic, considering the linguistically and culturally pluralistic nature of the students. The lack of common goals for the different levels of students makes this prospect even more difficult. Moreover, Strevens (1980: 37) states that methodology is "a variable whose manipulation is normally left open to the teacher, not imposed."

Strevens also stresses that "no single method can conceivably be equally suited for all values of all the variables--for all learners, of any age, regardless of aims, attitudes, of level of proficiency . . .." The student "brings to the learning/teaching process a massive contribution of his own, an active and interactive personality, energized by a profile of varied qualities and abilities that shape the way in which he learns, and that therefore help to define the teaching which will be most effective and appropriate for him" (qtd. in Strain 1986: 294).

As such, the selection of the teaching method is but one phase in the language and literature curriculum development process. Curriculum development in language and literature teaching includes the following additional procedures which have been adapted from Long:

1. **Situation analysis**, in which the parameters of a language and literature program are determined; relevant information about the learners, the teachers, constraints of time, money, and the institution defines a set of variables which can potentially play a crucial role in determining the success of any innovation in curriculum.

2. **Needs analysis**, in which the needs of the teachers and learners are assessed through such means as diagnostic tests, interviews with teachers and learners, observation, and self-reports.

3. **Task analysis**, in which the tasks the learners will ultimately have to perform are determined.

4. **Goal setting**, in which both broad and specific program objectives are identified, reflecting the learners' entry level, communicative needs, and the program constraints.

5. **Selection of learning experiences**, in which teaching activities are developed which address the objectives established in (4) and which relate to the underlying skills, strategies, and processes that learners need to acquire.

6. **Evaluation**, both formative and summative, product and process oriented. (qtd. in Richards 1984: 17)

Some of the underlined procedures in the curriculum development process which relate to the implementation of the literature in ESL programmes in Malaysia (CRP and ELEP) will be examined in detail in this study.

Eventually, the more pertinent issue is how to develop procedures and instructional objectives which will enable the programme objectives to be attained rather than a question of choosing a method. It is also interesting to note that according to Strain "a comparison of current views of Method/method/ methodology . . . from a standpoint of curriculum plan and instructional procedure demonstrates that the views are more complementary than contradictory" (1986: 287). In this respect, it is necessary to realise that it is not a question of which teaching method is better, or the best, but rather what each has to contribute to the teaching and learning process.

In relation to this overview on the development of an ideal syllabus/curriculum, equal emphasis on content and methodology should be stressed in teaching. The Malaysian English language syllabus, however, has overemphasized the importance of Communicative Language Teaching to the extent that other areas of equal importance such as reading are being neglected. Of late, this state of neglect is being recognised and positive developments are being pursued to complement the English syllabus with two literature in ESL programmes at the secondary level.

In recent years, the integration of literature in language programmes is beginning to be realised as a positive undertaking in the ESL curriculum. This is especially the case in the Malaysian situation through the introduction of the Class Reader Programme (CRP) for the secondary level and the impending Elective Literature in English Programme (ELEP) for the upper secondary level.

In view of these recent developments in language and literature teaching in Malaysia, there is an increasing need to establish courses in the teaching of literature in ESL at the secondary level for the teacher education programmes. Appropriately, this pertinent issue needs immediate attention which is precisely what this study sets out to undertake: firstly, by establishing the need for such teaching literature in ESL courses in the Malaysian situation; and secondly, by proposing two viable course designs that complement the recently established literature in ESL teaching programmes (CRP and ELEP). One of the fundamental goals of such courses is to clarify the need for teaching and learning literature in ESL

besides improving a student's ability to use English.

The proposed course designs have been particularly formulated for the pre- and in-service teacher education programmes in Malaysia especially at Universiti Pertanian Malaysia (UPM). The effectiveness of the recommended courses, however, may depend on the considerations presented in the following section.

6.2 Guiding Principles and Procedures

This section deals with the main guidelines which are crucial to the implementation of the proposed courses in this study. It should be noted that the guiding principles and procedures delineated here are mainly based on the researcher's five years of practical experience in working with the TESL pre- and in-service teacher education programme at UPM.

The classroom and teacher education philosophies which prevail in the proposed courses take into consideration the following references: (1) general aim of the proposed courses; (2) progressive modification; (3) complementary courses; (4) integration of effort; (5) flexibility; (6) continuous feedback; (7) variety of teaching strategies; (8) project and workshop-centred for course participants; (9) development of literary skills through activities and exercises; (10) student-centred and activity-based language teaching strategies for students; (11) seminars; and (12) coordination of planning.

1. General aim of the proposed courses

The underlying aim of the two proposed courses is to prepare teachers of English language and literature in Malaysia for the task of implementing the CRP and the ELEP effectively. However, this commitment does not necessarily guarantee or suggest that the course participants could implement the literature in ESL programmes immediately after graduating from such courses or in any other equivalent teacher education programmes. It would be presumptuous to do so as the desirable outcome of any classroom teaching is influenced by myriads of variables.

Nevertheless, the proposed courses could increase the participants' awareness of the importance of language and literary studies in the Malaysian schools. The exposure to sensitivity exercises and seminars in learning about using literature in ESL can also help the course participants to become more aware of the ways in which to make literature accessible and enjoyable to students. Ultimately, it is hoped that the course participants will learn to overcome the fear of using literature in the ESL classroom and construct authentic literary materials for students' use and appreciation.

2. Progressive modification

The course designs proposed in this study reflect a primary attempt to address the absence of methodology courses in the teaching of literature in ESL in the Malaysian teacher education curriculum. Consequently, it would be fair to acknowledge that the designs for the proposed courses may not be definitive. There is still a need to establish a continuing process for evaluating and reconsidering the courses as a whole in relation to the requirements of the English syllabus as the courses progress from time to time.

This regular course evaluation exercise is essential in order to update the course materials and presentation. More importantly, it is to maintain the effectiveness and validity of the proposed courses in preparing the pre- and in-service teachers for the literature in ESL programmes. Specifically, this reviewing process may consider a detailed analysis of the proposed course components, course contents, and teaching strategies employed.

3. Complementary courses

It must be stressed that the proposed courses, "Literature in ESL in the Language Class" and "Literature in ESL in the Literature Class," should be regarded as complementary rather than as separate entities. Ideally, the "Literature in ESL in the Language Class" course should be considered as

the pre-requisite for the "Literature in ESL in the Literature Class" course. Therefore, it is highly recommended that the TESL pre- and in-service teachers at UPM enroll in both courses. This is to ensure that the participants of these two courses are better prepared for the literature in ESL programmes in Malaysia, particularly the CRP and the ELEP, at the secondary level.

4. Integration of effort

It is also worth pointing out that there could be more than one tutor for each course. In this respect, it seems doubtful that any single tutor could coordinate each course effectively. This is especially due to the different areas of expertise involved in the proposed courses which include: Material selection and adaptation; Selecting and designing activities; Teaching strategies for developing language and literary skills with special emphasis on reading development; Developing literary skills; Literary stylistics; Testing in literature; and A survey of approaches to teaching literature. Ideally, experts should be responsible for the respective proposed course components. As such, during the initial stages of the courses, experienced tutors from other institutions may be invited to undertake the teaching units concerned.

Another important consideration is for all the course tutors to be constantly aware of each other's contribution to the course. The role of each tutor must be made clear during the planning stages in relation to the contributions of others. The outcome of such an attempt to integrate all efforts and principle and practice involved would inevitably lead to a more coherent interrelationships and presentation while preventing any confusions.

5. Flexibility

Although the basic scheme of work for each of the proposed courses has been developed and is readily available (see Chapters Six and Seven), the tutor(s) must be allowed ample room for manoeuvre in order to accommodate the immediate needs that might arise during the course of

instruction. In this situation, flexibility in the programme and schedule arrangement should be exercised discreetly by the tutor(s) concerned in the pursuit of the desired outcome.

6. Continuous feedback

In the process of upgrading the standard and requirements of the courses, formal feedback sessions in which course participants are encouraged to participate in a consultation exercise should be designated. As a starting point, the course participants' expectations for the course could be obtained in the beginning of the course. In this case, the course participants could be asked to respond to the following question, "What do you hope to learn or gain from this course?"

In addition, it is highly recommended that a comprehensive questionnaire on the effectiveness of all the distinct aspects of the course be administered at the end of each semester. Wherever practicable, the feedback could prove to be useful and could be taken into consideration in the process of improving the course in the future. Under the circumstances, however, the tutor(s) of the course in question must adopt a pro-active role rather than be reactive.

7. Variety of teaching strategy

It is unlikely that a single teaching procedure could accommodate the broad spectrum of subject matter and the diverse demands from the course participants. It is believed that many will benefit from a variety of teaching strategies. In view of this legitimate prospect, a combination of teaching procedures which include lectures, demonstrations, using recorded materials (audio and visual), discussion groups, workshop sessions, group projects, guest speakers, and peer-teaching are being adopted.

8. Project and workshop-centred for course participants

The positive values of efforts involving projects (such as teaching package and peer-teaching) and workshops are emphasized in both courses. The obvious benefits of these undertakings include the following: (1) to provide practical experience and confidence in the process of selecting, adapting, and designing materials and activities as a usable resource for the literature in ESL classroom use; (2) to discuss and to achieve a better understanding of any potential problems, interest, or related issues regarding the use of literature in ESL instruction; and (3) to reduce the individual course participant's workload.

9. Developing literary skills

The introduction of literary elements and the development of literary skills as a whole through language and literature teaching is one of the underlying aims of the CRP and the ELEP. In this respect, literary skills may refer to the following concerns: literary forms, literary types, elements of literature, and styles and devices. As such, the idea of introducing literary skills to most secondary school students in Malaysia who presently have little or no knowledge of the basic literary terms such as plot, characters, setting, and theme is in line with the present requirements which have been stipulated by the Ministry of Education, Malaysia. Essentially, this is seen as a fundamental move in an effort to promote the gradual introduction of literature in ESL at the secondary level.

In relation to this effort, it is necessary to adopt an integrated language and literary curriculum from the start. In addition, activities and exercises that could introduce basic literary elements, directly or indirectly, in the classroom must be considered. In turn, it is hoped that this effort could lead to future developments of greater literary awareness at the upper secondary level.

However, it must be noted that the exposure to literary terms does not necessarily indicate a literary competence. Nevertheless, this initial effort should be able to provide the basic foundation to greater literary awareness as the students progress to undertake more complex inferences

in literary works.

10. Student-centred and activity-based language teaching strategies

Malaysian secondary school students have long been subjected to traditional teaching methods (see section 2.2.4 Teacher Roles). Over the years, students are required to be dormant and passive receptors in the classroom. It was acceptable for teachers to be authoritarian, dominant, and rigid while students had been expected to react to instructions given. Seemingly, this type of approach to classroom teaching hardly provides any genuine opportunities to develop students' reactions or interests in a subject matter in the classroom.

In this case, the inherent value of group work should be considered by teachers in the process of introducing literary work to the students. According to Francis (1988: 27), by a consistent use of group work in the literature lesson:

    a. the individual student's workload can be reduced, since work is divided;

    b. the foreign language will be practised a good deal more, and this in turn will lead to an improvement in students' performance in both written and spoken forms of the language;

    c. students will come to a better understanding of the literature if they work together to analyse it.

As such, it is felt that student-centred and activity-oriented teaching strategies would allow the students to be confident, involved and participate in the classroom activities and exercises. Furthermore, there are opportunities for students to respond actively to the lesson rather than be passive listeners. The whole class then would be able to express personal opinions in addition to the desired responses.

Apart from that, teachers would begin to recognise the value of students' feedback and to react accordingly. This is crucial in order to stimulate and develop the students' reactions and interests towards the

teaching objectives. In relation to all this, a better learning environment whereby the student's response is encouraged and valued could be fostered.

11. Seminar

The idea of having a national or an international seminar on the teaching of literature in ESL organized by the course participants at the end of the semester may prove to be a constructive arrangement. This culmination exercise must be collectively sponsored by UPM, the Ministry of Education and other integral bodies such as the British Council.

The Ministry of Education did hold a number of seminars related to the classroom implementation of the CRP and ELEP which involved experts from abroad. Despite this effort, only selected key personnel had the opportunity of attending such rare meetings for the priviledged few. In response to this inadequacy, it would be of great benefit if the course participants could be given equal responsibility in organizing such professional activities at a manageable level.

Under the present circumstances, the notion of organizing such symposia does not seem to be impossible and could bear some serious consideration. Besides acquiring the practical experience of organizing a conference, the course participants will also have the opportunity to meet other individuals who are interested in the subject area and exchange ideas pertaining to related issues. It is hoped that the practical implications from this worthwhile effort will result in greater awareness of the issues, latest developments, and achievements in the field of literature in ESL instruction.

12. Coordination of planning

It is fundamental that there should be genuine attempts by the academic spheres directly involved in the implementation of the CRP and the ELEP in Malaysia to coordinate all efforts. In the process of developing a language programme "curriculum developers need to take account of and

respond to data coming from classroom researchers, second language acquisition researchers, test and evaluation specialists, funding authorities, learners, teachers . . ." (Nunan 1989: 10).

Under the present circumstances, there is still a great need for all educational authorities in Malaysia which include the curriculum development centre, the schools division, the education faculties at the local universities, and teacher training colleges to work together as a unit in order to ensure the success of the programmes being carried out. The top-down and fully centralized curricula approaches to language programme development which prevail in Malaysia may cause significant problems at the implementation level involving teachers in schools. According to Candlin, the syllabus "becomes a dynamic and negotiated concept rather than one which is static and imposed" when it is geared towards the learners and teachers rather than satisfying the frame of reference of its developers (1984: 33).

A case study conducted by Nunan (1989) entitled "Toward a collaborative approach to curriculum development" revealed that the reasons for lack of curriculum continuity include: lack of curriculum guidelines or models; the philosophy and nature of the programme; lack of skills or experience on the part of the teachers; lack of time for consultation and communication; lack of appropriate administrative support; lack of support resources; lack of appropriate teaching materials; and lack of information and induction for new teachers (p. 12).

It is apparent that most of these problems could be solved if positive measures are undertaken to integrate all efforts. As an initial step, it would be best if all parties concerned meet and discuss the aims and procedures involved in the teaching of literature in ESL programmes in Malaysia.

6.3 "Literature in ESL in the Language Class" Course with Special Reference to the Class Reader Programme (CRP)

Traditionally, English language teaching programmes and literary studies have always been viewed as two separate entities. As such, the language teacher would not be necessarily inclined to exploit the potential of literature for further educational enrichment. At the same instance, the literature teacher would not be particularly sensitive to the diverse meanings and structural variations of the language. Ideally, a teacher of language should also be a teacher of literature and vice versa. In reality, the two functions are inseparable.

The suggested components for this particular course were decided upon according to the following important considerations: (1) the aims of the CRP; (2) the results of the empirical surveys conducted on the UPM TESL in-service teachers at UPM and English language teachers in selected schools; and (3) the researcher's five years of practical experience in working with the TESL pre- and in-service teacher education programme at UPM.

The following proposed introductory course in integrated language and literary studies is specifically formulated for the purposes underlined in the CRP. With regard to this, the primary concern of this course is to complement the CRP which has been developed by the Ministry of Education. Basically, it serves as a preparatory course related to the teaching of language and literature at the secondary level (Forms One-Five) for the pre- and in-service teacher education programme particularly at UPM. The period of instruction for the underlined course is expected to be one semester.

6.3.1 Aims of the proposed course

The following list serves to suggest the major aims of the "Literature in ESL in the Language Class" course:

- to establish and encourage links between language and literary studies in the Malaysian context;

- to provide an awareness on how to select, adapt, and design teaching materials in relation to the CRP for classroom use;
- to cultivate the use of student-centred activities that promote the integration of language and literary studies; and
- to promote the use of language-based teaching strategies with special emphasis on reading development in the teaching of literature in ESL

6.3.2 Course components

The underlined course components for this proposed course include the following topics: (1) Introduction; (2) Material selection and adaptation; (3) Selecting and designing activities; and (4) Teaching strategies for developing language and literary skills with special emphasis on reading development. Throughout the semester, these course components will be implemented accordingly.

The respective aims of each of the course components for the "Literature in ESL in the Language Class" course include:

Material selection and adaptation

- to expose the course participants to the guiding principles in material selection and adaptation;

Selecting and designing activities

- to highlight student-centred activities that promote the integration of language and literary studies;

Teaching strategies for developing language and literary skills with special emphasis on reading development

- to survey and devise practical language-based teaching strategies for developing language and literary skills in the teaching of literature in ESL;

- to relate to findings from research studies into the teaching of reading for non-native readers.

The following figure illustrates the course components for the "Literature in ESL in the Language Class" course with special reference to the CRP:

Figure 1

"Literature in ESL in the Language Class" Course with Special Reference to the CRP

Teaching Strategies for Developing Language and Literary Skills with Special Emphasis on Reading Development
(Teaching Package Project)

|
|

Class Reader Programme
(Literary Texts)

/ \
/ \

Selecting and
Designing Activities

Material Selection
and Adaptation

6.3.3 Implementation Guidelines for the "Literature in ESL in the Language Class" Course

This section is an attempt to highlight the specific undertakings within the course programme and schedule. Evidently, this concerns the practical implementation of the coursework. In doing so, all the relevant aspects of the course which include the semester system, course participants, workshop sessions, teaching package project, guest speakers, and assessment procedures are explored.

1. Course participants

The participants for this course include the pre- and in-service English language teachers from primary and secondary schools throughout Malaysia. Under the circumstances, pre-service teachers who had attended a two-year TESL matriculation programme conducted at UPM should be given priority to enroll in this course.

As this course is most likely to be offered in the elective minor in literature programme and not in the TESL major programme, the number of participants is expected to be between forty and fifty. However, there have been indications that this course could be considered as one of the courses in the TESL major programme if there is an increasing need.

2. Semester system

It is necessary to note that UPM operates on the semester system. As such, there are fourteen teaching weeks in one semester. Since this is a three credit hour course, there will be at least forty-two contact hours in one semester.

3. Workshop

It is the nature of this course that the participants are made to participate actively at every opportunity. Invariably, each lecture and discussion period is followed by a workshop. In order to facilitate the process of instruction, the course participants are to be divided into groups of three or four for the workshop session. It is essential that the members of each group be able to communicate and coordinate every effort in the process of working towards a task. This is largely due to the fact that some of the group efforts will be assessed and that the group members are not allowed to change groups during the semester under normal circumstances.

The duration of each workshop session varies between two and four hours depending on the tasks that had to be realised. It is possible to distribute the frequency of these meetings over several days. Nevertheless, it would be more appropriate to decide on the actual duration and frequency of the workshop sessions in relation to the immediate needs of each situation. Flexibility in this matter should be exercised accordingly in order to achieve the desired results.

4. Teaching package project

This particular project requires each group of between three and four course participants to produce a compilation of fifteen student-centred activities. In order to ensure that there is ample time for the participants of this course to complete the required task, it is expected to be due at the end of the semester.

The rationale for this groupwork is to provide the course participants with an opportunity to design appropriate activities that could be readily applied in the ESL classroom. Moreover, the compilation of the completed teaching files would especially serve as a vast resource of practical ideas. It is imperative that the activities are designed to promote the integration of language and literature learning through the use of literary materials.

Essentially, the prepared activities must attempt to expose students to basic literary elements through language-based exercises. In this case, the general guidelines for writing teaching files stipulated by the Schools Division, Ministry of Education are applicable. As a guideline for this assignment, it is best to include the following points in the process of defining each activity: language and literary aim, proficiency level, time allocation, set induction, teaching materials and aids, in-class activity, conclusion and consolidation.

It is hoped that there will be a continuous effort to compile the teaching packages produced at the end of each semester by different groups of course participants into several volumes. These compilations should be retained at the resource centre in the department or the university library for further reference.

5. Guest speakers

There will be a review and consolidation period towards the end of the course. It is during this period that professional guest speakers, from local institutions and abroad, will be invited to conduct seminars on related topics in the field of literature in ESL instruction. Nevertheless, the seminars must make specific references to the teaching of literature situation in the Malaysian education scene. It is hoped that the outcome of such undertakings would directly benefit the course participants in terms of keeping abreast with the latest developments and issues in the profession.

6. Assessment

It must be noted that the assessment procedure for this course must observe the guidelines prepared by the UPM Board of Examination. Specifically, during the course of the semester, there should be a number of quizzes, a term project, and a compulsory final examination except in special circumstances where continuous assessment had to be administered. However, in such cases, the prior approval from the University must be ascertained. The allocation of marks, in terms of percentages, for this course could be illustrated as follows:

Quizzes: 2 x @10% =	20%
Teaching package:	30%
Assignments:	20%
Final examination:	30%

Total:	100%

Table 11 illustrates the scheme of work for the proposed "Literature in ESL in the Language Class" course:

Table 11

6.3.4 Basic Scheme for the "Literature in ESL in the Language Class" Course

Course Content	Teaching Strategy	Assignment/Workshop	Contact Hours

1. Introduction (Week 1 - 3)

What is literature? Literature: A broader definition	Lecture Discussion	Each group is to submit at least three critical reviews of articles on the possible definitions of literature (handout on references related to this take away assignment)	2
The role of literature in ESL instruction	Lecture Discussion	Provide rationale for using literature in the ESL classroom in relation to the Malaysian context	1
Objectives of CRP	Lecture		1

Table 11--Continued

Course Content	Teaching Strategy	Assignment/Workshop	Contact Hours
Survey of class readers Survey of teaching files	Workshop	Each group is to provide descriptions and comments on three class readers and teaching files produce by the Education Ministry (the class readers and teaching files will be made available during workshop)	3

2. Material selection
   and adaptation
   (Week 3 - 6)

Principles for selecting, adapting, and designing teaching materials: include considerations for language, cultural, and student factors (proficiency, age, interest, etc.)	Lecture Discussion	Examine the guide to selecting class readers for the CRP produced by the Education Ministry (handout)	3
Develop usable teaching materials	Workshop Discussion	Exercises in selecting and adapting appropriate teaching materials: Determine the readability level of texts (through instructor judgement or differential scale, cloze procedure, readability formulae)	5

Table 11--Continued

Course Content	Teaching Strategy	Assignment/Workshop	Contact Hours
		Classify different reading materials for individual classroom needs (according to students' interest, language proficiency level; sentence structure of text, content, vocabulary, etc.)	
Quiz 1			1
3. Selecting and designing activities (Week 6 - 8)			
Criteria for selecting and designing activities	Lecture Discussion	Provide a list of ESL groupwork techniques which can be adapted for the literature in ESL classroom use	2
Highlight the importance of rationale for all suggested activities	Workshop Discussion	Practice exercises in formulating appropriate rationales in the process of designing relevant and practical activities for classroom use	2

Table 11--Continued

Course Content	Teaching Strategy	Assignment/Workshop	Contact Hours
Possibilities of presenting the text in various ways to provide variety and to suit the teaching situation	Workshop Discussion	Examine and provide a detailed analysis on how to manipulate the activities in the teaching files to suit different sets of students	4
4. Teaching strategies for developing language and literary skills with special emphasis on reading development (Week 9 - 13)			
The significance of integrated language and literary approach for the CRP	Lecture Discussion	Discuss and provide a list of the advantages and the disadvantages (if any) of using literary texts for language development purposes in relation to the Malaysian context (may refer to McKay's article on using literature in the ESL classroom)	2
Some concepts on the organization of texts (cohesive devices, word relationships)	Lecture Discussion		1

Table 11--Continued

Course Content	Teaching Strategy	Assignment/Workshop	Contact Hours
Reading and thinking	Lecture Workshop Discussion	Practice exercises in using clues such as headings, layout, repetitions, and text-organisation to predict meaning and content	2
Approaches to reading (skimming, scanning, intensive and extensive reading)	Lecture Discussion	Brief practice sessions on the application of techniques of skimming and scanning	1
Review research studies on the teaching of reading especially to non-native speakers of English (may include Atan bin Long's "Survey of the Reading Habits and interests of Malaysian People (1984) and Cooper's (1984) study at the University of Malaya	Workshop Discussion	Relate the findings of these studies to the Malaysian context. In the process, identify problem areas and then propose viable means to overcome the obstacles	3

Table 11--Continued

Course Content	Teaching Strategy	Assignment/Workshop	Contact Hours
A general survey of language-based teaching strategies for using literature in the ESL classroom (e.g. forum, scenario, prediction, cloze-procedure, etc., as demonstrated in Chapter Eight)	Workshop Discussion	Formulate a synthesis of practical, learner-centred, language and activity-based teaching strategies for literature in ESL that promote literary experience through the use of poetry, drama, short stories, and class readers (preparation for group project on teaching package)	5
Quiz 2			1

5. Review and consolidation (Week 14)

Professional guest speakers from local and abroad, if possible, will be invited.			2
Review session and closure			1
		Group project on teaching package due	

6.4 "Literature in ESL in the Literature Class" Course with Special Reference to the Elective Literature in English Programme (ELEP)

The recommended course components for this course had been decided upon after careful considerations had been given to the following sources: (1) the objectives of the ELEP; (2) the results of the empirical surveys conducted on the UPM TESL in-service teachers at UPM and the English language teachers in selected schools; and (3) the researcher's five years of practical experience in working with the TESL pre- and in-service teacher education programme at UPM.

Ideally, the following proposed course design for the upper secondary level (Forms Four-Five) should serve as a continuing course for the pre- and in-service teachers who had enrolled in the proposed "Literature in ESL in the Language Class" course.

6.4.1 Aims of the proposed course

The main aims of the "Literature in ESL in the Literature Class" course are:

- to promote the use of literary activities and exercises that could develop students' literary skills as reflected in the objectives of the ELEP;
- to provide an exposure to the linguistic study of literary texts;
- to establish the basic principles for examination questions in literature in ESL with separate references to the traditional and language-based approaches;
- to provide an awareness of various approaches to teaching literature.

6.4.2 Course components

The selected course components for the "Literature in ESL in the Literature Class" course include the following: (1) Introduction; (2) Developing literary skills; (3) Literary stylistics; (4) Testing in literature; and (5) A survey of approaches to teaching literature.

The respective aims of each of the course components for this particular course are as follows:

Developing literary skills

- to extrapolate on what constitutes literary skills;
- to synthesize and adapt various literary activities and exercises for individual classroom needs.

Literary stylistics

- to clarify the need for a linguistic study of literary texts;
- to develop a systematic awareness towards interpretating literary texts.

Testing in literature

- to offer some guidelines in devising examinations of poetry, prose, and drama;
- to explore the nature of the traditional and language-based approaches to literature in ESL test-types.

A survey of approaches to teaching literature

- to provide an awareness of the various approaches to the teaching of literature;
- to provide course participants an opportunity to present selected teaching approaches through the peer-teaching project.

The following figure illustrates the course components for the "Literature in ESL in the Literature Class" course with special reference to the ELEP:

Figure 2

"Literature in ESL in the Literature Class" Course with Special Reference to the ELEP

A Survey of Approaches   Developing Literary Skills
(Peer-Teaching Project)

\   /
\   /

Elective Literature in English Programme
(Literary Texts)

/   \
/   \

Literary Stylistics   Testing in Literature
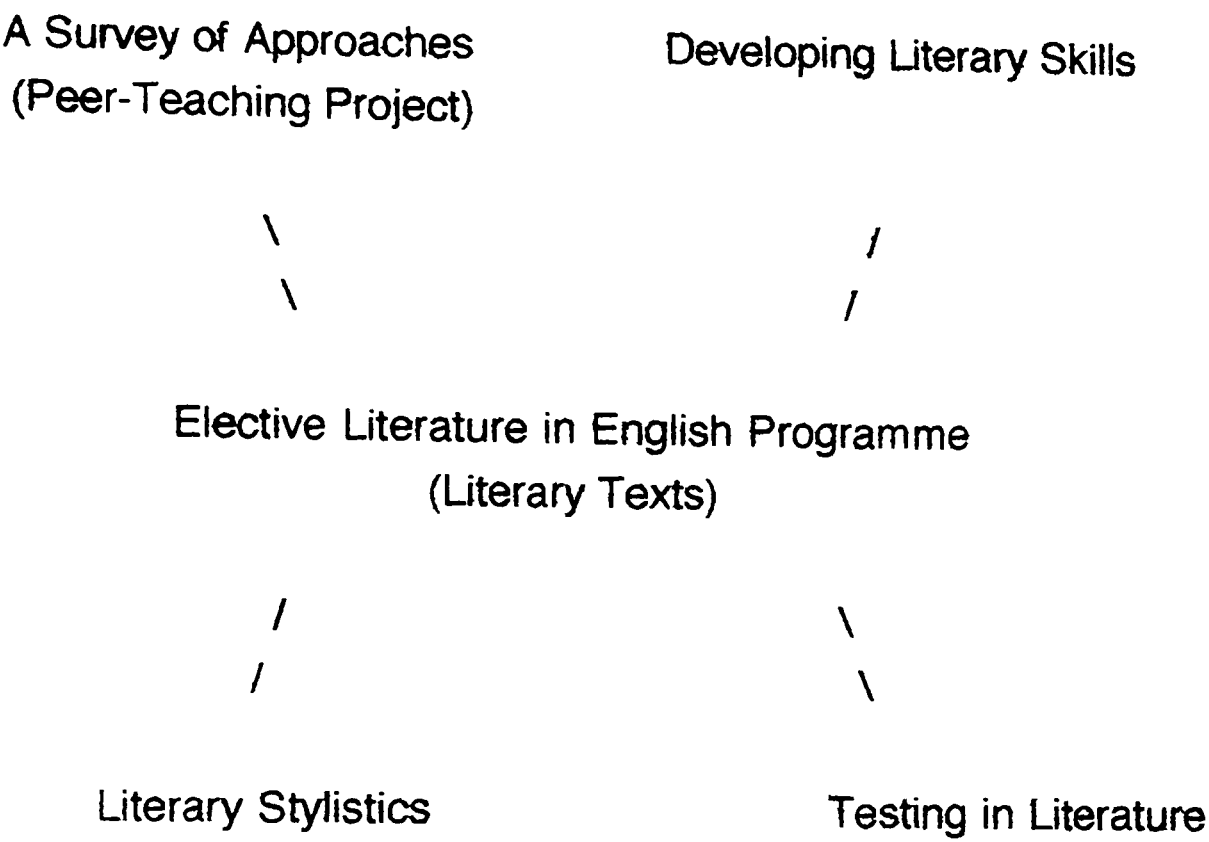
6.4.3 Implementation Guidelines for "Literature in ESL in the Literature Class" Course

The following section underlines a detailed description of the related aspects involving the course programme and schedule. In relation to this, it must be noted that some of the circumstances for this proposed course remain similar to the "Literature in ESL in the Language Class" course. This particularly includes the semester system, course participants, and guest speakers. Although the workshop sessions operate on the same level as before, the specific requirements differ in relation to the assigned tasks. In this case, the peer-teaching project and assessment procedures need further clarifications.

1. Peer-group teaching project

Initially, each group of three to four course participants is to plan a specific lesson with a literary aim by using a selected class reader as the text. Ideally, every member in each group should be given the chance to demonstrate the prepared lesson. As it is not possible or even necessary for everyone to make a presentation of the prepared lesson in this project, it is sufficient for each group to nominate the best presenter to demonstrate the lesson which will be recorded on video. The fundamental point is for everyone to understand the principles at work during each presentation.

The recorded presentations are to be retained at the media section of the library and will be available for viewing. Additional procurements of these recorded demonstrations can be established as the project progresses throughout the semesters. It is hoped that this effort will bring about a notable collection of authentic classroom practices which are accessible to future course participants.

A thirty-minute presentation period is expected to be allocated to each group. Since the allotted time for this project is about nine hours, there should be enough time for at least eighteen presentations depending on the actual number of course participants. If necessary, additional time period could be allotted for the discussion sessions if there are fewer groups.

It is hoped that this kind of approach to the peer-teaching project will cause the participants to be highly motivated to present a noteworthy performance. At the same time, every participant will be directly involved with the actual lesson planning process. The other groups will also have the opportunity to observe and note the strong points as well as the shortcomings of each presentation. In the process of doing so, standard peer-teaching analysis forms will be distributed for each group to complete. Ideally, this is to be done after each group has the opportunity to view the video recordings of each presentation and ensued by further deliberations.

The items that each group has to address on the analysis of peer-teaching form may include: the aims of the lesson, teaching strategies, set induction, teaching materials and aids, teacher image or poise, voice projection, conclusion and consolidation.

2. Assessment

It is important to note that the assessment procedure underlined for this course must be within the guidelines which had been stipulated by the UPM Board of Examination. With respect to this, the conditions of the assessment procedure remain the same as those which had been mentioned in the preceding section. The allocation of marks, in terms of percentages, for this course could be summarized as follows:

Quizzes: 2 x @10% =	20%
Peer-teaching project:	30%
Assignments:	20%
Final examination:	30%

Total:	100%

Table 12 presents the basic scheme for the proposed "Literature in ESL in the Literature Class" course which essentially underlines the programme schedule and possible topics for discussion in th process of implementing the course:

Table 12

6.4.4 Basic Scheme for the "Literature in ESL in the Literature Class" Course

Course Content	Teaching Strategy	Assignment/Workshop	Contact Hours

1. Introduction (Week 1 - 2)

Course Content	Teaching Strategy	Assignment/Workshop	Contact Hours
Objectives of ELEP What is literature? Literature: A broader definition	Lecture Discussion	Handouts on reading materials related to these topics	2
Language and literariness	Lecture Workshop Discussion	Discuss what constitutes "literary language" (if possible) and literariness in language use; compare a literary text with a non- literary text (focus on characteristics of "literary language")	2

2. Developing Literary Skills (Week 2 - 4)

Course Content	Teaching Strategy	Assignment/Workshop	Contact Hours
What constitutes literary skills?	Lecture Workshop Discussion	Provide a general description of literary forms, literary types, elements of literature, styles and devices	2

Table 12--Continued

Course Content	Teaching Strategy	Assignment/Workshop	Contact Hours
A survey of literary activities and exercises	Lecture Workshop Discussion	Each group is to provide sample lesson plans of literary activities and exercises emphasizing certain literary skills or qualities (may refer to practical, comparative, and analytic teaching strategies to literary development)	3
Quiz 1			1

3. Literary stylistics (Week 4 - 6)

What is stylistics? ("the study of literary discourse from a linguistics orientation" Widdowson (1975: 3))	Lecture Discussion		1
The relevance of stylistic analysis	Lecture Workshop Discussion	Discuss how stylistics relate to the study of English language and literature	2
Why stylistics? (to understand the meaningful relationship between language and literature)	Workshop Discussion	Practice exercises in literary understanding through stylistic analysis of literary texts	3

Table 12--Continued

Course Content	Teaching Strategy	Assignment/Workshop	Contact Hours

4. Testing in literature (Week 6 - 8)

Course Content	Teaching Strategy	Assignment/Workshop	Contact Hours
Basic skills to interpreting literature	Lecture Discussion		1
Explore the nature of traditional/conventional and language-based approaches to literature in EFL/ESL test-types	Lecture Workshop Discussion	Review and analysis of previous literature examination questions at the SPM (Form Five) level	2
Principles in devising examinations of poetry, prose, and drama	Lecture Workshop Discussion	Establish the basic principles in devising literature in ESL exam questions with separate references to traditional and language-based approaches in relation to classroom practice and teaching syllabus	2
	Workshop Discussion	Develop sample test questions in literature in ESL for the classroom in relation to the ELEP	2

5. A survey of approaches (Week 8 - 10)

Table 12--Continued

Course Content	Teaching Strategy	Assignment/Workshop	Contact Hours
A general survey of approaches to literature (e.g. formalist, reader response, literary history, biographical, etc., as presented in Chapter 2)	Lecture Discussion		3
	Workshop Discussion	Each group is to prepare sample lesson plans of selected approaches (preparation for peer-teaching project)	3
Quiz 2			1

5. Peer-teaching project (Week 11 -13)

Demonstrations of prepared lessons through selected teaching strategies by groups of three or four course participants (all presentations will be recorded and discussed accordingly)   9

6. Review and consolidation (Week 14)

Professional guest speakers from local and abroad, if possible, will be invited   2

Review session and closure   1

6.5 Conclusion

With regard to the underlined proposed courses, ideally, the teaching or course syllabus should develop "into a document sufficiently clear and structured to provide a crutch for the untrained or inexperienced teacher, and sufficiently realistic and flexible not to inhibit the professionally committed, fully experienced and imaginative" (Brumfit 1984: 79). The underlying concern is that "a syllabus should generate a whole range of different methodological possibilities, and different types of material to work from" (Ibid.).

It is also imperative to note that "a syllabus is no more (and no less) than a specification of what can, and should be thought out clearly ahead of time . . . we must have a starting point for negotiation" (Ibid.: 81). With regard to this view, the proposed course designs presented in this chapter is indicative of an initial and genuine effort towards the establishment of pre- and in-service training and development courses for the teaching of literature in ESL in the Malaysian context. It is therefore necessary to realise that the underlined syllabuses for the proposed courses will be limited by administrative and other constraints. The same reference could also be made to any other syllabuses. More importantly, a training course:

> can do nothing but familiarise participants with certain
> essential theoretical works, certain widely used materials and
> aids, methodology (via demonstration) and practice of
> methods which are both increasing in use and not obviously
> unsuitable for the participant's own teaching situation. It is for
> the teacher in the actual learning situation to analyse all the
> details of the problems involved, to organise his ideas, and to
> make responsible decisions in choosing whatever method or
> technique best suits the circumstances, the students'
> requirement, the learning objectives, and his own abilities as
> a teacher. (Newland 1986: 105-106)

Nevertheless, the availability of such a "practical document" provides opportunities for future debate and consequent improvements. It is hoped that along with the introduction of these proposed courses in the pre- and in-service teacher education programme at UPM, the need for better trained and informed teachers to teach the literature in ESL component in the English syllabus and also the importance of literary studies in the ESL classroom will be recognized and catered for.

6.6 Summary

In this chapter, the development of two proposed course designs for the teaching of literature in the ESL classroom with special reference to the Malaysian context ("Literature in ESL in the Language Class" with special reference to the CRP; and "Literature in ESL in the Literature Class" with special reference to the ELEP) which include the basic principles, schemes and implementation guidelines for the proposed courses have been described.

The respective course designs have been largely based on the following factors: (1) aims and objectives of the literature in ESL programmes in Malaysia (CRP and ELEP); (2) the results of the three empirical surveys which were conducted for the purposes of this study; (3) the review of the literature; and (4) the researcher's five years of practical experience in working with the Teaching of English as a Second Language (TESL) pre- and in-service teacher education programme at UPM.

The proposed course designs have been particularly formulated for the pre- and in-service teacher training and development programmes in Malaysia especially at Universiti Pertanian Malaysia (UPM). It is imperative for the course tutors and participants alike to be able to relate to the relationship between the basic principles underlining the course designs and the practical implementation process.

The following chapter, Chapter Seven, will underline the general contents for the proposed courses. Possible topics for deliberation throughout the semester for the proposed "Literature in ESL in the Language Class" Course with Special Reference to the Class Reader Programme (CRP) will be incorporated in the following course components: (1) Introduction; (2) Material selection and adaptation; (3) Selecting and designing activities; and (4) Teaching strategies for developing language and literary skills with special emphasis on reading development.

Plausible subjects for discussion throughout the semester for the "Literature in ESL in the Literature Class" course with special reference to the Elective Literature in English Programme (ELEP) course will be incorporated in the following course components: (1) Introduction;

(2) Developing literary skills; (3) Literary stylistics; (4) Testing in literature; and (5) A survey of approaches to teaching literature.

CHAPTER SEVEN

GENERAL CONTENTS FOR THE PROPOSED COURSES

This chapter attempts to highlight the possible topics that could be considered for discussion and further exploration for each of the stipulated course components in the proposed courses that had been described in Chapter Six. The suggested areas, however, may not necessarily be definitive and are subject to regular reviews and reconsiderations depending upon the immediate needs and concerns particularly in relation to the English teaching programmes in Malaysia. This is especially the case with the Elective Literature in English Programme (ELEP) which is still in the planning stages and has yet to be introduced in the near future.

The continuous process of course evaluation is deemed necessary in order to update the course materials and implementation procedures and to maintain the validity and effectiveness of the proposed courses in preparing the pre- and in-service teachers for the various tasks involved in the implementation of the literature in ESL programmes in Malaysia. Nevertheless, the course components and general course contents outlined here may prove to be a viable starting point for the proposed courses.

7.1 General Contents for the "Literature in ESL in the Language Class" Course with Special Reference to the Class Reader Programme (CRP)

This section presents the possible topics which could be considered for deliberation for the proposed course throughout the semester under the following course components: (1) Introduction; (2) Material selection and adaptation; (3) Selecting and designing activities; and (4) Teaching strategies for developing language and literary skills with special emphasis on reading development.

7.1.1 Introduction

The introductory sessions involve lectures, discussions, and workshops on the following topics:

7.1.1.1 What is literature?

7.1.1.2 Literature: A broader definition

7.1.1.3 The role of literature in ESL

7.1.1.4 General procedures and aims of the CRP

7.1.1.5 A survey of recommended class readers (literary texts)

7.1.1.6 A survey of teaching files for the class readers

An elaborate discussion of the first three topics which relate to what constitutes literature and also the role of literature in ESL had been presented in Chapter Two (see sections 2.1.2 and 2.1.6). The following discussion will then elaborate on the General procedures and the aims of the CRP (section 7.1.1.4); A survey of the recommended class readers (literary texts) (section 7.1.1.5); and A survey of the teaching files that accompanied the class readers (section 7.1.1.6).

7.1.1.4. General Procedures and Aims of the CRP

Since this course serves to complement the CRP, the general procedures and aims of the programme as had been set by the Ministry of Education recently should be clarified first. In its initial effort to introduce literature as a component in the English language syllabus at the secondary level in Malaysia, the Ministry of Education embarked on the CRP. During the trial or pilot stage, only the Form One students from twenty percent of the secondary schools in each of the thirteen states in Malaysia (except Perlis where all the sixteen secondary schools were involved) were included in the programme in 1989. Following that, the programme was implemented at the Form One level in all secondary schools beginning from the 1989 academic year. Eventually, it is expected to be fully operational at all secondary levels (Forms One-Five) in all schools by 1994.

Presently, one of the five forty minute English language periods per week is allocated to the CRP. The students in each class are divided into three language ability levels: (1) Low English Proficiency (LEP); (2) Some English Proficiency (SEP); and (3) English Proficiency (EP). Each set of students will have one school term to analyze one class reader. In most cases, the class readers are simplified literary texts. This means that each student should have the opportunity to read at least three books in one year. However, it is necessary to mention that the CRP is designed to motivate students to read the class readers at home. Whenever possible, the students are encouraged to read other related reading materials as well.

The four main aims of the CRP as indicated in the teaching files include:

- to expose students to material written in English;
- to motivate students to read and inculcate in them the reading habit;
- to help students increase their language proficiency through teaching materials that can enrich and consolidate learning; and
- to introduce the elements of literature into language teaching.

7.1.1.5 A Survey of the Recommended Class Readers (Literary Texts)

The class readers being used in the classroom for the CRP are prescribed by the Ministry of Education. It seems that each class reader is graded and is suitable for the intended readers. The following is a list of the simplified elementary and advanced class readers for the CRP which had been selected for the Form One level beginning from the 1989-90 academic year:

Elementary

1. Journey to the Centre of the Earth -- Jules Verne
2. The Adventures of Tom Sawyer -- Mark Twain
3. The Prisoner of Zenda -- Anthony Hope
4. Heidi -- Johanna Spyri
5. Treasure Island -- R. L. Stevenson
6. Kidnapped -- R. L. Stevenson
7. Aladdin and the Wonderful Lamp -- Arabian Tales
8. Great Expectations -- Charles Dickens
9. Sleeping Beauty -- Folk Tales
10. Stories from Aesop -- Aesop's Folk Tales
11. Tales from the Arabian Nights -- Ed. Rosemary Bovoer
12. The Snow Goose and Other Stories -- Paul Gallico

Intermediate

1. Round the World in Eighty Days -- Jules Verne
2. Wuthering Heights -- Emily Bronte
3. Man of Everest -- James Ramsey Ullman
4. The Red Badge of Courage -- Stephen Crane
5. The Diary of Anne Frank -- Anne Frank
6. Malaysian Tales -- Adibah Amin
7. Tales from the Jungle Book -- Rudyard Kipling
8. Robinson Crusoe -- Daniel Defoe
9. The Adventures of Hang Tuah -- Bready
10. King Solomon's Mine -- H. R. Haggard
11. The Red Pony -- John Steinbeck
12. The Quarrelsome Couple -- Ed. Jessie Wee

7.1.1.6 A Survey of Teaching Files for the Class Readers

As a preliminary measure to assist teachers who did not have any proper training or related experience to implement the CRP, the Ministry of Education embarked on an effort to produce teaching files to accompany the class readers. It is an attempt to provide a set of teaching guidelines, classroom activities, and exercises for teachers to use in conjunction with

the respective class readers. Currently, each teaching file is being prepared by an experienced teacher with a literary background.

Essentially, the teaching file is a compilation of language-based activities and exercises. Its primary function is to assist the teacher when using a particular class reader with the students. Each teaching file consists of six sections which include:

1. General instructions about the implementation of the CRP and how to make effective use of the prepared contents of the teaching files;
2. Background information on the text, the author and, if necessary, contemporary life;
3. Suggested introductory lesson;
4. Ideas and activities for lessons over a term's teaching;
5. Ideas and suggestions for work to follow up the completion of the text;
6. Guidelines for making a record in the student's notebook. (Raj and Hunt 1990: 371-72)

7.1.2 Material selection and adaptation

Results of the CRP survey indicated that a majority of the respondents were not aware of the principles involved in the material selection process. As such, it is imperative that the teachers concerned should be able to select appropriate reading materials for the classroom. In so doing, teachers should attend to the following important considerations:

1. Concentrate on the quality of the anticipated reading experience rather than simply the quality of the text; the key issue is what will happen in the group during that encounter;

2. Emphasize works that would promote a range of different responses rather than encouraging the parroting of safe opinions; therefore suitable for exploratory collaborative work;

3. Build on previous reading; a well-planned programme in school should ensure that books have been encountered in the first four years that will facilitate the understanding and enjoyment of works to be studied for examination;

4. Plan ahead, analyze future needs of members of the group; teachers to consider different abilities and interests of

individuals; the likely purposes for which individuals will be studying will also have to be taken into account;

5. Select texts that will naturally encourage students into reading of their own;

6. Try to choose books that will exemplify some pattern (chronological, thematic or genre) that will enable students to establish connections between the different works they encounter;

7. Select books that are challenging to both teacher and students which makes for a more open and stimulating classroom. (Adapted from Protherough 1986: 29-30)

The following discussion will concentrate on several major considerations that are involved in the process of selecting and adapting reading materials for classroom use with special reference to the CRP. The selected topics include: the use of class readers; simplification; readability of text; and reading ability.

7.1.2.1. Class readers

The inability of most respondents in the CRP survey to select appropriate reading materials for classroom use seems to justify the need for set readers in the CRP, although this practice is counter to one of the principles of an effective reading programme which maintains that set books should form only part of a reading programme. It is also feared that some teachers may become totally dependent on the prescribed class readers as the sole source of reading material in the classroom. Consequently, such teachers may become less involved in the lesson if opportunities for adequate preparation in developing teaching materials for classroom use are not provided.

In this respect, it should be realised that although prescribed class readers are being used in the CRP, ESL teachers in Malaysia should still be concerned with developing supplementary teaching materials for the classroom. As stated in the CRP, teachers are actually encouraged to produce supplementary teaching materials whenever possible, especially when the students have finished reading the required class readers and the activities recommended in the teaching files. The proposed course intends

to expose the participants to the principles and guidelines involved in selecting and adapting instructional materials for the literature in ESL classroom.

In an effort to encourage local writers to produce class readers for the CRP, specific guidelines for the selection and grading of class readers for secondary schools throughout Malaysia has been prepared by the Schools Division, Ministry of Education (see Appendix E). It is to provide writers and publishers with an understanding of the requirements which determine the content and format of the class readers. Generally, the class readers must be suitable, captivating, and cater for all levels of students in secondary schools.

Currently, the class readers for the CRP are selected by a committee which consists of a majority of experienced teachers with some literary background. This practice seems to indicate that the set class readers are being prescribed to all levels without catering to individual classroom needs. In the process, some teachers may perceive this exercise as authoritarian as it does not allow for flexibility and choice in material selection for individual classroom use. Ideally, if the suggested class readers are not suitable, teachers should then have the option and ability to acquire appropriate supplementary reading materials which essentially relate to the interest and the reading level of each set of students.

7.1.2.2   Simplification

This particular topic is relevant to the course since the CRP promotes the use of class readers or simplified literary texts in the literature in ESL classroom. Since an authoritative guide for its implementation is not available, it is essential that various perspectives on the subject are taken into consideration first before a general indication on its usefulness could be formulated. In this regard, several viewpoints by the following respective sources which include Davies (1984) Campbell (1987); Grellet (1981); Carter and Long (1991); and McRae (1991) are noted. General implications for the CRP are then made.

According to Davies (1984: 183), simplification of reading materials "refers to the selection of a restricted set of features from the full range of language resources for the sake of pedagogic efficiency." It is generally used "to make information available to an audience other than the one originally intended" (Ibid.). Davies concludes that "the wider the audience for a text (primary alone or primary and secondary), the more simplified linguistically it is likely to be. The more limited or specialized the audience, the less need for simplifying" (Ibid.: 185).

There are a number of factors that may influence the use of adapted literary texts in a reading programme for less advanced learners of English such as the CRP. The prominent factors may be summarised as follows:

1. Aesthetic and intellectual concerns may predominate, stemming from a belief in the humanizing value of literature and in the contribution of literary texts to the learner's understanding of disparate cultures;

2. Lack of correspondence between learners' L2 competence and syllabus or examination requirements: teachers may resort to adaptations, rather than translations or summaries, when faced with the problem of having to teach prescribed texts in preparation for central examinations;

3. Simplification of lexis and syntax allows learners access to a variety of interesting narratives which, in their original form, would require extensive teacher and/or dictionary support. Campbell (1987: 132)

In light of this, the use of adaptations in a reading programme for less advanced learners could then be attributed to the claim that "their simple language will ultimately help learners to develop fluent reading skills in the target language" (Ibid.).

Grellet (1981: 7) points out that it is crucial to use authentic texts whenever possible due to the following reasons (it is imperative to note that texts could refer to newspaper articles and not necessarily only the "classics"):

1. Paradoxically, "simplifying" a text often results in increased difficulty because the system of references, repetition and redundancy as well as the discourse indicators one relies on when reading are often removed or at least significantly altered. Simplifying a text may mean: (a) replacing difficult

words or structures by those already familiar to the students; (b) rewriting the passage in order to make its rhetorical organization more explicit; (c) giving a "simplified account", that is to say conveying the information contained in the text in one's own words. If a text is to be simplified at all, then techniques such as rewriting and simplified account seem to be preferable although they usually imply a change of rhetorical organization.

2. Getting the students accustomed to reading authentic texts from the very beginning does not necessarily mean a much more difficult task on their part. The difficulty of a reading exercise depends on the activity which is required of the students rather than on the text itself, provided it remains within their general competence. . . . one should grade exercises rather than texts.

3. Authenticity means that nothing of the original text is changed and also that its presentation and layout are retained. A newspaper article, for instance, should be presented as it first appeared in the paper . . .

On the same note, Carter and Long (1991) reveal that language remains a main problem as a result of simplification and that it is not possible to teach literature from a simplified text (p. 151). In the process of simplification it is very difficult to retain the texture ("charm and flavour") of the original. Consequently, simplified readers for the lower level are more likely to assume the position of "non-literary" language as a result of lexical choice, removal of dialect, limited use of dependent clauses and other related factors. Nevertheless, it was suggested that in the teaching of literature, simplified texts could be used to make a direct comparison with the original and that students could then note the special qualities of a literary text.

On the use of graded readers, McRae (1991) seems to be taking a similar stand as Carter and Long. Although the original text has become more "accessible" through simplification, a graded reader "is a pale replica, a watered-down version, of the original. It is the what but not the how, the tale but not the telling" (p. 42). Nonetheless, "graded readers which are purpose-written up to the level of the student, rather than brought down to students' language-learning needs, are an immensely valuable source of representational material" (p.43). McRae reiterates that low-level graded readers can actually introduce students to complete texts at an early stage.

In view of the above statements from various sources in the field, it is difficult to generalise whether the use of simplified texts is beneficial and can contribute to a better understanding of the text. There are instances when even the experts in this area disagree on the value of simplified texts. Incidentally, it is interesting to note that Campbell's third claim contradicts to Grellet's first reason.

Ideally, the teaching of literature in ESL in the early stages should be complemented with specially prepared materials such as the class readers (simplified literary texts) provided by the Education Ministry. This is mainly due to the fact that the linguistic complexity of a text can have an adverse effect on the comprehension and appreciation level of students. It is therefore essential that the prescribed text is not beyond the comprehension level and capabilities of most students in terms of linguistic complexity, meaning, and style. In the later stages, however, the selection of materials could follow the grading of the teaching syllabus as well as the imaginative capacity of the learner.

Still, the decision to use simplified texts for language purposes at elementary and intermediate levels especially to improve reading skills as evident in the Malaysian CRP situation largely depends on the type of texts being used and the level of the students. In this case, the use of authentic newpaper articles (as indicated by Grellet) for the intermediate and advanced level may be possible if the teacher perceives that the students are competent enough to undertake the specified tasks.

On the other hand, the introduction of literary texts which employ archaisms may not be desirable. This is primarily due to the fact that most students have not achieved the level of competence in the language and understood the literary conventions which are critical in literary explorations. Furthermore in the beginning stages of introducing literary texts in the ESL classroom, it is crucial to stimulate the students' interest first rather than be concerned with the impracticalities of trying to decipher the complexities of original literary works. Nonetheless, opportunities for literary studies at the advanced level still remains, provided that the interest and capacity for literary understanding and appreciation has been well developed over the years.

It is fundamental that more research studies are carried out in this area, with particular reference to the use of class readers in the CRP, in order to discover the relevance of using simplified texts in the literature in ESL classroom (see section 9.4.7 Simplification). As such, it should be noted that the comments being made here are not meant to be prescriptive until such time when more information is available on this topic with regard to the CRP.

7.1.2.3 Readability of text

One of the ways of ensuring that the text is accessible to students is by determining the readability of the text in question through several measures. Schulz (1981: 45) maintains that the readability of a text can be measured in three distinct manners: (1) instructor judgement; (2) comprehension testing by cloze procedure; and (3) statistical readability formulae based on some type of tally of linguistic elements.

However, this is not to suggest that statistical readability measure should be the sole criterion on which to select a literary text for instructional use. Therefore, in addition to assessing linguistic complexity, teachers can obtain a "fairly accurate and useful indicator of comprehension difficulty for the texts and students under consideration" by making "subjective judgment regarding the length and organization of the text, the content appeal, and special stylistic components used by the author which could invalidate the readability measure" (Ibid.: 52). In the Malaysian context, further research studies are needed in this particular area especially with regard to the class readers being used in the CRP (see section 9.4.6 Suitability and effectiveness of class readers or reading materials).

7.1.2.4 Reading ability

With reference to the Malaysian situation, it is also highly recommended that the students' reading abilities are determined first. Following this, the students should be grouped into their respective reading ability levels. Appropriate class readers which consider the reading ability and age or maturity level of the students could then be assigned. The class

readers must also be of interest and appeal to both male and female students.

Nevertheless, it is imperative to note that reading ability involves a whole range of capabilities such as: (1) the ability to recognize words in context; (2) the ability to decode sentences of some complexity; (3) a familiarity with a wide vocabulary; and (4) a breadth of interest (Gardner 1978: 3). More research projects should be undertaken in this field in the Malaysian schools future developments. Specifically, results of such studies could provide for a more effective distribution of appropriate reading materials to students (see sections 9.4.4 Students' reading ability; and 9.4.5 Students' reading interests).

In summary, it is hoped that students will be motivated to explore further literary works after developing the necessary abilities to read and appreciate the texts in the classroom. In order to inspire students to read, other supplementary materials such as poems, songs or illustrations which are related to the content of the class reader should also be used. Students should simultaneously be encouraged to contribute by suggesting the kinds of books that they would prefer to read. Teachers of language and literature should therefore take these pertinent factors into consideration in the process of selecting and adapting literary texts for the ESL classroom (for further discussions on this subject see section 2.2.2 Material selection and adaptation for teaching literature).

7.1.3 Selecting and designing activities

One of the fundamental aims of this course is to provide the participants with an opportunity to be aware of the guiding principles involved in the selecting, adapting, and designing of language-based activities for using literature in the ESL classroom. This is in response to one of the major findings of the CRP survey which revealed that a major obstacle facing the respondents is the lack of awareness on how to use literary texts in the ESL classroom.

In view of this situation, ESL teachers should be encouraged to implement adapted language teaching procedures for literary work. The

following list of groupwork techniques which are prevalent in English language teaching can be adapted for using literature in ESL instruction:

"Comparison" activities: compare texts about same subject in different registers, from different periods, etc. Choose texts as similar as possible; vary only the aspect you want to investigate;

"Replacement" activities: substitute words into text and monitor the changing effect created as you do so, by listing responses and connotations;

"Ordering" activities: put sentences of a paragraph into a jumbled order, then invite students to recreate order by looking for clues in the language; re-arrange words of jumbled sentence;

"Completion" activities (cloze): delete words from text and explore predictive properties of context; choose words or phrases which illuminate the aspect of the language of the text you are interested in;

"Prediction" activities: present opening to novel or short story, sentence by sentence, testing hypotheses about what follows; compare the hypotheses with what was actually written;

"Classification" activities: select odd-one-out and justify; label utterances of dramatic dialogue in terms of what they do or what they achieve, then classify functions listed; draw grids, breaking down one large question into many smaller, individually more accessible questions, etc.;

"General problem-solving" activities: identify point of transition in novel unfinished by original author and later completed by someone else; create puzzles with possible solutions instead of asking direct questions;

"Continuation" activities: write further lines of poem or continue any text-excerpt, trying to keep the style consistent;

"Composition" activities: rewrite text in diffferent genre; as newspaper report, file, entry, diagram, map, etc.;

"Performance" activities: storyboarding and dramatising a passage; improvisation. (Durant 1991)

The practical applications of some of these activities for the literature in the ESL classroom will be further illustrated in Chapter Eight.

It has been highlighted that the Education Ministry in Malaysia has provided teaching files to accompany the class readers with the intention of assisting teachers to implement the CRP. It seems that a majority of the respondents in the CRP survey reacted favourably towards the recommended teaching files. The following observations, however, must be seen as crucial in order to maintain the effectiveness of the teaching files:

1. In response to one of the stated aims of the CRP which intends to inculcate the elements of literature into language teaching, it is imperative that the characteristics that make up a literary piece of work be indirectly, if not directly, introduced to students at this level through various classroom activities and exercises. In this respect, an introduction to the elements of fiction such as character, plot, setting, points of view (narrative voice), and theme should be stressed. Toward the later stages, more complex literary elements could be gradually introduced until the students are able to fully comprehend the nature of fiction in a particular work. This is also to prepare the students for the ELEP at the upper secondary level.

2. The class readers should not be treated as mere comprehension passages. In this regard, literary goals should be emphasized so as not to reduce the special qualities of literary texts. Invariably, the real intention in teaching and reading literature in the ESL classroom should also relate to enjoyment and fulfillment.

3. The rationale for the suggested activities and exercises in the teaching files need to be highlighted in order to avoid any misconceptions over the role of the teacher. This is also to prevent teachers from carrying out the suggested classroom procedures mechanically and without any objective purpose.

4. The employment of learner-centred and language-based activities in the teaching files should be encouraged as it is apparent that the use of language-based teaching strategies to beginning non-native students can cultivate and enhance a closer integration between language and literary studies. Activities and exercises that assist in the development of literary skills should also be incorporated in the teaching files as the students progress into the higher levels.

5. The activities and exercises introduced in the classroom must take into consideration the English language proficiency (or ability) of the students. As such, the level of each activity and exercise must be determined and highlighted.

In conclusion, activities that promote the integration of language and literary studies are given priority in this unit. It is hoped that the participants would have the confidence to develop suitable activities that promote literature and language learning by the end of this course (see section 2.2.3. Selecting and designing activities for teaching literature for further discussions).

7.1.4 Teaching strategies for developing language and literary skills with special emphasis on reading development

Opportunities for literary studies in the English language classrooms at the secondary level in the Malaysian public schools have been a recent development since the introduction of the CRP by the Education Ministry. Since it was gradually introduced in the 1989 academic year, the programme is still in its early stages. However, literature in the CRP is only considered as one of the components of the English language syllabus and not taught as a subject. Nevertheless, it is hoped that this effort will prepare the students for possible literature study at the upper secondary level especially in the ELEP.

As a measure to promote the students' interest in literary texts, simplified reading materials in the form of class readers are being used in the classrooms. This decision is partly based on the fact that a large majority of the students are not proficient enough in the English language to be able to comprehend and appreciate traditional literary works of a high calibre. In addition, this would ensure a smooth transition in the effort to expose students to material written in English and to instil the elements of literature in language teaching which are in line with the main objectives for the CRP.

Considering the predominant situation at this early stage of the CRP, it would not be appropriate to include a unit on the traditional approaches to the teaching of literature in this particular course as the prevailing conditions are not permitting. It is felt that since this course is complementary to the CRP, it would be more appropriate to expose the participants to practical language-based teaching strategies to the teaching of literature. Simultaneously, the participants must acquire the required ability to select and adapt the available teaching strategies to suit the needs of the students. The conventional and aesthetic approaches to literature would then be more applicable to the proposed "Literature in ESL in the Literature Class" course which cater to the ELEP syllabus.

In view of present developments in English language teaching programmes in Malaysia, this unit attempts to promote an integrated language and literature approach with special emphasis on reading development to the teaching of literature in ESL. There have been claims that this kind of integration can help sensitize students to literary texts. As such, the classroom procedures must develop towards a language-oriented, learner-centred and activity-based approach. It is hoped that this particular effort, which does not favour the traditional teacher and text-centred approach, could develop language-based study skills in the process of preparing the students' to read literature at the upper secondary level.

The use of literary texts for language learning purposes can be categorized into three successive developments: the initial, middle, and final stage.

1. The initial stage prepares students for the literary text whereby preliminary activities and exercises which stimulate interest and motivation are introduced.

2. The middle stage focuses on explorations of the text itself. The activities and exercises introduced in this stage should assist students in the understanding of the language and content of the literary text concerned.

3. The final stage consists of activities and project works which form an extension from the literary text. This involves the use of supplementary materials and consolidation activities to promote further understanding of the literary text.

Chapter Eight illustrates a proposed framework for using literature in ESL instruction and sample teaching strategies for using literature in the ESL classroom which are based on a similar guideline (see also section 2.3.3 Language-based approaches).

Special Emphasis on Reading Development

One of the major findings of the survey of teachers' response to the CRP in this study indicated that students, especially those who had low proficiency level in English, were having great difficulty in understanding the class readers introduced in the classroom. The respondents in this particular survey also stated that this situation was largely related to reading problems among the students.

In view of this concern, a special emphasis on reading development is deemed necessary and appropriate within this course component. Nuttall (1982: 21) states that a plausible general aim for a reading development programme could be "to enable students to read without help unfamiliar authentic texts, at an appropriate speed, silently and with adequate understanding."

The awareness of the processes involved in reading is claimed to be a contributing factor towards the understanding of literary criticism, linguistic approaches to literature (literary stylistics), and psycholinguistic studies in language learning. The reading process is also one of the the basic tenets of some teaching approaches. Three faults in reading technique are common:

> 1. The pupils tend to read word by word instead of in groups.
> The eye ought to cover a line of print (some ten words) in
> two or three hops, but these readers focus on each
> individual word;

2. They tend to read printed words into sounds without attaching meaning to them;

3. They lack a forward urge in reading: they drift through the matter instead of driving through it in a searching attitude. (West 1964: 150)

As such, it is felt that there is a need to offer the course participants some training in reading comprehension. According to Rosenshine (1980: 540), reading comprehension entails about seven skills: recognizing sequence, recognizing words in context, identifying the main idea, decoding detail, drawing inferences, recognizing cause and effect, and comparing and contrasting. In this regard, the following main requirements which have been adapted from Pearson (1987: 178-9) should be considered in a reading classroom:

- provide useful, relevant and enjoyable reading experiences;
- develop students' confidence in reading;
- provide practice in locating relevant sources of information;
- expose students to a range and variety of reading material;
- help students to appreciate the uses of various sources of information;
- encourage students to read critically and evaluatively;
- encourage students to vary reading style according to purpose;
- encourage students to combine prior knowledge with new knowledge;
- provide structure and direction whilst making allowance for freedom and independance;
- allow students to explore a variety of ways of communicating information.

However, this particular reading component is not to provide an elaborate discussion of reading comprehension skills which have been explored in detail in the reading course in the TESL major programme. Instead, this unit mainly focuses on the implications for a successful reading programme based on research findings in the field of the teaching of reading. Specifically, the course participants are to be made aware that the implications for a successful reading programme in Malaysia (such as the CRP or ELEP) should relate to the major findings from research studies into the teaching of reading especially for non-native readers.

In this case, research which had been conducted among the entrants to the University of Malaya indicated that the two major problems encountered by the non-native readers were linguistic and attitudinal in nature (Cooper 1984:134). First, the study discovered that unpractised readers were concentrating on words rather than taking advantage of the clues and using the larger context to infer meaning. It was also discovered that the unpractised readers were not motivated to read in English.

The above study highlighted the following three important recommendations for a reading programme designed for the unpractised non-native readers in Malaysia: (1) the main purpose for reading must be emphasized; (2) training techniques should focus on raising the competence levels of the unpractised readers by focusing on the importance of larger text relationships and prediction instead of word by word; and (3) a new reading programme must be given ample time to succeed in order for the students to become confident. As a result of proper considerations being given to these observations, it is hoped that a favourable attitude toward the study of English could be fostered through an increase in awareness of the importance of language and literary studies in the Malaysian situation.

The possible aims for this unit could therefore include the following considerations: (1) to survey and devise practical language-based teaching strategies for developing language and literary skills in the teaching of literature in the ESL classroom (refer to Chapter Eight); and (2) to relate to findings from research studies into the teaching of reading especially for non-native readers.

7.2 General Contents for the "Literature in ESL in the Literature Class" Course with Special Reference to the Elective Literature in English Programme (ELEP)

This section accentuates the possible subjects for discussion throughout the semester for this particular course under the following course components: (1) Introduction; (2) Developing literary skills; (3) Literary stylistics; (4) Testing in literature; and (5) A survey of approaches to teaching literature.

7.2.1 Introduction

The following topics have been considered for this session:

7.2.1.1 Objectives of the ELEP
7.2.1.2 What is literature?
7.2.1.3 Literature: A broader definition
7.2.1.4 Language and literariness

7.2.1.1 Objectives of the ELEP

Since the fundamental concern of this one semester course is to prepare teachers for the ELEP syllabus, there is a need to be aware of the objectives of the ELEP which had been set by the Education Ministry. Essentially, this understanding is crucial to the development of the course.

In the Integrated Curriculum for Secondary School (KBSM) in Malaysia, the ELEP is offered as an elective subject for study at the upper secondary school level (Forms Four-Five). At present, the programme is still in the planning stages and should be implemented during the 1991-92 school session. The Curriculum Development Centre (CDC) indicated that the main aims of the programme are "to develop in the students an ability to read, understand and appreciate literary works through an exploration of universal issues and concerns as depicted in the selections of prose, poetry and drama" (1989). Specifically, the objectives of this programme seek to develop in students:

1. An awareness of the value and pleasure of reading good literary works;
2. An appreciation and a deeper understanding of important human concerns, and human relationships;
3. An ability to appreciate values which would enhance an understanding of themselves and their relationships with others;
4. An initial ability to communicate their response to texts supported with reason; and

> 5. An acquaintance with, and an appreciation of the main forms of literary expressions and of literary devices used. (CDC 1989b: 1)

The ELEP provides an opportunity for interested students to pursue further studies in literary works after being introduced to the basic literary elements in the CRP at the lower secondary level. Among other main concerns, the programme provides an avenue for students to develop proper attitudes and abilities when responding to literary works. Furthermore, it is believed that the students at this level are more likely to be linguistically and emotionally prepared to describe, interpret and evaluate literary texts. Consequently, there would be more concentration on text-centred activities.

The syllabus is divided into three sections: (1) Novels; (2) Drama; and (3) Short stories. Students are required to study a novel and a play, and three short stories. The following is a list of recommended texts for the 1991-92 school year:

Novels

1. The Pearl -- John Steinbeck
2. The Village by the Sea -- Anita Desai
3. Cry, the Beloved Country -- Alan Paton

Drama

1. Julius Caesar -- W. Shakespeare
2. All My Sons -- Arthur Miller
3. An Inspector Calls -- J. B. Priestly

Short stories

1. A Horse and Two Ghosts -- R. K. Narayan
2. The Necklace -- Guy de Maupaussant
3. Hitchhiker -- Roald Dahl
4. The Tell-Tale Heart -- Edgar A. Poe

5. <u>The Open Window</u> -- Saki
6. <u>Various Temptations</u> -- W. Sansom

7.2.1.2   What is Literature?;   and
7.2.1.3   Literature: A Broader Definition

Although the topics concerning the possible definitions of literature had been explored in the introduction session of the "Literature in ESL in the Language Class" course, it is felt that it would be beneficial for the course participants to have the chance to review these topics (see sections 2.1.3 and 2.1.4 for further discussions on these areas).

This is also a good opportunity for the course participants to reflect upon any new or different perspectives related to the definition of literature after experiencing the introductory course in "Literature in ESL in the Language Class." In order to stimulate classroom discussion, the participants may be asked to respond to the following view by Moody (1983: 19):

> To broaden the basis of our claims for literature, it is advisable to reduce the conventional differentiation between the literary and non-literary. As a general title we should perhaps set aside the rather tendentious "The Teaching of Literature" and use instead the more open "Literary Studies" and for the individual artefact we can probably do no better than use the word "text," so that Literary Studies is concerned with the study of texts.

7.2.1.4   Language and Literariness

This particular topic is an attempt to address the possibilities of defining literary language. As indicated by Carter, "literature is subject to constant change; it is not universally the same everywhere and is eminently negotiable. Definitions of literary language have to be part of the same process" (1987: 431). The general applications resulting from the exposure to the literariness in language use in texts are especially relevant in the literature in ESL context. Particularly, this awareness could help teachers to better understand the principles involved in the selection of

texts for classroom use.

It has been suggested that the main concern in literary language use is to explore the nature of literary text with reference to sociolinguistic theories of discourse rather than refering only to text-intrinsic features. With regard to this concern, Carter and Nash (1983) propose some basic principles pertaining to the procedures involved in one of the models of "defining characteristics of literary language in prose writing." The following criteria was underlined for the purpose of specifying literariness in language: medium dependance, re-registration, semantic density produced by interaction of linguistic levels, displaced interaction, polysemy, and discourse patterning.

As part of the course content, extracts of various texts such as encyclopaedic entries and advertisements will be available for the course participants to analyze. The texts could then be graded according to "a cline of literariness along which discourses can be arranged" (Carter 1987: 447). This exercise should serve as a basic introduction to the interface between language and literature. It can also further address the question of what constitutes literature. References should be made that in the process of defining literary language, it would be more positive to perceive language in use as a "continuum" depending upon the relative literariness of the text. As such the uses of language in some texts could be regarded as more literary than the others.

7.2.2 Developing literary skills

One of the primary concerns of this particular course component is to cater to the related objectives of the ELEP which, among others, emphasized the ability of the students to express personal response to the text with supporting details and also to acquaint students with literary elements, forms, and devices. As such, the goals of literature instructions must assist in increasing the students' abilities to understand literature in general and to comprehend and appreciate given works in particular. This particular component is to provide a more focussed attention towards developing literary skills among the students which could include the following: literary forms, literary types, elements of literature, and styles and

devices.

As there is an increasing need on ways to introduce students to the primary texts of literature, the course participants should be informed of what is involved in understanding literature in order for a literary work to be meaningful to students. The fundamental skills crucial to comprehension of literature should therefore be specified. The following factors are considered as essential for understanding and appreciating literature:

1. Sensitivity to the subtleties of language as a means of communication;
2. Sensitivity to literary language which involves the ability to recognize and appreciate imagery and other figures of speech, idiosyncracies of syntax and rhythm, choice of vocabulary, levels of meaning, tone, and other stylistic features;
3. Comprehension of subject matter or theme;
4. Perception of structure;
5. Understanding of the historical period and the social and cultural environment in which the work originated;
6. Knowledge of pertinent biographical details;
7. Familiarity with the literary tradition which makes possible recognition of sources, literary allusions or quotations, elements of parody, etc.;
8. Ability to evaluate the literary work according to aesthetic criteria. (Scher 1976: 57)

Most references normally imply that literary peception is related to the awareness of certain literary terms. The authenticity of such conjectures, however, could not be verified. It seems that Hillocks and Ludlow (1984) provide the only claim to be supported by empirical evidence. The taxonomy had been developed from two major sources: "observations of the work of literary critics and observations of the responses of secondary and college students to fiction" (p. 8). The model is based on two assumptions: "first, that answers to questions represent skill types and, second, that a question must be classified as a skill type in conjunction with the text from which it is derived" (Ibid.).

Seven skill types which operate under two major levels, literal and inferential, have been identified in this model. The first three skill types are literal level skills which require identification of information directly from the text. The next four skill types, known as inferential level skills, require generalizations about relationships which are not stated in the text.

In relation to the proposed taxonomy of skills, a short story entitled "Young Goodman Brown" by Nathaniel Hawthorne is used as text to illustrate the seven highlighted skill types and the corresponding question types:

Literal Level of Comprehension

1. **Basic Stated Information:** Identifying frequently and explicitly stated information which presents some condition crucial to the story.
   Example: Where did the meeting between Young Goodman Brown and the old traveller take place?

2. **Key Detail:** Identifying a detail which appears at some key juncture of the plot and which bears a causal relationship to what happens.
   Example: What did Young Goodman Brown say when he found the pink ribbon?

3. **Stated Relationship:** Identifying a statement which explains the relationship between at least two pieces of information in the text.
   Example: What was Young Goodman Brown's reason for being late?

Inferential Level of Comprehension

4. **Simple Implied Relationship:** Inferring the relationship between two pieces of information usually juxtaposed in the text.
   Example: (a) Why did Faith try to put off Young Goodman Brown's journey until sunrise? (b) Explain how you know.

5. **Complex Implied Relationship:** Inferring the relationship(s) among many pieces of information spread throughout large parts of the text. Example: (a) What are the differences between Young Goodman Brown's actions and feelings before and after the journey? (b) Explain the causes of those differences.

6. **Author's Generalization:** Inferring a generalization about the world outside the work from the fabric of the work as a whole. These questions demand a statement of what the work suggests about human nature or the human condition as it exists outside the text. Example: (a) What comment or generalization does this story make on the way "faith" influences human behavior and attitudes? (b) Give evidence from the story to support your answer.

7. **Structural Generalization:** Generalizing about how parts of the work operate together to achieve certain effects. To belong properly to this category, a question must first require the reader to generalize about the arrangement of certain parts of a work. Second, it must require anexplanation of how those parts work in achieving certain effects. Example: Explain the significance of the last three paragraphs in relation to the story as a whole.

This model demonstrates that "readers who are incapable of answering lower level questions will be incapable of answering higher level ones, while those who are capable of answering higher level questions are also capable of answering lower level ones" (p. 22).

In addition to the above model, the stated objectives of the ELEP could also be achieved through the use of properly developed literary activities and exercises. The types of suggested teaching strategies and exercises for the literature in ESL in the literature classroom with particular reference to the ELEP for the Malaysian upper secondary schools could be classified as practical, comparative, and analytic following sample literary activities which have been adapted from Protherough (1986).

Practical teaching strategies

Such strategies involve introductory activities in the classroom that facilitate understanding of the nature of plays, fiction or poetry. The activities generally serve to encourage students to express personal

response or be creative. The recommended activities have been specified for working with plays, fiction, and poetry although some of the activities could be adapted for other genres as well.

Plays: Pre-reading activities assist students in understanding the text and could also provide a focus on particular themes. One such activity may require students to present a major topic in more familiar terms which could relate to the present situation. Documentary sources such as newspaper, advertisements, political speeches, audio-video could be used as material. During reading activities may involve students in acting out particular scenes. After reading activities may include the following: forum or debate, interviews, posters and wall displays.

Fiction: through writing in the same style; shifting the viewpoint; shifting the medium; modernising; creating visuals; improvisations; introducing the book.

Poetry: through writing; through presenting texts; through re-creating texts.

Comparative teaching strategies

These include activities which attempt to relate the text to other kinds of experience. Some of the suggested activities could include the following tasks:

Plays: comparison between different modes of presentation; comparison between different texts; comparison with related texts; juxtapositions of scenes; comparison of settings; comparison of speech styles; comparison between views of major characters; comparisons of major critical opinions.

Fiction: comparing with other writings by the same author; comparing with other versions of the theme; comparing with visuals; comparison with adaptations for other modes.

Poetry: comparing versions of a poem; comparing groupings of poems; comparison of presentation; comparison with works in different modes or from different periods; contextual comparisons.

Analytic teaching strategies

They promote classroom activities which concentrate critically on particular features of the text.

Plays: establishing major themes; visual representation; image and language patterns; introducing critical opinions.

Fiction: narrative line; order or sequence; viewpoint; character

Poetry: preparing questions; doctored texts; matching; reorganising texts; profiling.

Most of the teaching strategies indicated here had, to some extent, been illustrated in Chapter Eight which demonstrates notable teaching strategies for language and literary development. The highlighted teaching strategies, however, do not necessarily present a definitive list. It must also be noted that most of the activities and exercises are basically familiar to English language and literature teachers. The familiarity of some of these teaching strategies should enhance the teachers' understanding of how to implement the selected ones successfully.

Complementing the highlighted literary activites, the following literary exercises may also prove to be equally appropriate for students at the upper secondary level (Forms Four-Five) who are enrolled in the ELEP. Walker (1983: 9) classifies the literary exercises as follows:

Plot exercises: to concentrate on the major events (or ideas) of a text and help students to take notes and summarise; to encourage an awareness of plot construction; to read quickly for content rather than style or detail (scan and skim).

Character exercises: to give students a sense of involvement with the characters; to teach character description, analysis and interpretation.

Detail, style and technique exercises: to examine the author's use of language in more detail and provide a close reading of certain sections; to develop in the student a "feel" for stylistic variation.

Open exercises: to look at the text as a whole; to relate the text and students' reading of it to a wider context.

In relation to the underlined skill types and the corresponding question types; practical, comparative, and analytic teaching strategies; and literary exercises for developing literary skills, there are three levels of question strategies which require different type and level of interaction with the text. Birckbichler and Muyskens (1980: 24) stress that "the decision to include questions from one or more of these question types would depend upon the goals and objectives of students and teachers, and previous student experience with first or second language literature." The three levels of question strategies include:

1. **Engagement/Involvement:** Students express personal feelings about the literary work, its characters, events, or ideas. They try to identify relationships between the work and their lives.

2. **Interpretation:** Students identify motives, find evidence to support generalizations, solve problems and make predictions. They analyze and synthesize information in order to infer the meaning of a characters' behaviour, the language, and the overall significance of the work.

3. **Evaluation:** Students judge the quality, worth, significance, meaningfulness, and plausability of parts or all of the work. They may evaluate the literary work from their own perspective or evaluate the opinion of an outside source. The criteria by which students make judgments are determined by the students themselves. (Ibid.)

In conclusion, it is necessary for the course participants to experiment and to discover how to manipulate and implement these skill and question types, activities, exercises, and question strategies for individual classroom use during the discussion and workshop sessions. An integrated effort to familiarise the course participants with the highlighted literary activities, exercises, and questioning strategies as one of the ways in which to meet some, if not all, of the underlined objectives of the ELEP should be pursued.

7.2.3 Literary stylistics

Stylistics is the study of literature from a linguistic approach. It is text-intrinsic and primarily concerned with the ways in which the meaning of a text is constructed and communicated through language. It has been argued by many, that stylistics provides the linkage between linguistics and literary criticism or even language and literary studies.

Literary stylistics, however, is a fairly new approach to the English language teachers in Malaysia especially to those who had not undergone any specialized training in TESL. Considering such a technical approach to literature, it could be that a large number of the course participants will have difficulty in analyzing the linguistic structure of the text and its relationship to meaning.

In view of this situation, it is important for this unit not to be too technical in nature in the beginning. If this course promotes a conscious awareness of linguistics, there is a great possibility that the course participants would react negatively and unreceptively towards it. It is for this reason that the exercises in this unit must take into consideration the linguistic ability and the analytical skills of the participants. They must also be convinced that stylistics can bring about a meaningful link between linguistics and literary criticism. In particular, the advantages of stylistic analysis in the process of discovering and supporting interpretations in literary texts must always be emphasized.

In the beginning stages, it is best to discuss familiar practical stylistic exercises such as paraphrasing and cloze procedure (gap-filling). Depending on the interest and receptiveness of the participants, further systematic linguistic analysis of the following items that contribute to meaning in the text such as lexis, syntax, semantics, phonology, context, morphology, and discourse may take place. Essentially, this part of the unit will include a presentation on introductory materials and techniques for the analysis of poetry, prose, and discourse analysis and drama.

The participants of this course must be aware that the contents of this unit are especially useful for developing further understanding of the relationship between language and literature. The techniques have been specifically designed for the teachers' own use as well as understanding; however, in view of the students' low level of linguistic and analytical skills they would not be appropriate for the classroom.

It is hoped that the possible acclaimed benefits from this unit would include: (1) to clarify the need for linguistic study of literary texts; and (2) to develop a systematic awareness towards interpretating literary texts.

7.2.4 Testing in literature in ESL

Unlike testing in language, testing in literature, whether in the traditional sense or in the ESL classroom, is rarely discussed. It is believed that a course component on the testing of literature in the ESL classroom would offer a broad spectrum of possibilities and expectations in this course. Although such an effort has not been undertaken in the Malaysian context before, it is an area worth considering under the present circumstances.

Since the inclusion of the testing of literature in ESL in this course presents an initial effort, it is only appropriate that the course contents be regularly reviewed as a measure to keep up with present needs.

One of the concerns of this unit is to introduce the course participants to the construct behind a literature test. Essentially, the guiding principles to developing traditional and language-based literature test-types need to be explored. In so doing, classroom practice must reflect the stated aims of the programme. Some of the aims of this unit could therefore include: (1) to offer some principles in devising examinations of poetry, prose and drama; and (2) to explore the nature of the traditional and language-based teaching strategies to literature in ESL test-types.

In the process of devising better literature tests, the course participants have to be aware of the difference between tests of reading comprehension and the mastery of literature. In such cases, questions

which seek the application of knowledge and not dealing with knowledge only must be highlighted.

The participants must also be made familiar with the various skill and the corresponding question types involved in the process of reading and interpreting literary works (for further discussions see section 7.2.2 Developing literary skills). One of the benefits of understanding these different levels of comprehension and interpretation is the realization that the mastery of literature must not be reduced to the act of memorizing facts only. It is for this reason that examination questions in literature would normally require a personal analysis and interpretation in addition to knowledge of set books.

According to Pickett (1986) the construct behind a literature test could include:

- knowledge of a particular selection of set books as might be demonstrated by quotations, replies to context questions, summaries of plot, etc. (internal knowledge);

- knowledge of the relation of such texts to an external framework such as a period of literature, a strand of literature, a whole literature, a non-literary reference like "history" or "society" (external knowledge);

- sensitivity to literature as such, a sort of passive permeability to the best authors;

- creativity on the basis of literature, a sort of secondary firing imitative of the masters;

- an ability to think and write clearly (such as might be demonstrated in a variety of non-literary subjects);

- a linguistic facility displayed in the handling of literary texts;

- some purely literary ability, presumably including elements of all the above but as consistent and identifiable in its own right as the constructs of, say, intelligence, aptitude, or personality testing.

In a recent article entitled "Testing Literature in EFL Classes: Tradition and Innovation" Carter and Long (1990) stress the need to supplement traditional or conventional tests of literary and language skills such as paraphrase and context questions, describe and discuss

questions, and evaluate and criticize questions by other language-based approaches. The following is a brief description of the conventional approaches:

1. **Paraphrase and context questions** normally require candidates: to comment on the crucial aspects of selected extracts from the texts in terms of the structure, plot, or character; to seek for details of what "happens" just before or after the extracted scene; to paraphrase the extract in particular forms; to identify particular tropes (metaphors, similes, etc.).

2. **Describe and discuss questions** essentially involves a general essay on the situation of a character with relevant discussions of reasons or motives for an action or actions; and

3. **Evaluate and criticize questions** are relatively advanced-type questions which generally require a critical overview with moral, religious, or sociological undertones in relation to a particular scene, idea or character.

Simultaneously, the course participants must be allowed to explore the nature of examination questions in literature in the ESL classroom instead of only being exposed to the conventional approaches. In light of this, Carter and Long (1990) proposed the use of language-based teaching strategies to literature test-types such as the general comprehension questions, text-focus questions, and personal response and impact questions. The main aim of these types of questions is "to assist students to develop independent interpretive and critical skills by reading through language to the wider meanings literary texts convey" (p. 217). The suggested language-based questions basically entail the following qualities:

1. General comprehension questions are leading questions which may serve as a foundation for subsequent analysis or inquiry; involves close reference to the text;

2. Text-focus questions generally emphasize distinct linguistic elements within the text; seek to discover the extent to which the candidate is able to formulate inferences in the process of analyzing texts; and

3. Personal response and impact questions are to generate individual accounts of the text through imaginative response from a candidate; normally involve extended writing but not necessarily an essay. (Ibid.)

Another area worth investigating in this subject area is the use of multiple-choice testing in literary anaysis. According to Wimmers (1989: 25) the "analytical multiple-choice question is designed to examine specific elements in a given text, and, as a set of questions, to move from the most basic level--comprehension of words or phrases in context, identification of grammatical antecedents through the recognition of structural patterns, rhetorical procedures, and figures of speech--to the recognition or interpretation of imagery, tone, purpose, genre, and theme."

In addition to testing a student's reading skill such as the ability to do close reading, it was claimed that a set of multiple-choice questions on a literary text can also assist the student to understand the text itself. Specifically the questions in a multiple-choice testing procedure can be manipulated to require students to clarify the grammar and syntax of the poem in question, to define a word in context, to paraphrase the text, to notice repetition, to define tone, to identify a rhetorical device, and to interpret the meaning or theme of a part of the text (p. 26).

It is hoped that the types of literature examination questions accentuated in this section offer a new dimension to the literature in language learning classroom practice. Further research in this relatively new area is especially needed considering the present renewed interest in using literature for language teaching purposes.

7.2.5 A survey of approaches to teaching literature

In this particular course, it would be appropriate to introduce a unit on the survey of approaches to the teaching of literature. This unit is deemed necessary due to the fact that most of the participants of this course are not experienced teachers of literature. This finding was revealed in the results of the surveys which had been carried out. Furthermore, it was felt that the students at this level should be quite ready to analyse and interpret literary texts.

The types of teaching literature approaches that should be made aware to the course participants include: formalist, reader response, schema, literary history, biographical, mythological and archetypal, moral-philosophical, and others. Some of these approaches had been briefly described in the survey of approaches to literature section in Chapter Two (see section 2.3.2 A survey of approaches to teaching literature).

The general survey of approaches to teaching literature would provide a constructive framework for the course participants to operate in the classroom after which the students and the specific texts had been taken into consideration. Specifically, the wide range of approaches serve as a readily available resource for a more dynamic classroom presentation rather than resorting to the trite and unoriginal way of referring to past interpretations of literary texts. In addition, the awareness of these approaches could assist the teacher in the evaluation of students' responses.

Ideally, the course participants must learn to be flexible in selecting and implementing the approaches that would best serve the learning outcome. In this case, it must be pointed out that the procedures involved in a particular approach are not necessarily definitive and could still be adapted to suit individual classroom needs.

The focus of this unit then is to enable the course participants to select the most suitable approach from the various approaches to teaching literature and relate it to acquired pedagogical principles that will then serve as guiding principles for the teacher and students to both analyze and react to the literary work in question.

7.3 Summary

In this chapter, the general and possible course contents of the course components in the respective proposed courses have been described. Possible topics for deliberation throughout the semester for the proposed "Literature in ESL in the Language Class" Course with Special Reference to the Class Reader Programme (CRP) have been incorporated in the following course components: (1) Introduction; (2) Material selection and adaptation; (3) Selecting and designing activities; and (4) Teaching strategies for developing language and literary skills with special emphasis on reading development.

Related subjects for discussion throughout the semester for the "Literature in ESL in the Literature Class" course with special reference to the Elective Literature in English Programme (ELEP) course have been incorporated in the following course components: (1) Introduction; (2) Developing literary skills; (3) Literary stylistics; (4) Testing in literature; and (5) A survey of approaches to teaching literature.

The next chapter, Chapter Eight, offers a proposed framework for using literature in ESL instruction and also demonstrates sample teaching strategies for the literature in ESL classroom. In the process of illustrating the practical use of literary texts in ESL classrooms, a story entitled "The Vain Leopard" from one of the class readers, Malaysian Tales, is used as text. In addition, the basic skill and question types in reading and interpreting literature in relation to the chosen text will also be presented.

CHAPTER EIGHT

TEACHING STRATEGIES FOR USING LITERATURE IN ESL INSTRUCTION WITH SPECIAL REFERENCE TO THE MALAYSIAN CLASS READER PROGRAMME (CRP)

This chapter is an attempt to demonstrate sample teaching strategies which could be incorporated in literature in ESL instruction and also be readily employed for classroom use. A proposed framework for using literature in ESL instruction has been developed for this purpose. In relation to this, special considerations had been given to the Class Reader Programme (CRP) in an effort to provide a viable approach to the class readers. In addition, the underlying skill and question types involved in reading and interpreting literature in relation to the chosen text were also presented (see section 8.3 Basic skill and question types in reading and interpreting literature).

One of the main considerations for proposing such a practical framework for literature teaching in ESL in this chapter is for teachers of language and literature in the Malaysian secondary school setting to be exposed to the principles involved in selecting, adapting, and designing appropriate activities and exercises.

Although a practical teaching guide such as this is expected to be especially useful to teachers who have not undergone appropriate education and training programmes for using literature in the ESL classroom, particularly for the CRP, it is felt that the teachers concerned still need to be informed of how to exploit the potential of the recommended activities and exercises. As such, a complementary effort must be undertaken to provide opportunities for teachers to be exposed to the guiding principles of using literary texts in the ESL classroom. In relation to this, several sessions of seminars, workshops, and related project works in the proposed courses in this study have been dedicated towards this undertaking which include peer-teaching and the presentation of prepared classroom activities and exercises (see sections 6.2, 6.3.3, and 6.4.3).

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In the process of illustrating the practical use of literary texts in the ESL classroom, a story entitled "The Vain Leopard" from one of the class readers, Malaysian Tales, is used as text. Currently, Malaysian Tales is being used at the Form One level in all secondary schools. It is a collection of "localized literature" which consists of familiar fables and folklores. Brock (1990: 23) maintains that localized literature is "literature that contains content, settings, cultural assumptions, situations, characters, language, and historical references that are familiar to the second-language reader." As such, it is more appealing than culturally foreign texts as it relates to the reader's background knowledge and experience.

8.1 A Proposed Framework for Using Literature in ESL Instruction

This section presents a proposed framework for the teaching of literature in the ESL classroom with special reference to the Malaysian context in relation to the CRP. The need for such a framework arises as a result of one of the major implications from the CRP survey which indicated that a majority of the respondents were not certain of how to manipulate and implement the suggested activities and exercises in the teaching files accordingly. There were also indications that most of the teachers concerned were becoming totally dependent on the prepared activities and exercises in the teaching file instead of using them as a resource for further explorations to suit individual classroom needs.

One of the shortcomings of the teaching file is that it merely presents a smorgasborg of activities and exercises for the informed teacher to implement. In view of this apparent inadequacy, the proposed framework for literature teaching in ESL could be considered as complementary to the teaching files that accompanied the class readers in the CRP. This is not to undermine the usefulness of the teaching files. In fact, a majority of the respondents in the same survey valued its availability.

One of the crucial aspects in this effort is for teachers to understand the guiding principles behind the implementation of teaching strategies which are suitable for various age ranges, ability levels, and interests. This includes the selection and adaptation of applicable teaching strategies,

rationales for doing so, and the techniques involved. The practical guidelines offered here are of significant value to language and literature teachers who need more guidance and support in the process of utilizing the available teaching strategies. It is felt that the applicable teaching strategies illustrated in this chapter offer a more coherent arrangement of activities and exercises to be used in correlation with the stages of reading development of the literary text.

The following main guidelines have been considered in the construction of the underlined sample teaching strategies in this chapter:

1. The general aims of the proposed teaching strategies are:

- to assist in language and possibly literary practice;
- to provide an initial exposure to literary elements;
- to complement traditional approaches;
- to stimulate students' desire to read;
- to encourage students to explore personal responses to the literary text;
- to provide a wider range of student-centred classroom procedures which take the students' background knowledge and experience into consideration.

2. The suggested exercises and activities are in line with the KBSM (Integrated Curriculum for Secondary Schools) which advocates skills-based approach in the process of enhancing the students' communicative competence. As such, the recommended teaching strategies in this chapter have been developed primarily to promote the four language skills: listening, speaking, reading and writing.

3. Due consideration has also been given to the underlying literary objectives as stipulated in the CRP and the ELEP. With respect to this, it is also possible to integrate corresponding literary aims in the teaching strategies in an effort to develop the necessary literary skills.

4. The language-based teaching strategies are student-centred and activity-oriented. The kinds of activities implemented during the course of all the three stages should assist the students in intensive and extensive

reading, understanding, and at the same time enjoying the language and content of the literary text in question.

5. Most of the suggested teaching strategies encourage the use of small group work as research indicates that small group tasks provide opportunities for learners to comprehend, produce and negotiate meaning, while:

- increasing the quantity of talk by individual learners;
- improving the quality of student talk;
- allowing greater potential for the individualisation of instruction;
- promoting a positive affective climate; and
- increasing student motivation. (Nunan 1988: 8)

6. In addition to language learning purposes, it is felt that students should be encouraged to evaluate, interpret, and respond to the text whenever possible. Other related desired qualities include the development of analytical minds and also the ability to accept and tolerate opinions of others.

As illustrated in Figure 3, the three stages which are prevalent in the proposed framework for using literature in ESL instruction include the initial, middle, and final stage. The three distinct stages are directly related to the successive developments involved in the process of using literary texts for language and possibly literary study purposes. Each of the stages in the proposed framework specifically represents a set of interrelated tasks which determine a progressive transition in the reading process.

Firstly, in preparation for the literary text, the initial stage encourages activities that evoke students' interests and motivation. Following this set-induction phase, the middle stage focuses on explorations of the text itself. This particular stage consists of three progressive phases: the pre-reading, during or while reading, and the post-reading phase. Subsequently, the final stage entails activities and project works which form an extension beyond the literary text.

Figure 3

A Proposed Framework for Using Literature in ESL Instruction

The Initial Stage: **Preparing students for the literary text**

- to initiate preliminary work (set induction) in order to stimulate interest and motivation in the process of preparing the students for the literary text

The Middle Stage: **Exploring the literary text**

Pre-reading:

- to introduce and familiarise the students to the text

During reading:

- to assist students in understanding the language and content of the literary text

Post-reading:

- to determine the students' understanding of the text

- review and consolidation exercises

The Final Stage: **Extension beyond the literary text**

- to stimulate further understanding of the literary text through the use of supplementary reading materials and follow-up activities and exercises

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The following section describes the contents of the three stages involved in the process of using a literary text for language and possibly literary purposes. For working purposes, the recommended teaching strategies have been designated according to the applicable language skills which include listening, speaking, reading, and writing. The corresponding descriptions of and rationales for the recommended teaching strategies are then presented accordingly. Whenever practicable, literary motives and possible variations of the techniques involved in the activities and exercises in some of the teaching strategies concerned are also highlighted. The underlined teaching strategies will be illustrated in section 8.2 in this chapter.

8.1.1 The Initial stage: Preparing for the literary text

This set-induction stage aims at preparing students for the ground work for further exploratory activities based on the literary text. The underlying principle is to develop in students the essential study skills and positive learning attitude towards reading, understanding, and enjoying the text. In line with this intended objective, it would be appropriate to undertake preliminary work which could contribute towards preparing students for the text during this stage. It is necessary to point out that the selected activities and exercises may not necessarily have any direct implication for the text in question although related themes may be highlighted.

One of the main concerns before a chosen literary text is introduced in the classroom is to prepare the students for the content of the text in question. In this instance, orientation-type exercises whereby students are gradually introduced to the text are applicable. This could be done by presenting and invoking a global overview of corresponding notions in relation to the text that could arouse students' interest and motivation to read.

Themes or relevant issues which reflect the possible main concerns from the text should also be introduced in this stage. It is also crucial to note that in the process of exploring the main themes of the story in the early discussion period, it is necessary to draw upon the students'

background knowledge and experience. As such, it is important to elicit and at the same time to acknowledge the students' personal responses on the related issues. More importantly, the activities implemented in this stage should prepare and motivate the students for further activities in the succeeding stages.

The recommended teaching strategies have been designated according to the relevant language skills. Whenever practicable, literary motives and possible variations of the techniques involved in the activities and exercises in some of the teaching strategies concerned are also put forward.

Listening and Speaking Skills

1. What is a fable or folk tale?

One of the suggested teaching strategies in this particular stage involves general questions on fables or folk tales which concentrate on the class oral and aural skills. This activity remains one of the favourable ways to initiate a class discussion before any in-depth analysis of the story is carried out. During the course of the question and answer session, listening and speaking skills can be developed through teacher and student interaction.

Basically, the teacher has to prepare a set of global questions on Malaysian and international fables or folk tales. Students are then required to respond orally and in complete sentences to the set of questions being asked. Ideally, the questions should require the students to elaborate on certain aspects of their responses. Vocabularies essential to the understanding of the text should also be introduced during this session. The teacher's role, therefore, is to seek and encourage whatever responses from the students and must not intimidate or disregard any genuine attempts.

Writing Skills

2. Define fable or folk tale in writing

As a form of writing activity, students are expected to write the definition of a fable or folk tale without any further assistance. This activity is best considered as a follow-up to the first teaching strategy described earlier. The teacher could also use the outcome of this exercise to check whether the students had a general idea of what a fable or folk tale constitutes. If the results were not up to the teacher's satisfaction, proper remedial work must ensue before further activities be carried out.

Integrated Skills

3. Read and identify fable or folk tale writing

This teaching strategy can promote the development of all the language skills. Essentially, students are asked to identify between two short passages the one which most likely reflect the language being used to illustrate a fable or folk tale. Class discussion on the reasons for the selection follows.

Variation: Writing a fable or folk tale. Another related activity is to ask students, especially those at the advanced level, to write a short passage on a familiar fable or folk tale. The teacher may provide a general framework for the low and intermediate students who might need extra guidance with this exercise.

8.1.2 The middle stage: Exploring the text

This particular stage focuses primarily on familiarizing the students with the literary text. In addition, the teacher should develop and also determine the students' understanding of the literary text in question. These aims have been underlined in each of the three consecutive phases of this stage which include the pre-reading, during reading, and post-reading phase.

Appropriately, the activities suggested in this stage provide more detailed attention to the language and content of the literary text. Apart from that, teachers must not undermine the students' possible enjoyment of the text during the course of implementing the activities.

A. Pre-reading

The main consideration of this phase is to introduce and familiarize the students with the text. The teacher's primary aim then is to accentuate essential information (vocabulary and content) which the students must be familiar with in order to facilitate the understanding of the text in question. As such, students are normally required to respond to a set of prepared questions related to the literary text. In this respect, the teacher must be aware of the vocabulary items which need to be emphasized and also the overall themes in the story.

The recommended teaching strategies have been designated according to the relevant language skills. Whenever practicable, literary motives and possible variations of the techniques involved in the activities and exercises in some of the teaching strategies concerned are also emphasised.

Listening and Speaking Skills

1. General questions on the text

Ideally, it is best to familiarize the students to the text by seeking reponses to a set of general questions directly related to the text itself. This type of activity encourages the students to listen to the teacher and to each other as well as providing feedback. It is most likely that the listening and speaking skills of the students could be further developed if the activity is carried out successfully.

During this teacher and student interaction period, all students must be given ample opportunities to respond to the questions. Under the circumstances, this would be the best time for the teacher to encourage the

low and intermediate students to participate before the exercises and activities become more complex and demanding.

2. Using the cover design

This is another interesting teaching strategy to stimulate class discussion in the process of developing the students' listening and speaking skills. At the same time, it could also be a form of guided writing exercise if the students are required to write a report at the end of the discussion period. It is also the kind of activity being used to develop anticipation of plot and response to visual stimuli.

This particular teaching strategy exploits the potentialities of cover artwork. The use of colourful and attractive design covers during this pre-reading phase seems to be one of the stimulating activities in order to capture students' attention. It would be ideal if the teacher could provide various cover illustrations of the same story. However, if this is not possible, the only version which is available to the class may be sufficient.

There are many ways in which this activity could be executed in class. If more than one cover version is available, different groups of students can be assigned to discuss different covers which could pertain to the following: aim of the publishers, characters illustrated, styles of lettering, plot and theme. In an effort to initiate interesting and successful discussions, the teacher may also provide a series of questions which the students must take into consideration. Ideally, each member of a group should be allowed the opportunity to participate in the brainstorming session. Following that, the group leader is responsible to present to the whole class the cover design that had been completed.

Variation: Writing about cover design. Students are asked to write a brief story based on the actual cover design. The teacher may provide a general framework for the low and intermediate students who might need extra guidance with this exercise.

3. Designing unique cover designs

Alternatively, each group of students could be asked to provide unique cover designs based on the title of the story within a few days before the story is formally introduced. Each of the groups is then asked to elaborate on the final product. A class discussion then ensues. The activity could be concluded by asking the class to vote on the best cover design and the justifications for the selection.

Writing Skills

4. Formal correspondence

This teaching strategy could be considered as a follow-up to the cover design strategy. The main consideration that this strategy has to offer relates to the development of writing skill.

The procedures involved in this strategy are as follows: The students are first divided into groups of committee reviewing the cover design for the story in question. Different versions of cover designs may also be used if available. After the discussion session is over with, each group is to write to the publisher about the design and also the reasons for choosing or rejecting the illustration. The writing component of this activity should be undertaken individually. The teacher may provide a general framework of a formal correspondence as one of the measures to assist the low and intermediate students.

Integrated Skills

5. Character anticipation

Among other practical skills, this strategy promotes reading with understanding. This strategy also presents a good opportunity for students to practice creating inferences in the process of reading a literary text. Essentially, the student has to associate the limited scope of information contained within a sentence with one of the characters from the story.

Sentence strips which refer to the distinct characteristics of the characters from the story have to be prepared first by the teacher. The length and the amount of information in each sentence should vary according to the proficiency level of the class.

Variation: Using complex sentences. It would be appropriate to provide longer and more complex sentence constructions to advanced students who might otherwise find the activity boring and unchallenging. The sentences could also be jumbled up to make the activity more demanding. In certain instances, a sentence could sometimes refer to more than one character. The teacher could capitalize on this situation by asking the students for justifications for the ambiguous responses. In the case for the low to intermediate students, a few short sentences could be grouped together to provide enough clues for the character concerned.

Variation: Describing main characters in writing. This activity focuses on the writing ability of individual students and is best reserved for those at the advanced level. The activity requires students to describe in writing the three main characters in the story by indicating as many qualities of each of the three characters as possible.

Variation: Selecting adjectives. The main concern of this activity is to introduce the students to adjectives. If the class already had some working knowledge on what adjectives are, this activity could then be regarded as a review of their understanding. Basically, the students have to choose from the list of adjectives prepared by the teacher to describe each one of the main characters from the story.

B. During reading

The main focus of the recommended teaching strategies here is to assist students in understanding the language and content of the literary text.

The recommended teaching strategies have been designated according to the relevant language skills. Whenever practicable, literary motives and possible variations of the techniques involved in the activities

and exercises in some of the teaching strategies concerned are also highlighted.

Listening and Speaking Skills

1. Lingo

This teaching strategy is an adaptation of bingo which results in an interesting language learning activity. The activities in this strategy promote the students' listening and speaking skills.

In the beginning, students are to draw a grid consisting of nine squares. The teacher then reads a particular response while students write down the response inside the squares of their own choosing. This is done until all the squares are filled with different responses. Then the teacher will read a question while the students locate and tick the appropriate response on their grids. The first student to complete his grid by drawing a line across three correct responses either horizontally, vertically, or diagonally will have to call out "lingo" and wins the game.

Reading (Listening and Speaking) Skills

2. Prediction

One of the advantages of this teaching strategy is that it assists in the development of the interpretation skill. In the process of predicting the next event, the student's awareness to details is accentuated as each prediction has to be accompanied by evidence and support.

The important point of this activity is for the teacher to elicit predictions from the students at crucial points in the story. The teacher must determine the crucial points to stop reading in advance and the kinds of questions to ask that could provide interesting feedback from the students. This enables the students to be familiar with the development of the plot. The class could also be divided into several groups in order to facilitate class oral work and discussion.

Variation: Using prepared statements. An interesting variation of this activity involves students to complete a series of prepared statements in writing. In the process of completing the sentences, the students will have to predict the next possible event that is likely to take place as a result of the situation. The incomplete sentences must refer to various intervals in the story. It is most applicable if the students had not read the whole story.

3. What was it about?

This strategy provides students the opportunity to analyze different interpretations of events. Basically, it enhances the students' reading skill. It also allows students to express and discuss personal reactions after reading the text.

This teaching strategy requires the teacher to prepare two or three different versions of what the section or chapter was about. Copies of the summaries are given to the students in advance. After the summaries have been read, a group discussion ensued to decide on the most accurate version. At the same time, students may also be allowed to write another brief interpretation of events which everyone could agree upon. The underlying principle of this activity is to offer different interpretations of the same events at the end of the section in question. The same procedure could be repeated after every section has been read by the students.

4. Underlying meaning

Essentially, this teaching strategy could familiarize students to figurative speech. First, it is crucial for the teacher to identify utterances from the story which represent figurative speech before introducing this exercise to the classroom. The students are then asked to provide the underlying meaning of the utterances. Possible responses and also distractors (multiple-choice format) could be furnished by the teacher if the students encounter any difficulty in this exercise. In addition, they could also be asked to identify the location of the utterances.

Writing Skills

5. Cloze procedure

This popular teaching strategy sometimes known as gap-filling demands a precise knowledge of the student's communicative competence in a second language which requires an adequate understanding of the language and form of a text and its inter-relationships to the meanings of the text. It proves to be worthwhile in the process of teaching various aspects of language as it is generally used to provide an analysis of style and grammatical items. Soudek and Soudek (1983: 336) emphasize that "the cloze procedure has been found to be a reliable, valid, highly efficient (easy to construct, administer and score) instrument for measuring readability (the relative difficulty of reading passages), reading comprehension, and for estimating the level of proficiency of learners." Essentially, it is a task-based, student-centred teaching strategy which renders the teacher to adopt a supportive role.

There are many constructive variations when conducting activities involving cloze procedure. The strict approach consists of a reading passage in which every sixth or seventh word is deleted and replaced by a blank of standard length. Another variation only requires the deletion of specific grammar items such as verbs or adjectives for specific teaching requirements. Basically, there are two common approaches for evaluating and grading cloze tests: (1) "exact word" scoring requires the restoration of only the original word omitted; while the (2) "acceptable substitute" approach only allows any contextually appropriate unit that fully fits in a given slot to be counted as correct (Ibid.).

C. Post-reading

The third phase during the middle stage is mainly dedicated to activities and exercises which determine the students' understanding of the literary text.

The recommended teaching strategies have been designated according to the relevant language skills. Whenever practicable, literary

motives and possible variations of the techniques involved in the activities and exercises in some of the teaching strategies concerned are also highlighted.

Listening and Speaking Skills

1. Verifying events

This particular teaching strategy could be used to both check the students' comprehension of the main details of the story and also to develop their listening and speaking skills.

The teacher must first prepare ten statements which highlight the important events of the story. These statements are not made available to the students during the first part of the activity. The sentences could either be read aloud by the teacher or tape-recorded earlier depending on the number of participating classes. The teacher must decide if the statements need to be repeated and the time span of the pauses. As each sentence is being read, the students are required to identify the five true and false statements. After the students have indicated their responses, the teacher will then distribute the prepared statements to the class. A discussion session on the students' responses to the statements in question should follow.

Reading (Listening and Speaking) Skills

2. Opinionnaire

The rationale behind this activity is to prepare students for more complex issues in literary works by defining these issues in clearly and simply defined statements. This can encourage the students to express their own experiences and perceptions without inhibitions. This teaching strategy is particularly suitable at the advanced level. Students with low English proficiency need to be coaxed and encouraged in order for them to gain enough confidence to provide responses and participate in this activity.

The design of this activity must begin with a careful consideration of the difficulties students are likely to encounter in the given text. If the students find it difficult to understand the inferences and generalizations suggested by the author, the teacher must then prepare a series of statements related to these issues. The students are to respond to the prepared statements individually and a class discussion on the responses must ensue. Opportunities for the students to defend their choices during the discussion must be given.

The listed comprehension questions may prove to be a useful exercise to facilitate understanding of the literal events in the story. However, the exercise does not lend itself to any opportunities for discussions and interpretations. In this sense, it is very much restricted to the stated facts in the story. The implications of such activity suggest that students must be allowed to express varied responses which could foster a natural transition to valid interpretations of a literary text. This is crucial in the early stages of literary development. Otherwise, the students' responses will invariably remain literal and mechanical.

Writing Skill

3. Completing sentences using discourse markers

This particular exercise is suitable for the teaching of discourse markers (connectives). It is also a useful exercise in reasoning and the application of supporting details. With regard to this, opportunities for an acceptable degree of variation of responses from the students should be encouraged.

Basically, students are asked to complete the sentences with appropriate connectives. The sentences, however, must be completed with plausible reasonings which are related to the text. It should be emphasised that a chosen connective can only be used once.

4. Summary

This activity requires the students to provide a summary of the literary text in question. In order to make it more challenging, a specified word limit could be imposed by the teacher. An important use of this activity is that it serves as a form of feedback from students on the meaning of the story. This activity also enables students to be familiar with the processes involved in the interpretation of a literary text. Comparing a few summaries written by the students could also illustrate linguistic and literary variations at work.

5. Creative writing

The important value of this strategy is to introduce students to the main themes of the story. In this case, the story in question could focus on the value of friendship and vanity.

When the students are asked to write a story reflecting the suggested themes such as vanity destroys friendship, it is actually providing an opportunity for them to explore and express their opinions in writing. As a variation, the teacher could also ask the students to write a story based on a chosen title that conveys one of the themes from the story. The students should be encouraged to reflect on their personal experience.

6. General meaning

The main consideration of this teaching strategy is to check students' understanding of the story and also to allow for variations in responses provided that adequate supporting details are furnished.

Essentially, the students are to choose the best response for the quotation concerned and then arrange the other responses according to their importance. If none of the stated responses seems suitable, the student may provide his own in the allocated space. Finally, the students could also be required to provide the appropriate quotation from the story to support the chosen responses.

8.1.3 The final stage: Extension beyond the literary text

This particular stage represents a practical basis for a "literature across the curriculum" concept as suggested by one of the respondents in the CRP survey. As such, an integrated language and literature learning programme can benefit other areas of knowledge as well. Ultimately, the programme should be considered as universal in context.

There are three main aims in this final stage: Firstly, it is to emphasize the use of supplementary materials, follow-up activities, and group projects to enhance the students' understanding and perception of the literary text. Secondly, it is to extend or relate the overall themes and plot from the text to the profound issues in life. Thus, enabling the students to be in touch with the real world. Finally, to foster a genuine relationship between language and literary studies and other areas of knowledge pertaining to the humanities and also sciences. Basically, it is to promote the idea that an integrated language and literature learning programme is not necessarily restrictive in its own domain.

The recommended teaching strategies have been designated according to the relevant language skills. Whenever practicable, literary motives and possible variations of the techniques involved in the activities and exercises in some of the teaching strategies concerned are also highlighted.

Integrated Skills

1.   Forum (debate)

One of the advantages of this teaching strategy is that it primarily stimulates oral and aural language practice by encouraging interaction through the exchange of ideas. The students may also discover that it is a valuable form of exercise in finding supporting details in order to validate the proposals or counter the examples that are furnished to the other team. Ultimately, the fundamental outcome of this teaching strategy advocates the value of tolerance in which the students will begin to understand that there is no single interpretation to a piece of literary work.

Generally, the teacher has to decide first whether the whole class or only selected students are allowed to participate in the activity. The technique essentially involves small groups of students proposing for or opposing against a particular stand or the point of contention which is related to the text. One of the suggested topics for the debate or forum may be as follows: "You must help a friend in need at all costs." The members of each group must first discuss the issues pertaining to the story in detail and then elect a spokesperson who will present the agreed upon points. At the same time, the other groups may listen to the points put forward by the proposing team and then provide relevant points to counter the proposals.

Finally, individual or group report on the outcome of the forum should be required. This is to ensure that the students have been keeping up with the developments and also to check their understanding of the whole activity.

2. Role play

A role play can be defined as a "classroom activity which gives the student an opportunity to practise the language, the aspects of role behaviour, and the actual roles he may need outside the classroom" (Livingstone 1983: 6). It is an extension of classroom oral exercises as it presents a more developed and meaningful outcome through the maximum use of the students' language abilities. Basically, the students are able to communicate freely, experiment with new utterances, or even make mistakes during the role play session according to their own level of linguistic competence and understanding. Gerber (1990: 202) points out the following methodological and linguistic advantages of this activity:

Methodological advantages:

- There is no direct teacher intervention. Students help each other to formulate what they want to say.
- The atmosphere is very relaxed. There is frequent laughter.
- There is genuine interaction among the pupils.
- Student participation is extremely high. There was a high turnover of pupils adopting the same role.
- The characters ask each other about the motivations behind their actions in the story. Pupils discuss the importance and the functions of the characters in the story.

- It allows for creativity and inventiveness.

Linguistic advantages:

- The English is more natural and more real than can normally be heard in a classroom. Pupils ask follow-up questions for clarifications.
- The whole style is closer to colloquial English. There is variety in the registers used . . .
- The students speak fluently and actively use words learnt from the text.
- A number of different speech acts occur, . . . the students express opinions, agree and disagree, give examples, . . .

Nevertheless, it is crucial for the teacher to ensure that the students are prepared for the tasks set out in the role play. Ideally, several preparatory activities could be implemented first in order to ensure that the role play was carried out effectively. The class preparation may be linguistic, factual and cultural in nature.

The preparation for a role play may include the following analysis: proficiency level of students, breakdown of roles, setting, attitudes, language functions (abilities) of individuals, essential background knowledge, and teaching aids. This include introducing new vocabularies related to the activity, using appropriate language forms and functions, and group practice of making statements, questioning, interrupting, agreeing and others.

3. Project work

The project work should be viewed as an effort which integrates all the language skills. The requirements underlined by this comprehensive effort demand that the students undertake extensive reading, listening, speaking, and also written work.

It also provides an opportunity for the students to relate the story to the real world. At this stage, the students should be familiar with the language and content of the text. As such this project seeks to extend the theme and plot of the story into other subject areas.

The project involves extensive research, excursions, collecting or designing illustrations, interviews, and accompanied by oral and written report. The whole class could be involved in this project, however, it is best for the teacher to decide whether this project should be carried out as a class or group effort.

8.2 Teaching Strategies for "The Vain Leopard"

This section focuses on the development of classroom activities and exercises for using literature in ESL instruction with special reference to the Malaysian context. For practical purposes, one of the stories from the Malaysian Tales class reader, "The Vain Leopard," which is currently being used at the Form One level in all secondary schools has been selected as the text for the proposed teaching strategies. A copy of the story can be found in Appendix F. It is important to note that the underlined teaching strategies are generally suitable for an average class in the Malaysian lower secondary school setting.

The suggested applications were presented according to the three respective stages in the general framework for the teaching of literature in ESL as had been discussed and illustrated in the previous section. In turn, each teaching strategy was presented according to the following analysis: rationale, teaching technique, level, and applicable variations.

In view of certain difficulties that some students might encounter, the teacher must be sensitive to the needs of those who require assistance in handling the tasks which are essential to a particular teaching strategy. The problem areas such as vocabulary, grammatical items, or language functions must be identified first which is then followed by appropriate remedial work. This fundamental procedure must be considered so as to ensure that the students are able to undertake the activities and exercises that will be implemented.

8.2.1 The initial stage: Preparing for the literary text

Teaching strategy 1: What is a fable or folk tale?

Rationale: To develop listening and speaking skills; to expose students to essential vocabularies and basic concepts pertaining to fables or folk tales

Technique: This activity is suitable for all levels of English proficiency. The introductory session mainly involves interaction between the teacher and students. The teacher's role is to ask general questions on fables or folk tales while the students are required to respond orally to the questions asked. It is necessary for the teacher to prepare a set of global questions on Malaysian and international fables or folk tales for the students. The following is a list of sample questions:

What are fables or folk tales?
Name a few foreign fables or folk tales that you are familiar with.
Name a few Malaysian fables or folk tales that you are familiar with.
What is your favourite fable or folk tale?
How did you get to know about your favourite fable or folk tale?
Why do you like the chosen fable or folk tale?

It must be noted that the underlined sample questions are not exhaustive as there are other related questions that might arise in the process of seeking further clarifications from the students' responses.

Variation: Narrate familiar fable or folk tale. The teacher could also list some familiar fables or folk tales on the blackboard and ask the students if they have read the fables or folk tales concerned. Finally, some of the students could be asked to narrate their favourite fables or folk tales.

Teaching strategy 2: Define fable or folk tale in writing

Rationale: To develop writing skills; to ensure the students' understanding of what a fable or folk tale constitutes (as a form of student feedback)

Technique: This exercise is best regarded as consolidatory to the first teaching strategy which focuses on the class oral interaction. Basically, each student is to write a brief definition of fable or folk tale according to his own understanding. One class period which include time for instructions seems sufficient for this purpose. The final outcome of this exercise should be a general guide for the teacher to check on the students' understanding of the definition of a fable or folk tale. Appropriate remedial work must follow if the results are not satisfactory.

Teaching strategy 3: Read and identify fable or folk tale writing

Rationale: To develop all the language skills; to identify the style of fable or folk tale writing

Technique: Students in respective groups are to choose from the following two short passages the style of writing which is most likely used to illustrate a fable or folk tale. After each group has identified the selected passage which reflects a fable or folk tale, a class discussion on the reasons for each selection should follow. The following sample passages could be used to illustrate this activity:

Passage A:

The kancil is a warm-blooded vertebrate which is fast becoming extinct as a result of human activity. Within the last few years only the state of Melaka has the largest number recorded. This is largely due to the strict conservation programme being undertaken by the local government. Nevertheless, as a consequent of modern civilization, a large number of kancils have been killed in the other areas. If the current situation prevails, the kancil will cease to exist in the Malay Peninsular within this decade.

Passage B:

Once upon a time, there lived a famous animal called Sang Kancil in a faraway kingdom of Melaka. He was cleverer than the other animals. One day Sang Kancil wanted to cross the river but there wasn't any bridge nearby. He had to think of a cunning plan. After a while he decided to persuade all the crocodiles in the river to huddle close together across the river so that he could count them. Eventually, by laying a trick on all the crocodiles in the river to form a passageway for him, he managed to cross to the other side of the river.

Variation: Writing a fable or folk tale. Students could be asked to write a brief account of a fable or folk tale which they are familiar with. The selected story could be a local one or foreign. As one of the measures to assist the elementary and intermediate students, the teacher may provide a general framework for the story.

For consolidation, the teacher could read aloud a few interesting stories by the students to the whole class. The efforts of the students concerned should be acknowledged as part of the encouragement process. Common mistakes made by the class in general such as sentence structure or spelling could also be pointed out.

8.2.2 The middle stage: Exploring the literary text

A. Pre-reading

Teaching strategy 1: General questions on the text

Rationale: To develop listening and speaking skills; to familiarize the students to the text

Technique: This activity requires the teacher to prepare in advance a list of general questions which are directly related to the text. The students are then required to respond to the set of prepared questions. The main consideration of this activity is to elicit the students' responses while trying to arouse their interest in the story. Ideally, the responses should be

in complete sentences. Some of the sample questions include:

Name some of the animals that could be found in the Malaysian jungle.
Describe the characteristics of these animals.
Which of these animals are you afraid of?
Apart from animals, are there any human beings living in the jungle?
Can you name some of the jungles in Malaysia in which you can find Orang Asli?
Can you identify the three major groups of Orang Asli in Malaysia?
Have you been to an Orang Asli's long house?
How do they survive?
How do they hunt for food?

In the process of implementing this activity, the teacher must maintain some flexibility in allowing for some other related questions which might be relevant in addition to the ones which had been prepared earlier.

Teaching strategy 2:   Using the cover design

Rationale: To develop associated skills in the anticipation of plot and also response to visual stimuli

Technique: This activity requires the teacher to prepare some interesting questions which are closely associated with the cover design. Initially, the students are allocated a few minutes to study the cover design in detail. The teacher then directed the prepared questions to the class. The students are to respond by referring to the cover design at all times. The following list is a sample of relevant questions which could be asked:

Describe the setting of the story.
Can you identify the three characters illustrated in the cover?
Describe your feelings about each of the three characters illustrated in the cover.
What is the monkey thinking?
Why is the leopard smiling?
Is the hunter in the background friendly?

Describe his facial expression.

Identify the object that the hunter is carrying?

What do you expect him to do next?

Do you feel that the animals are afraid of the hunter?

Do you find this cover appealing?

After analyzing the cover design, what do you think the story is about?
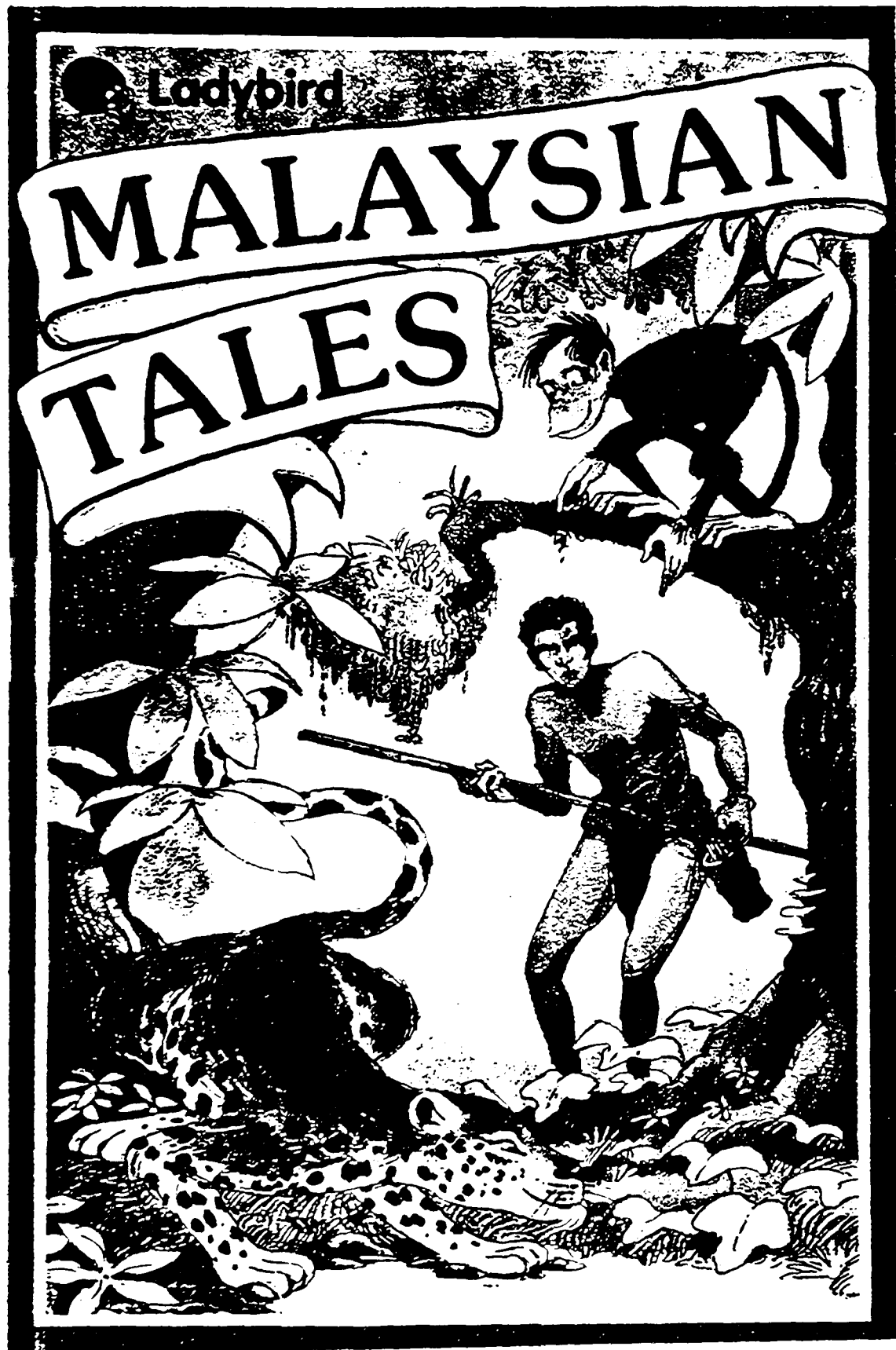
Variation: Writing about the cover design. This activity is more suitable for the intermediate and advanced students. Basically, the students are asked to write a brief story based on the actual cover design. The teacher could impose a word limit in order to maintain a uniform length for the exercise.

Teaching strategy 3: Designing unique cover designs

Rationale: To develop listening and speaking skills; to develop perception of connecting details and clues in visual stimuli in relation to the text

Technique: The main task in this activity is for the students to create personalized cover designs or find suitable illustrations according to the title of the story. The students could be divided into several groups. Each group must produce a unique cover design within a week. The students could either draw the illustrations or select any illustrations from books or magazines. At the end of the class period, the illustrations are collected, displayed and discussed. The following points could be used to highlight the main ideas evident in each cover design during the class interaction period:

- How many characters are there?
- Try to describe the characteristics of each character.
- Identify the possible relationships between these characters (e.g. good friends, husband and wife, rivals).
- Describe the setting. How does the setting influence the plot?
- What effect does the cover design have on the overall mood of the story? (e.g. romance, fear, excitement)
- What type of readers do this cover design appeal to? (e.g. adolescents, adults, male, female)

At the end of the lesson, the students could be asked to vote on the best cover design and also to reveal the main reasons for the selection.

Teaching strategy 4:   Formal correspondence

Rationale: To develop letter writing and reasoning skills

Technique: This activity could be used as a follow-up for either teaching strategy two or three. The main task involves a selection process for the most appropriate cover design for the story. In this case the teacher or the students could gather as many illustrations as possible to be reviewed. Another alternative is to consider the actual cover design for "The Vain Leopard."

Essentially, the students are divided into different groups of committee who are responsible for reviewing the cover design. Each group must write to the "publisher" concerning the reasons for the selection of the cover design or for not doing so. The committee may also suggest to the "publisher" of the various recommendations that could enhance the chances of the cover design to be selected.

Reading Skills

Teaching strategy 5:   Character anticipation

Rationale: To develop reading with understanding;   to use inferences effectively

Technique: The teacher provides one sentence at a time which describes one of the main characters. Students must decide which character is being referred to. The sentences could be jumbled up (not placed in proper order) in order to provide a more challenging task for the advanced students. Ambiguous sentences should be more interesting to use in an effort to promote class discussions. The following sentence illustrates this point:

This character likes to eat banana very much.

The above description could refer to either Upas or Monyet as both characters are known to eat bananas. But the most probable character being referred to here is Monyet as Upas uses the blowpipe to hunt for food. The points raised by the students in this manner could provoke a lively class interaction. The following is a list of sample descriptions for the three main characters in the story:

This character uses a blowpipe to hunt for food.

This character is beautiful.

This character has a lot of spots on its body.

This character uses poison darts.

This character likes to tease.

This character is vain.

This character swings from tree to tree.

Variation: Characterization. The following variation of the above teaching strategy is particularly suitable for the low to intermediate students who may need some assistance. In this case, the teacher may group a few short sentences or phrases to form a distinct description of one of the characters in question. As such, it may provide a great help for the students concerned in the process of identifying the characters. This strategy is best carried out individually rather than in groups as the task has been simplified. Furthermore, there are only three characters to identify.

The following sample descriptions pertaining to the three characters in the story illustrate the points raised by this teaching strategy:

(Bintang the Leopard):

- always gazing at himself in the pool
- decided not to harm Monyet when he slipped and fell to the ground
- wanted everyone to admire his beauty
- did not do much exercise

(Monyet the Monkey):

- liked to tease Bintang
- promised not to tease Bintang again if he were set free
- helped Bintang from being shot by Upas
- swings from tree to tree

(Upas the Orang Asli):

- hunted animals for meat and skin
- he could run very fast and far
- claimed that nobody is cleverer than him
- determined to kill Bintang and then Monyet
- angry at Monyet for spoiling his aim at Bintang

The specific characters in brackets are not disclosed to the students. In order to make this activity more interesting, the teacher could introduce one description at a time for each character and asks the individual students to identify the character in question in writing.

Variation: Using Adjectives. The main point of this variation is to focus on adjectives. Students are required to describe the three main characters by indicating as many qualities of each of the three characters as possible. They could select from the following list of adjectives to describe each one of the above characters or use their own:

Clever	Old	Hardworking	Snobbish
Quiet	Stupid	Honest	Trustworthy
Strong	Weak	Energetic	Humble
Vain	Dishonest	Lazy	Thin

B. During reading

Teaching strategy 1:   Lingo

Rationale: To develop listening and speaking skills

Technique: Students are to draw a grid consisting of nine squares. The teacher then reads a particular response while students write down the response inside the squares of their choosing. This is done until all the squares are filled with different responses. Then the teacher will read a question while the students locate and tick the appropriate response on their grids. The first student to complete his grid by drawing a line across three correct responses either horizontally, vertically, or diagonally will have to call out "Lingo" and wins the game.

Teaching Strategy 2:   Prediction

Rationale: Among other advantages, this teaching strategy develops interpretative skill. In the process of predicting the next event, the students' awareness to details is accentuated as each prediction has to be accompanied by evidence and support. This strategy could also enhance reading skill by encouraging the students to skim and anticipate the next event more readily in the process of reading a text.

Technique: The important point of this activity is for the teacher to ask for predictions from the students at critical moments in the story. The teacher must first decide where to stop reading and the kinds of questions to ask that could provide interesting feedbacks from the students. The teacher may divide the class into several groups to stimulate class participation.

(A) "Suddenly Monyet slipped and fell to the ground. Bintang pounced on him" (p. 5).

(1) Do you think that Bintang will eat Monyet?

(2) Will Monyet managed to escape from Bintang?

(B) "He raised his blowpipe slowly and aimed carefully. Bintang went on gazing at himself in the pool" (p. 8).

(1) Will Bintang be able to notice Upas in order to escape in time?
(2) Who do you expect might help Bintang?

(C) "After a while Bintang felt tired. He ran more and more slowly. Upas came closer and closer. Soon he would see Bintang and shoot him" (p. 10).

(1) Do you think that Monyet could help Bintang again?
(2) Will Upas succeed in killing Bintang this time around?

(D) "He did not run after Bintang. He aimed his blowpipe at Monyet, saying, "I'm Upas the Hunter. Nobody is cleverer than I am!" (p. 12).

(1) Will Bintang be able to help Monyet?
(2) Will Monyet be killed by Upas?

Variation: Completing sentences. An interesting variation of this activity invites students to complete a series of incomplete statements in writing. The following statements which refer to various intervals in the story illustrate this activity:

I think Monyet will/will not be eaten by Bintang because . . . .
I think Bintang will/will not harm Monyet because . . . .
I think Monyet will/will not help Bintang because . . . .
I think Upas will/will not be able to kill Bintang because . . . .

Teaching Strategy 3:   What was it about?

Rationale: To evaluate different interpretations of events; to express and discuss personal reactions after reading the text

Technique: This teaching strategy requires the teacher to prepare two or three different versions of what the chapter was about. Copies of the summaries are given to the students in advance. After the summaries have been read, a group discussion ensued to decide on the most accurate version. At the same time, students may also be allowed to write another brief interpretation of events in which everyone could agree upon. The main principle of this activity is to offer different interpretations of the same events at the end of the chapter in question.

The following sample summaries are for the first section of "The Vain Leopard." The same procedure could be repeated after every section has been read by the students.

Summary 1

Bintang was a vain leopard. Monyet the monkey liked to tease Bintang. He was jealous of Bintang because Bintang was more beautiful than him. One day, Monyet fell from the tree and Bintang wanted to kill Monyet. Luckily, Monyet managed to escape from Bintang.

Summary 2

Bintang was a kind leopard. He liked to drink water from the pool. Monyet did not like Bintang. One day, Bintang had the chance to trick Monyet to come down from the tree. He wanted to eat Monyet but changed his mind because he was afraid that he might break out in ugly spots. So, Monyet was set free.

Summary 3

Bintang was a vain but kind leopard. Monyet the monkey liked to tease Bintang everytime he gazed at his beauty in the pool. Bintang got the chance to catch the monkey when it slipped and fell to the ground. But Bintang let Monyet go unharmed when he began to cry.

Variation: Summaries written by students. Students are required to prepare summaries of the text. In order to make this exercise more challenging for the advanced students, the number of words in the

summary should be limited.

Teaching strategy 4:   Underlying meaning

Rationale: Figurative speech

Technique: Initially, the teacher must identify specific utterances from the text which could be considered as figurative speech. Handouts of these utterances together with their possible meanings should be distributed to the class. The students are then required to indicate the best meaning which illustrates the utterance in question from the series of responses in the handout. They can also provide their own responses in the space provided.

The following is a list of sample figurative and idiomatic utterances from the text and their possible underlying meanings:

Bintang: "I'll teach that Monkey a lesson."

|__| I'll help the Monkey with the classroom exercise.

|__| That Monkey will learn not to tease me again.

|__| The Monkey needs help with the school work.

|__| _____ .

Bintang: "My spots are really like stars."

|__| I'm beautiful.

|__| I'm ugly.

|__| I'm ashamed of my spots.

|__| _____ .

Bintang: "Alright, I'll give you another chance."

|__| You can tease me whenever you want to.

|__| You are free to go.

|__| I won't eat you.

|__| _____ .

Monyet: "Monyet meat is not good for your skin."

|__| My meat is good for other reasons.

|__| You must not eat me.

|__| My meat will ruin your beauty.

|__| _____ .

Bintang: "Wait till I catch you, Monyet."

|__| I'm not good at running.

|__| You can't escape from me.

|__| Eventually, I'll get to eat you.

|__| _____ .

In addition, the teacher could ask the students to identify the location of the utterances.

Teaching strategy 5: Cloze procedure (Gap-filling)

Rationale: To focus on specific grammatical items

Technique: There are many constructive variations when conducting activities involving cloze procedure. The following cloze exercise is based on a fixed-ratio deletion in which every seventh word in the selected abstract from the text is systematically deleted. The students have to fill in the gaps with appropriate words.

Says the Teller of Tales: Once _____ lived a very vain leopard. He _____ very proud of his beauty. He _____ himself Bintang because, he said, his _____ were as beautiful as the stars (_____) in the sky.

"Oh, how beautiful I look!" he _____, gazing at himself in a pool.

Monyet the Monkey chuckled from a _____ branch of a tree. "Oh, how _____, how beautiful I look!" he said, _____ fun of Bintang.

Variation: Cloze procedure on prepositions. The students have to find suitable prepositions for the gaps in the following abstract:

Says the Teller _____ Tales: Once there lived a very vain leopard. He was very proud _____ his beauty. He called himself Bintang because, he said, his spots were as beautiful as the stars (bintang) _____ the sky.

"Oh, how beautiful I look!" he said, gazing _____ himself _____ a pool.

Monyet the Monkey chuckled _____ a high branch _____ a tree. "Oh, how beautiful, how beautiful I look!" he said, making fun _____ Bintang.

C. Post-reading

Teaching Strategy 1: Verifying events

Rationale: to develop listening and speaking skills; to check students' comprehension of the main events of the story

Technique: First the teacher is required to prepare ten statements, of which five happened to be true and the rest false, concerning the text. The statements which are not available to the students yet are then read aloud to the class. As the students listen to the sentences being read, they are required to identify and tick the five statements which are true beside the corresponding numbers. The other five incorrect statements are marked with a cross.

It is important to note that the teacher may need to repeat the statements for the low proficiency students. As such, it would be best to record the statements if this strategy is to be used with several classes. Appropriate time limit between each of the statements should also be allocated in order to cater to the different proficiency levels of students. In this case, weaker students should be given more time to respond to each question. The following is a list of ten sample statements:

1. Upas means a very strong poison used for hunting.   ( )
2. Monyet liked to play with Bintang.   ( )
3. Bintang was a very strong leopard.   ( )
4. Monyet was finally killed by Upas.   ( )
5. Upas's dart did not hit Monyet because he was angry.   ( )
6. The leopard called himself Bintang because he claimed
   that his spots were as beautiful as the stars in the sky. ( )
7. Upas wanted to kill Bintang for his beautiful skin.   ( )
8. Upas knew that the wind was blowing from the north.
   To escape from being discovered by Bintang he
   came from the east.   ( )
9. Upas could understand animal language.   ( )
10. Upas was vain too, but not as vain as Bintang.   ( )

Following that, the teacher should distribute the prepared statements to the class. A class discussion on each of the statements should take place. The teacher could also require that every claim is to be substantiated with valid supporting details from the story.

The following is a list of similar sample comprehension questions from the Malaysian Tales teaching file (p. 12):

1. The leopard was very shy.   (X)
2. Monyet loved to tease the leopard.   (/)
3. Bintang was vain and unkind.   (X)
4. The people in the jungle are called Orang Asli.   (/)
5. Upas was a vain man.   (/)
6. The word "Upas" means medicine.   (X)
7. The Orang Asli used guns to shoot animals.   (X)

The listed comprehension questions may prove to be a useful exercise to facilitate the understanding of literal events in the story. However, such an exercise does not lend itself to any opportunities for discussions and interpretations while students' responses are very much restricted to the stated facts in the story. In this context, this exercise is more suitable for the low proficiency students.

The implications of such an exercise suggest that students with a higher proficiency level should be allowed to express varied responses which could foster a natural transition to valid interpretations of a literary text. This is crucial in the early stages of literary development. Otherwise, students' responses will invariably remain literal and mechanical. In view of this, the following teacher strategy which is known as opinionnaire could complement simple comprehension exercises in the process of encouraging students' participation in the exercise.

Teaching Strategy 2: Opinionnaire

Rationale: The rationale behind this exercise is to prepare students for more complex issues in literary works by defining these issues in clearly and simply defined statements. This can encourage the students to express their own experiences and perceptions without inhibitions.

Technique: The design of this activity must begin with a careful consideration of the difficulties students are likely to encounter in the given text. If the students find it difficult to understand the inferences and generalizations suggested by the author, the teacher must then prepare a series of statements related to these issues. The students are to respond to the prepared statements individually and a class discussion on the responses must ensue. Opportunities for the students to defend their choices during the discussion must be given.

Sample statements:

(1) You should help your friend only if it benefits you.   ( )
(2) You should help your friend at all times at all costs.   ( )
(3) Vanity is a natural human quality.   ( )
(4) Vanity is bad for all people.   ( )
(5) Vanity is an important quality for all people.   ( )
(6) Girls must not be obsessed with beauty all the time.   ( )
(7) It is important to look beautiful at all times.   ( )
(8) It is proper to believe that nobody is better than you.   ( )
(9) Beauty is in the eye of the beholder.   ( )
(10) One good turn deserves another.   ( )

Teaching strategy 3: Completing sentences using discourse markers

Rationale: To develop skills in reasoning and the application of supporting details; to focus on discourse markers; to encourage acceptable variations of responses

Technique: Ask students to complete the sentences. Students are to choose the appropriate connectives and also complete the sentences by providing suitable reasoning which must be related to the text. A chosen connective can only be used once.

The leopard called himself Bintang . . . .
Bintang liked to gaze at himself in a pool . . . .
Bintang was angry at Monkey because . . . .
Monyet was afraid of Bintang when Bintang pounced on him . . . .
Bintang decided to let Monyet go . . . .

The following list provides some sample connectives: furthermore, nevertheless, even so, however, meanwhile, as a result, despite, etc.

Teaching Strategy 4: Summary

Rationale: To illustrate linguistic and literary variations at work; to enable students to be familiar with the processes of interpretation of a text

Technique : There are several ways of using summary in class. One of them is to require the students to produce initially a literal account of events in the story. In this way, a discussion on the difference between plot and theme could take place. Another possibility is for the teacher to impose word limit in order to make the exercise more challenging for the advanced level.

Teaching strategy 5: Creative writing

Rationale: To develop creative writing skill; to highlight the main themes of the story

Technique: This activity is more suited for the advanced students. They are required to write a story reflecting one of the following themes or values: vanity and friendship. Alternatively, the students could also write a story which is based on the following title: You must help a friend in need at all costs. It could be based on personal experience.

Teaching Strategy 6:   General Meaning

Rationale: To check students' understanding of the story; to allow for variations in responses provided that adequate supporting details are furnished

Technique: Choose the best response and then arrange the other responses according to their importance. If none of the stated responses seems suitable, the student may provide his own in the allocated space. Finally, the students are required to provide the appropriate quotation from the story to support the chosen responses.

The following sample questions illustrate this activity:

1. Why did Bintang always gaze into the pool?

|__| He was looking at his own reflection.

|__| He wanted to make sure that he was still beautiful.

|__| He liked to admire his beauty.

|__| _____ .

2. Why did Monyet like to tease Bintang?

|__| Bintang was not friendly to the animals in the forest.

|__| Monyet liked to tease the other animals too.

|__| Monyet was jealous of Bintang's beautiful spots.

|__| _____ .

3. Why did Bintang try to attract Upas's attention by leaping out of the undergrowth?

|__| Bintang wanted to show off his beauty to Upas.

|__| Bintang forgot that Upas was trying to kill him.

|__| Bintang was attempting to trick Upas.

|__| _____ .

4. What did Monyet do to spoil Upas's aim?

|__| Monyet made Upas angry.

|__| Monyet threw a wild fruit at Upas.

|__| Monyet claimed that he was cleverer than Upas.

|__| _____ .

5. How would you describe the relationship between Bintang and Monyet at the end of the story?

|__| They became good friends.

|__| Bintang was still busy admiring his beauty and disregarded Monyet.

|__| Monyet no longer felt indebted to Bintang.

|__| _____ .

8.2.3 The Final Stage: Extension beyond the Literary Text

Teaching Strategy 1: Forum (debate)

Rationale: To stimulate oral language practice; practice in finding supporting details; promote tolerance

Technique: One of the procedures involved in implementing this activity could include small groups of students either proposing or opposing a particular stand or issue which is related to the themes or moral values as reflected in the text.

The initial task is to select an issue which is both relevant and controversial enough to cause a split in opinions among the class. In this instance, students should be encouraged to suggest the kinds of issues that could be debated. However, the teacher must ensure that the selected topic does not lend itself to be an obvious one-sided issue.

One of the topics for debate may reflect the following concern: Boys are generally more vain than girls. The underlined topic is particularly suitable in a co-educational class. In this instance, the male population of the class may certainly have some reservations in this matter.

The members of each group must first discuss the agreed upon topic in detail and then elect a spokesperson who will present the points raised by the group. Each view, however, must be validated by supporting details.

The written requirement of the activity may include individual or group report on the topic in question. The students should refer to the points that have been raised by both parties during the debating session. This assignment could also be considered as a form of feedback concerning the students' involvement in the class interaction process.

Teaching Strategy 2: Role play

Rationale: To develop language abilities especially through oral practice

Technique: The teacher should observe the initial preparations involved in a role play activity may which include the following analysis: proficiency level, language abilities, and essential background knowledge of students; a detailed list of roles, setting, attitudes, and teaching aids. The activities for the preparatory stage could be carried out in pairs and the students are encouraged to experiment with various roles, attitudes, and forms of utterences.

Essentially, the preparatory process incorporates all the basic language skills that the students have been exposed to throughout their English language instruction period. In addition, the teacher should introduce new vocabularies, language forms and functions, and the necessary language abilities which the assumed roles may require. The students must also be familiar with the distinct characteristics of the characters in the role play. Finally, the underlying themes of the role play should be explained to the class. The activities in the previous stages should provide adequate preparation for the class.

During the role play session, the teacher maintains the role of a passive observer. Mistakes which were made during the activity could be pointed out during the discussion period that follows and not during the activity itself. This is to ensure that the continuity of the activity is not disrupted. Unnecessary interruptions by the teacher may also cause the participants to be intimidated thereby jeopardizing any desired outcomes.

The weak students may need some assistance in carrying out the activity. The teacher may include several suggestions in the role card such as what questions to asked or expected to be asked. The advanced students are only furnished with the situation. Generally, this requires background knowledge of the situation and also the appropriate attitude that should be adopted.

As part of the written requirement, students could be asked to write letters to various departments for further assistance or information concerning the subject area in question. This exercise may also enhance the students' background knowledge on certain issues.

The students must also be familiar to the distinct characteristics of the characters in the role play. Finally, the underlying themes of the role play should be explained to the class. The activities in the previous stages should provide adequate preparation for the class.

The following sample role cards illustrates the kinds of roles, situations, and tasks that could be included in a role play activity:

Role Play 1

Role 1

You are Monyet, the Monkey. You like to tease
Bintang every time he gazes into his beauty in
the pool.

Role 2

You are Bintang, the Leopard. Monyet, the Monkey
likes to tease you although you had never caused
him any harm. Tell Monyet to stop teasing you.

Role Play 2

Role 1

You are Monyet. You have been caught by Bintang
after you slipped and fell to the ground. Try to
convince Bintang that you won't tease him anymore
if he sets you free.

Role 2

You are Bintang. You managed to catch Monyet
when he slipped and fell to the ground. Tell Monyet
what you intend to do to him.

Role Play 3

Role 1

You are Bintang. You forgot the fact that Upas want
to kill you because want to show off your beauty to
Upas. Call out to Upas and try to impress him of your
beauty.

Role 2

You are Monyet. You want to save Bintang from
being killed by Upas. Distract Upas from his aim
at Bintang.

Role 3

You are Upas. You are raising your blowpipe and
aiming it at Bintang when suddenly Monyet spoilt
your aim. You are angry at Monyet and decided to
kill him too.

Teaching strategy 3: Project work

Rationale: To enable students to apply all the language skills; an
extension of theme and plot into other subject areas (literature across the
curriculum)

Technique: In this activity, the class could be divided into either two large groups or several groups with each group working on a separate area of research which is related to the story. As such, the students could be working on the following proposed large-scale projects which involve an extensive investigation on: (1) the animal kingdom; and (2) the aborigines or native peoples of different continents. The teacher may limit the scope of each project depending on the respective abilities and enthusiasm of the class.

It is crucial for the teacher to ensure that the students are properly prepared and organized for the various tasks involved. This is largely due to the demanding requirements of the project work which may involve the following tasks related to the gathering and presenting of information: library research, outings, interviews, collecting or designing illustrations, and a comprehensive oral and written report.

As this project may take several class periods to complete, progress reports may be sought from time to time. Finally, an oral and a written report of the project from each group will be required at the end of the stipulated period. The teacher may have to provide a general framework for the reports in order to assist the weak students.

As mentioned before, the two large scale projects which have been based on "The Vain Leopard" are categorized into the following distinct topics: (1) the animal kingdom; and (2) the aborigines or native peoples. The kinds of effort that should be expected of the groups responsible for each category may include the following tasks:

The Animal Kingdom:

- Prepare a list of animals indigenous to selected areas around the world;
- Investigate the meaning of the following terms and list as many animals as you could that belong to each category: vertebrate, invertebrate, warm-blooded, cold-blooded, mammals, fish, birds, reptiles, amphibians, carnivores, herbivores, and omnivores;
- Categorize the animals into the following groups: (1) wild and dangerous animals; (2) pets; and (3) animals which are useful

to human beings;
- Prepare a list of endangered animals (contact animal rights group);
- An educational visit to the zoo: write to the relevant authority and ask for details and assistance;
- List other titles that deal with animals;
- Prepare an oral and a written report on the final outcome of the project.

Aborigines or Native Peoples:

- Identify the various groups of aborigines in various parts of the world (Maori, Masai, Kalahari Bushmen, Pygmy, American Indians, etc.);
- Name the different groups of Orang Asli in Malaysia (Senoi, Kadazan, Penan, Iban, Sakai, etc.);
- Research into the lifestyles of the Orang Asli (hunting, long-house, etc.)
- How far has modern civilization affect the way of life of these Orang Asli;
- What are government's effort in assisting the Orang Asli to adapt to modern life and society?;
- Visit an Orang Asli settlement; write to the relevant authority and ask for details and assistance;
- List other titles that deal with the aborigines or native peoples;
- Prepare an oral and a written report on the final outcome of the project.

An important consideration for this activity is that the final outcome of this project culminating from the different groups should be collected and exhibited for all the students to view and appreciate. This is one of the ways in which the students' effort could be acknowledged. In turn, it is hoped that the students will be more enthusiastic and motivated to undertake similar future projects.

8.3 Basic Skill and Question Types in Reading and Interpreting Literature

The following question types in relation to the skill types which operate on the literal and inferential level of comprehension had been based on a model by Hillocks and Ludlow (refer to section 7.2.2 in Chapter Seven). In general, the model implies that teachers of language and literature must realise that students who are unable to answer lower level questions will be unable to respond to complex higher level inferences. The teachers must then determine the students' level of inference first before proceeding to the next higher levels.

In relation to this model, a story entitled "The Vain Leopard" from one of the recommended class readers for the Form One level, <u>Malaysian Tales,</u> is used as text to illustrate the seven highlighted skill types and the corresponding question types:

Literal Level of Comprehension

1. **Basic Stated Information:** Identifying frequently and explicitly stated information which presents some condition crucial to the story. Example: Where did Bintang spent most of his time?

2. **Key Detail:** Identifying a detail which appears at some key juncture of the plot and which bears a causal relationship to what happens. Example: What happened to Monyet at the beginning of the story?

3. **Stated Relationship:** Identifying a statement which explains the relationship between at least two pieces of information in the text. Example: What did "Upas" mean?

Inferential Level of Comprehension

4. **Simple Implied Relationship:** Inferring the relationship between two pieces of information usually juxtaposed in the text. Example: (a) Why did Monyet warn Bintang about Upas? (b) Explain how you know.

5. **Complex Implied Relationship:** Inferring the relationship(s) among many pieces of information spread throughout large parts of the text. Example: (a) What quality did both Bintang and Upas have in common? (b) Explain how the quality relate to their misfortunes.

6. **Author's Generalization:** Inferring a generalization about the world outside the work from the fabric of the work as a whole. These questions demand a statement of what the work suggests about human nature or the human condition as it exists outside the text. Example: (a) What comment or generalization does this story make on the way "vanity" influences human behavior and attitudes? (b) Give evidence from the story to support your answer.

7. **Structural Generalization:** Generalizing about how parts of the work operate together to achieve certain effects. To belong properly to this category, a question must first require the reader to generalize about the arrangement of certain parts of a work. Second, it must require an explanation of how those parts work in achieving certain effects. Example: Monyet was a dominant character in the story. (a) Explain what purpose did Monyet serve in relation to the climax of the story. (b) Present evidence from the story to support your answer.

8.4   Conclusion

Literature will continue to be widely used in its original form and in various adaptations in the ESL classroom. Nevertheless, vigorous discussions by both the proponents and opponents of this issue continue to emerge. It is hoped that future enquiries on the integration of literature in ESL teaching will not attempt to stem this positive development. In this light, discussions that can generate interesting ideas and improved instruction which in turn may benefit teachers and students should be encouraged (see section 2.4 for a list of references on methodological issues to resource materials for classroom use).

It is therefore essential for teachers to be aware of how to use and exploit the learning potential of the class readers and provide an extensive range of applicable activities and exercises which can promote students' responses in the classroom. Arthur reiterates that "second language teachers interested in using literature in their classes must be aware of how literature can teach second language skills while, at the same time, retaining its literary value for second language learners" (1968: 199). With proper guidance and training sessions, it is hoped that the teachers concerned are able to introduce suitable activities and exercises for all levels of interests and abilities after being exposed to the guiding principles of such tasks in this chapter.

Seemingly, the fundamental role of teachers in this instance is to provide suitable variations of the teaching strategies in order to accommodate specific classroom requirements which include age ranges, ability levels, and interests. This process had been illustrated through the underlined possible variations of the applicable teaching strategies. This is essentially due to the fact that it would be quite impossible to suggest a particular teaching strategy which could suit the needs of every classroom without any prior adaptations.

It is understood that most teachers would like to maintain the flexibility to select, adapt, and design the teaching materials and activities for the classroom. Teachers are not expected to implement all the outlined teaching strategies in this chapter. There were instances when more than one teaching strategy that could develop a certain language or literary skill had been illustrated. Careful selection of applicable strategies must then be adopted at all times.

Although the various classroom strategies presented here do not necessarily claim to be original nor exhaustive, it is believed that the proposed framework for literature teaching in ESL which had been underlined in this chapter as a whole can assist teachers in presenting a more developed lesson. It is hoped that as a result of this exposure, teachers will become more confident in selecting, adapting, and designing activities and exercises for classroom use. If implemented successfully under the circumstances, a more effective use of teaching strategies for an integrated language and literary development which renders literature both

useful and enjoyable could then be established.

8.5 Summary

Essentially, this chapter has: (1) presented a proposed framework for using literature in ESL instruction; (2) demonstrated sample teaching strategies for the literature in ESL classroom in relation to the proposed framework; and (3) illustrated the basic skill and question types in reading and interpreting literature in relation to the chosen text. It is hoped that these efforts could expose teachers of language and literature in the Malaysian secondary school setting to the principles involved in selecting, adapting, and designing appropriate activities and exercises. Nevertheless, teachers who are involved in the literature in ESL programmes in Malaysia still need to be properly informed how to exploit the potential of the recommended activities and exercises and also to be exposed to the guiding principles of using literary texts in the ESL classroom through related seminars, workshops, or courses.

The next chapter, Chapter Nine, will be the concluding chapter of this study. It will consist of a summary of the study which includes a restatement of the problem, purposes of the study, and the statement of procedures. The conclusions, general recommendations and recommendations for further research based on the study will also be highlighted.

CHAPTER NINE

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This final chapter consists of three major areas: first, a summary of the study which includes a brief restatement of the problem, purposes, and procedures undertaken in the study; second, conclusions of the study; and finally, general recommendations for change and further research based on the aims and objectives of the literature in ESL programmes in Malaysia which include the Class Reader Programme (CRP) and the Elective Literature in English Programme (ELEP), findings of the study, the review of the literature, and the researcher's five years of practical experience in working with the Teaching of English as a Second Language (TESL) pre- and in-service teacher education programme at UPM.

9.1 Summary of the Study

The increasing deterioration of the standard of English language in Malaysia as reflected in the annual English language test results in the two national examinations at the lower secondary (SRP) and upper secondary level (SPM) has caused great concern among leading figures from the political and academic spheres. In view of this decline, efforts are being made to upgrade the standard and to maintain the official status of English as a second language in Malaysia.

9.1.1 Statement of the problem

The teaching of English language still remains the main focus in the Malaysian education scene. Generally, the English proficiency level of the majority of students is still not satisfactory due to several reasons which include the negative attitude of learners and the lack of adequate training for language teachers to cope with the latest developments.

As one of the measures to upgrade the level of English proficiency and also the reading interest in the Malaysian public schools, the Education Ministry is in the process of introducing two literature in ESL programmes at the secondary level: the CRP is for the secondary level while the ELEP is only offered at the upper secondary level. The use of literary texts in the process of teaching language and possibly literary skills is a relatively recent development in the ESL curriculum. Essentially, this recent trend emphasizes the integration of language and literature for practical purposes.

In retrospect, English language teaching in Malaysia has now entered a new era in which a more meaningful output in the process of language learning is explored through the introduction of literary texts in English at the secondary level. In previous years, the teaching of English language has always been separated from literary study. In light of this, the value of literary materials as one of the primary tools for language teaching and possible further literary explorations in the future has become the main focus of attention in the Malaysian education scene.

As a direct result of this relatively new development, the local universities in Malaysia have been encouraged to research into ways in which literature in ESL could be introduced effectively in schools and also to set up related pre- and in-service education and training (INSET) courses. A preliminary investigation into this initiative has highlighted a dominant factor which relates to the inadequate education and training procedures for the pre- and in-service teachers in the field of teaching literature in ESL. It is this area of concern which involves the preparation of pre- and in-service teachers to teach literature in ESL with special reference to the Malaysian context that this research study sets out to investigate.

9.1.2 Purposes of the study

In relation to the recent introduction of a literature component in the Malaysian English language teaching syllabus, the purposes of this research study are to determine the present situation concerning the teaching of literature in ESL in Malaysia with special reference to the CRP

in order to develop two proposed course designs for the teaching of literature in ESL at the secondary school level with particular emphasis on the Malaysian context.

Specifically, this study provides information concerning the Malaysian English language teachers': (1) preparation to teach literature in ESL; (2) response to the CRP; and (3) response to the course components for the teaching literature in ESL courses at the secondary level.

Due consideration had been given to the following pertinent factors in the course of developing the two proposed courses for the teaching of literature in ESL at the secondary level: (1) the aims and objectives of the literature in ESL programmes in Malaysia (CRP and ELEP): (2) the results of the three empirical surveys which were conducted for the purposes of this study; (3) the review of the literature; and (4) the researcher's five years of practical experience in working with the Teaching of English as a Second Language (TESL) pre- and in-service teacher education programme at UPM.

9.1.3 Statement of procedures

Three separate surveys had been conducted on the UPM TESL in-service teachers, and the English language teachers who were involved in the CRP in eleven selected urban and rural secondary schools in Malaysia. Questionnaires were primarily used as the data gathering instrument in this study. The data were reported in terms of percentages and illustrated in frequency distribution tables. The participants of the surveys were assured of the confidentiality and anonymity of their responses. The empirical surveys carried out in this study were to investigate:

A. The training of the UPM TESL in-service teachers to teach literature in ESL in Malaysia

This survey involved the fourth and sixth semester in-service teachers at UPM who were undergoing a four-year Bachelor of Education programme in Teaching English as a Second Language (TESL). The respondents were asked to respond to items related to: (1) background in literary studies; (2) professional experience; (3) state of professional training or preparation to teach literature in ESL in Malaysia; and (4) response to the teaching of literature in ESL in Malaysia.

The information obtained in this survey was mainly used to help establish a situation analysis of the UPM in-service teachers which was crucial to the development of the proposed course designs. Essentially, the implications from the teacher situation analysis could provide a general description of the background of the participants who would enroll in the proposed teaching literature courses at UPM.

B. Teachers' response to the CRP

The sample for this particular survey consisted of twenty-three Form One English language teachers from eleven selected rural and urban secondary schools who had been involved with the CRP. Basically, the respondents had been asked to respond to the following items: (1) professional experience; (2) response to the CRP; (3) the advantages and shortcomings of the class readers; and (4) the advantages and shortcomings of the teaching files.

The information obtained in this particular survey was mainly used to determine whether the teachers had been adequately trained to implement the literature in English component in the English syllabus through the CRP and also to ascertain the teachers' initial response to the effectiveness of the CRP.

Separate interviews which involved two assistant directors from the Ministry of Education, Malaysia were also undertaken. The interviews were to obtain additional clarifications concerning the aims and the procedures for the implementation of the literature in English programmes (CRP and ELEP) at the secondary level in Malaysia.

C. A teacher needs analysis of course components for the teaching of literature in ESL in Malaysia ·

The respondents in this particular survey include those who had been involved with the survey of the response to the CRP. The questionnaire was to obtain information concerning possible course components for the teaching of literature in ESL in Malaysia from the teachers who were involved with the CRP in the selected schools.

The outcome of this survey was mainly used to help identify the main areas of concern in the process of establishing appropriate course components for the proposed teaching literature in ESL courses in Malaysia. The resulting proposed course designs would especially be of practical use for the teacher education programme at UPM.

9.2 Conclusions

This section presents the main conclusions of this research study which are largely based on the major findings of the three empirical surveys which had been implemented: (1) A Survey of the training of the UPM TESL in-service teachers to teach literature in ESL in Malaysia; (2) A survey of teachers' response to the Class Reader Programme (CRP); and (3) A teacher needs analysis of course components for the teaching of literature in ESL in Malaysia.

9.2.1 A Survey of the Training of the UPM TESL In-Service Teachers to Teach Literature in ESL in Malaysia

1. Training in literary criticism

It seems that a majority of the respondents did not have an adequate literary background in order to teach literature in ESL effectively. As such, this inadequacy could affect the teachers' performance in the process of presenting the literary materials to the class. If this problem is not checked, students could be deprived of adequate exposure to literary studies.

2. Taught literature

Most of the in-service teachers surveyed in this study had no previous or related experience in literature in ESL instruction. This situation brings about the need for developing pre- and in-service courses in the teaching of literature in the ESL situation with special reference to the Malaysian context.

3. Teaching strategies/approaches

The results of this study also indicated that most of the respondents did not seem to have an adequate knowledge of the various teaching strategies or approaches to teaching literature in ESL.

4. Professional activities

Apparently, seminars, workshops, and short courses in the field of teaching literature in ESL are still lacking in Malaysia. Consequently, most of the respondents did not have the opportunity to attend any of these pertinent activities. Positive steps must be taken to ensure that as many teachers as possible are able to participate in such related activities. There were indications that most of the respondents were receptive to these activities.

5. Introduce literature in ESL in schools

The incorporation of literature in ESL as one of the components in the English language syllabus was favoured by a large majority of the sample. This does indicate that the respondents do support the Education Ministry's initiative to introduce literature in the ESL classroom.

6. Potential major problems

The respondents highlighted three major problems which could have an effect on the implementation of the literature in ESL programmes in schools: (1) lack of interest among students to study literature which is mainly due to their low English proficiency level and reading ability; (2) inadequate supply of teaching materials on literature in ESL; and (3) lack of trained teachers in the field of teaching literature in ESL.

9.2.2 A Survey of Teachers' Response to the CRP

1. Trained to use literary texts in the CRP

A large majority of the respondents were not trained to teach a literature component in the English syllabus through the CRP. All of them did not have the opportunity to attend any specialized training for such task other than a briefing given by the Heads of the English departments at the respective schools. In addition, the respondents had not attended any conferences or training sessions on the teaching of literature in ESL prior to the implementation of the CRP. This apparent inadequacy should highlight the importance of proper education and training programmes for the teachers who are involved in the literature in ESL programmes.

2. Class readers

There were cases in which some of the class readers were not appropriate for students in certain situations. This had been largely due to the plot. In particular, stories with love themes such as Sleeping Beauty proved to be more appealing to an all girls' school rather than boys'. Most students reacted favourably towards stories which they could identify with such as Malaysian Tales.

3. Teaching files

The respondents were generally receptive toward the teaching files which accompanied the class readers. Nevertheless, there were a minority of respondents who became too dependent on the teaching files for classroom activities and exercises. It seems that these respondents lack the necessary skills in manipulating the teaching strategies presented in the teaching files to suit individual classroom needs.

4. Teaching strategies

A majority of the respondents did not employ any teaching strategies other than those which had been suggested in the teaching files in the course of implementing the CRP. This seems to suggest that most of the respondents became dependent on the teaching files for ideas rather than producing their own teaching strategies based on the guiding principles of the activities and exercises in the teaching files. The respondents still need to be exposed to the underlying principles of selecting, adapting, and designing activities and exercises for the literature in ESL classroom.

5. Problems encountered

According to the respondents in this study, the main problems that are affecting the smooth implementation of the CRP include the following:

- Insufficient supply of class readers for students and teaching files for teachers in some schools;

- A number of inappropriate class readers for students due to the plot, vocabulary level, and/or sentence structure;

- Most students were not interested in reading the class readers because of their low English language proficiency level, reading problem, lack of understanding of other cultures (related to the text), and/or time constraint;

- A majority of the respondents were not aware of suitable and interesting teaching strategies or approaches to teaching literature in ESL. There were indications that the dependency on the teaching files could not accommodate this need.

9.2.3 A Teacher Needs Analysis of Course Components for the Teaching of Literature in ESL in Malaysia

1. Two teaching literature in ESL courses

The majority of the respondents reacted favourably toward the development of two teaching literature in ESL courses in Malaysia. This is to cater to the two literature in ESL programmes (CRP and ELEP) being set up by the Education Ministry.

2. Course components

The majority of the respondents indicated that "teaching strategies/approaches" to teaching literature in ESL should be among the course components for the teaching literature in ESL course for the lower secondary level followed by "material selection and adaptation" and "selecting and designing activities."

3. Other course components

One of the respondents in this survey did suggest the possible consideration of a course component which had not been listed in the questionnaire for the teaching of literature in ESL course. The recommended course component, "literature across the curriculum," was to provide a linkage with the other school subjects. In view of its relevance, this particular suggestion had been incorporated in the proposed framework for the teaching of literature in ESL in Chapter Eight (refer to section 8.2.3).

9.3 General Recommendations

With the inclusion of literature in ESL through the CRP as part of the English language syllabus since the 1989 academic year, the prospect of obtaining immediate desired results in literature teaching seems doubtful unless drastic measures are taken to ensure that every level of teacher and student involvement is monitored, assessed, and acted upon accordingly. In view of this, the following recommendations have been underlined as some of the positive measures that should be undertaken in order to ensure that the literature in ESL programmes in Malaysia are being implemented effectively.

9.3.1 Literature in ESL courses in INSET programmes

In view of the recent development involving the integration of a literary component into the secondary school English language syllabus in Malaysia, courses which are related to the use of literature in the ESL classroom in the Malaysian context should be offered in INSET programmes in order to educate and train English language teachers to implement the literature in ESL classroom programmes effectively.

The courses concerned must consider the fact that a majority of the course participants would not have any practical experience in the field of teaching literature in ESL. The courses must therefore be introductory in nature and then progress gradually to another complementary advanced

level course.

In this respect, this research study has undertaken an initial effort to propose the setting up of two complementary courses for the TESL pre- and in-service teacher education programme at UPM. The proposed courses, "Literature in ESL in the Language Class" and the "Literature in ESL in the Literature Class," have been developed to cater for the CRP and the ELEP respectively. Essentially, these two courses promote the use of literary texts in the language and literature class.

9.3.2 Course components

The results of the surveys in this study indicated that the respondents need to be exposed to the practical aspects related to literature in ESL teaching which could be implemented in the classroom. The respondents emphasized that one of the course components should focus on the development of teaching strategies for using literature in the ESL classroom. A survey of various teaching literature approaches should also be considered. This is in addition to material selection and adaptation and selecting and designing activities.

The course components for the two proposed courses in this study were selected after due considerations had been given to the following factors: (1) the aims and objectives of the literature in ESL programmes in Malaysia (CRP and ELEP); (2) the results of the three empirical surveys which were conducted for the purposes of this study; (3) the review of the literature; and (4) the researcher's five years of practical experience in working with the Teaching of English as a Second Language (TESL) pre- and in-service teacher education programme at UPM.

The course components for the proposed "Literature in ESL in the Language Class" course include the following: (1) Material selection and adaptation; (2) Selecting and designing activities; and (3) Teaching strategies for developing language and literary skills with special emphasis on reading development.

The following course components had been considered for the proposed "Literature in ESL in the Literature Class" course: (1) Developing literary skills; (2) Literary stylistics; (3) Testing in literature; and (4) A survey of approaches to teaching literature.

9.3.3 Literary background

One of the factors that could affect the implementation of the literature in ESL programmes in Malaysia is the limited number of teachers with adequate literary background. Under the circumstances, it is necessary for teachers who are involved with the literature in ESL programmes in Malaysia to be exposed to more literature courses.

Among other advantages, teachers with adequate literary background should be able to present a more developed lesson in the classroom compared to those who had no prior literary exposure. This is especially the case when the teachers understand what is involved in the process of analysing, evaluating, and interpreting literature, in addition to the developments of the plot and other concerns related to literary theory. Furthermore, teachers with a literary background would be able to express a genuine personal response to the story rather than be detached and mechanical during classroom work.

One of the measures that could be undertaken to check this inadequacy is to require pre- and in-service teachers to enroll in literature courses offered by the tertiary institution concerned. Opportunities such as short courses in literary studies should also be provided for the teachers concerned.

9.3.4 Professional activities

Related professional activities which include seminars, workshops, and short courses should be offered to ESL teachers who are involved in the Literature in ESL programmes for further education and training. Currently, there have been only a few seminars on the teaching of literature

in ESL organized by the Ministry of Education and the local universities. Despite this attempt, only a limited number of key personnel were invited to attend these rare meetings. In view of this inadequacy, it is quite difficult to cater to the needs of all teachers of English to be exposed to the requirements surrounding the ideal conditions for teaching literature.

Essentially, the topics for discussion in these professional conferences could include practical guidelines on how to meet the objectives of the CRP and the ELEP and other related aspects as well. These related activities also present a good opportunity for teachers to be exposed to the latest developments related to using literature in the language classroom.

9.3.5 Class readers

Although the effort undertaken by the Education Ministry to introduce the class readers in the classroom seems to be a positive development towards promoting the reading interest and the upgrading of the English language proficiency as a whole, the effectiveness of the class readers could be further improved through the following considerations:

1. Students should be grouped into their respective English proficiency levels known as sets. This is to enable the teacher to prescribe suitable reading materials which are appropriate for all the students;

2. Only suitable class readers which reflect the reading ability of a set group should be used in a classroom. In this case, class readers which are specifically written for advanced learners should not be introduced to the low proficiency group;

3. Guiding principles to selecting, adapting, and designing supplementary reading materials in the classroom should be made available to those who are involved in literature in ESL programmes. Consequently, it is hoped that various and appropriate supplementary reading materials that take students' interests and reading abilities into consideration could be used as an extension to the prescribed class readers or any existing reading materials already in use.

4. Local writers should be encouraged to produce class readers which reflect the local setting with which students could readily identify. It seems that most students, especially those who have low English proficiency, have difficulties in understanding the cultural background of other cultures which are apparent in the simplified literary texts. This difficulty could hamper and discourage some students from reading.

5. So as to avoid any unnecessary waste of effort and time, there should be a more effective and organized distribution system for the class readers and teaching files. Apparently, some schools in the survey had not received any class readers or teaching files for several months after the CRP had been implemented.

9.3.6 Teaching files

In principle, the teaching file is a resource of instructional ideas in the forms of activities and exercises which could assist the untrained English language teacher to implement the CRP. In addition, the activities and exercises in the teaching file have been designed to further improve students' understanding of the class reader.

Nevertheless, the teaching file could be counter-productive if the guiding principles behind its introduction are not properly understood. It seems that the availability of the teaching file has been misconstrued by some of the respondents in the CRP survey as the only source of instructional ideas. Apart from that, some of the respondents indicated that the activities and exercises suggested in the teaching file were too rigid while insisting that there should be a more flexible approach in which teachers could introduce other activities and exercises as well. In practice, teachers are actually encouraged to use various instructional strategies in addition to the ones highlighted in the teaching file. The two different perceptions regarding the use of the teaching file could be summarized as follows:

1. Some teachers are becoming too dependent on the teaching files. As such, the teachers' sense of creativity and initiative to introduce other teaching strategies in the classroom that could prove to be more

suitable and effective could be hampered.

2. Some teachers would like to introduce new or adaptations of activities and exercises other than those that had been presented in the teaching file but felt restricted to do so because of the misconception that the suggested classroom activities and exercises in the teaching file must be strictly implemented.

In order to avoid any misconceptions of the primary purposes of the teaching file, teachers should be: (1) properly informed of the functions and proper use of the teaching file; and (2) trained to select, adapt, and design activities and exercises that could enhance teaching and learning in the classroom.

It is apparent that there is no single activity in the teaching file that could be applicable in all circumstances due to the unique requirements of each classroom. So, teachers who are involved in the literature in ESL programmes should be competent enough to provide variations of the recommended activities or exercises in the teaching file by simplifying or making the activities or exercises more challenging depending on the students' interests, proficiency, and abilities.

It is hoped that the underlined recommendations could prevent teachers from becoming too dependent on the teaching file for instructional ideas. Ideally, teachers should be confident enough and be given the opportunity to introduce various instructional strategies that seems to cater to individual classroom needs.

9.4   Recommendations for Further Research

As the introduction of literature in ESL programmes at the secondary school level in Malaysia is still a relatively recent phenomenon, comprehensive research studies in this area are vital in order to ensure the successful implementation of such programmes. It is important to note, however, that the desired outcome of these studies largely depend on the close integration of effort between researchers, academicians, teacher trainers, and practising teachers.

It is hoped that the following recommendations for further research in the field of literature teaching in ESL with particular reference to the Malaysian situation could offer some basic principles and directions for future research studies in the area.

9.4.1 Effectiveness of literature in ESL courses

Although an INSET course is normally regarded as one of the ways of introducing teachers to the latest developments and ideas in the field concerned, it is best to relate these innovations to the actual classroom setting in which a careful analysis of the integration of theory and practice can be made. This is to avoid education and training courses from being too academic and insensitive to classroom realities.

As such, there is a need to investigate the relative effectiveness of in-service teachers who had undergone training and development courses to teach literature in ESL in Malaysia. Specifically, such studies should establish whether the proposed courses had managed to fulfill the course participants' expectations and met the underlined objectives and requirements of the programme concerned.

In this respect, opportunities for observing actual teachers' classroom instructional procedures in schools should be sought. In addition, feedback or reactions from the course participants before and after undergoing the education and training courses should be obtained and analyzed. Related areas of concern that influence the outcome of this study should also be highlighted for future reference in the process of establishing, reviewing, and updating INSET courses in literature in ESL instruction.

9.4.2 Short-term literature in ESL courses

Further research studies on the development of effective short-term education and training courses in the teaching of literature in ESL should be made. The need for short-term courses is evident, since the annual intake of pre- and in-service teachers into a four-year TESL degree

programme is very competitive. Consequently, a majority of practising teachers could be denied the basic exposure to the effective implementation of literature in ESL programmes in schools. Furthermore, results of the surveys carried out in this study indicated that a large majority of the respondents would respond favourably towards professional activities such as short-term courses in this field. Primarily, they should cater for the needs of in-service teachers who are on school term holidays, the duration of these courses could be between five and ten days.

It must be noted that the short-term courses do not necessarily guarantee to be adequate in all respects. Nevertheless, such courses could expose teachers to the basic guiding principles and practical guidelines that may lead them to be better and informed teachers. In addition, if the courses are held at the district level, more teachers could be trained. Related research studies in the development of the short-term courses should explicate several pertinent points which include: course objectives, contents, and instructors; number of participants; duration of course and when it should be offered; and the setting in which the short-term courses are to be carried out (school, district or state level).

9.4.3 Methods of instruction in literature in ESL

The extent to which various methods of instruction in literature in ESL that could promote teacher effectiveness and student learning should also be explored. A major finding in this study revealed that one of the problems that a majority of the respondents pointed out was the lack of awareness of teaching strategies for using literary texts in the ESL classroom.

It is acknowledged that the way in which a teacher presents a lesson in the classroom can greatly affect the learning process. With the advent of computers, audio visual, and other electronic aids, present circumstances have changed the teacher's role from a dispenser of information to a facilitator of learning. As such, teachers must be aware of the use of appropriate teaching strategies involving a minimum threat to the students' self-esteem in order to develop certain skills or ideas which in turn could enable them to think, to discover, and to discuss personal responses in

relation to a piece of literary work.

Effective teachers would normally refrain from dominating classroom interaction while assisting students to learn to find and to use information which invariably is an essential skill in the process of becoming independent and voluntary readers. Among other measures, an effective teacher of literature in ESL needs to provide a wide variety of reading materials and also to utilise different teaching strategies in an effort to help students understand and appreciate the text. Teachers may also resort to activity-based and learner-centred teaching strategies which could be based on individual work, small groups or team efforts, field trips, and audio visual aids in order to meet individual classroom needs.

Under the present circumstances, it is hoped that the findings of such studies could suggest various and appropriate teaching strategies for the literature in ESL classroom. This effort could overcome one of the major problems that teachers of literature in ESL have concerning the awareness of teaching strategies and how to use them effectively.

9.4.4 Students' reading ability

Research studies in the readability level of students are vital prior to the implementation of any reading programme. The results of such studies may be used as a reliable guide in the selection process of reading materials for classroom use. It must be noted, however, that reading ability encompasses a whole range of capabilities as briefly described in section 7.1.2. In view of this, a properly developed reading test presents a better assessment of a student's competence in reading than the teacher's subjective judgement for the following reasons:

> First, a reading test standardises the sample of reading
> behaviour from which assessments are made, whereas the
> teacher tends to use ad hoc observations; and second, a test
> quantifies performance as against the subjective value
> judgement of the teacher. (Gardner 1978: 5)

As such, "the stricter sampling of reading behavior implicit in the construction of a test . . . could lead to greater accuracy in assessing competence in those aspects of reading which are tested by any particular

test"; however, "the constraints of test construction could lead to some doubt regarding the degree to which test results can be generalized to reading performance in those aspects not sampled by the test" (Ibid. p. 6).

Presently, prescribed class readers are being used in all secondary schools in Malaysia. Consequently, this does not present an ideal condition for a successful reading programme. As an example, students in urban areas generally have higher readability level compared to students in rural schools. In such cases, reading materials with more complex plot and sentence structures should be recommended to urban students while more simplified stories should be assigned to rural schools.

Ideally, it would be best if the teacher could determine the readability level of every student in the class and then grouped them in sets according to their reading ability. Appropriate reading materials could then be assigned. This is to ensure that individual students could read, understand, and enjoy the contents of the text.

Among other related concerns, this particular study could ascertain the readability level of rural and urban students in selected areas throughout the country and then try to determine the appropriate reading materials. Ultimately, it is hoped that a general consensus could be reached on a list of possible titles that could be recommended for classroom use.

This study should also propose effective measures that could be undertaken to ensure that students are not subjected to inappropriate reading materials. The implications of a proposal that suggests a more liberated approach that allows each school to recommend its own reading materials in the CRP should also be considered.

9.4.5 Students' reading interests

The success of a reading programme depends largely on the reading materials being used in the classroom which should be selected on the basis of reading interests and readability level. Common reading materials that consider the reading interests of both male and female

students and are written at the appropriate level must be taken into account. Ideally, students should be given the opportunity to suggest reading materials for classroom use. The teacher is then responsible for providing reading materials which will broaden and satisfy these interests. In this respect, Cox states that:

> Pupils should be given the opportunity to enjoy work in a wide range of literary forms by both male and female authors. They should read a selection of material that is carefully balanced so as to include short stories, novels, plays and poems. They should also be introduced to types of writing drawn from a variety of other genres: letters, biographies, autobiographies, diaries, film or TV scripts and travel books. (1989)

It is interesting to note that a major finding in the CRP survey in this study indicated that boys are generally not interested in reading one of the prescribed class readers entitled Sleeping Beauty, a romantic fairy tale, which is predominantly popular among girls. It is for this reason that research studies to determine the reading interests of students in the secondary schools in Malaysia need to be carried out. The findings of such studies could help in providing a guide for appropriate reading materials for future selections.

9.4.6 Suitability and effectiveness of class readers or reading materials

Additional studies should be conducted to examine the effectiveness and suitability of the class readers prescribed by the Education Ministry in relation to students' reading interest, ability, age and possibly other related variables. In this respect, the weaknesses and strong points of each or a selection of the class readers should be highlighted. Feedback in the form of comments or suggestions from teachers and students who have read the class readers should be also solicited.

Specifically, this study should provide a comprehensive analysis of the prescribed class readers based on a prepared list of requirements which could affect their suitability and effectiveness such as content, readability level, vocabulary, and illustrations. In this case, the following key principles for designing language teaching materials adapted from

Nunan (1988: 1) which are derived from recent theory, research and practice in language learning and teaching could be considered in the process of evaluating the class readers:

- materials should be clearly linked to the curriculum they serve;
- materials should be authentic in terms of text and task;
- materials should stimulate interaction;
- materials should allow learners to focus on formal aspects of the language;
- materials should encourage learners to develop learning skills, and skills in learning-how-to-learn; and
- materials should encourage learners to apply their developing language skills to the world beyond the classroom.

The outcome of this study would furnish writers and those who are directly involved with the selection of class readers or reading materials for classroom use with valuable insights and useful guidelines for future writing, selecting, or reviewing process.

9.4.7 Simplification

It is widely acknowledged that the use of reading materials, especially in the simplified form, without a proper understanding of their relevance could jeopardise the significance of the reading programme in question. However, over the years there have been conflicting signals from various sources in the field concerning the usefulness of simplified texts especially in the language classroom (for further discussions on this subject see section 7.1.2.2 Simplification).

This particular study could be related to the one proposed earlier in section 9.4.6; nonetheless, one of the main concerns of this study could be directed more to the development of simplified reading materials for classroom use intended for the CRP and its effects on the learning outcome. In this particular instance, the validity of McRae's (1991: 43) claim that "graded readers which are purpose written up to the level of the

student, rather than brought down to students' language-learning needs are an immensely valuable source of representational material, both for class use and extensive reading" should be verified and emphasised.

Currently, in the Malaysian context, there is not enough information which is readily available on the development and use of suitable simplified texts for various levels which can be used as a framework or model in the process of simplifying or selecting appropriate teaching materials. As such, specific tasks or requirements in the procedures involved in simplification especially for the purposes of the language classroom should be made clear.

The results of the study could be used to formulate a practical guideline for future writers of class readers and also for the selection committee of reading materials in the literature in ESL programmes.

9.4.8   Role and effectiveness of the teaching files

There should be further investigations to determine the role and effectiveness of the teaching files that accompanied the prescribed class readers in relation to teachers' improved instruction. This study should identify the weaknesses and strong points of the teaching files and proceed to suggest various measures that could improve their effectiveness as well as ways in which teachers could be properly informed of how to manipulate the suggested activities and exercises.

Specifically, the extent to which the activities and exercises in the teaching files increase teacher effectiveness (i.e. the teaching file provides a resource of ideas for further manipulations) and student learning (i.e. assist in further understanding of the content of the class readers) in relation to the objectives of the CRP should be explored.

9.4.9 Teachers' use and misuse of the teaching files

The conception and availability of the teaching file is meant to assist teachers in presenting a variety of suggested activities and exercises in the classroom in order to support, review, and consolidate students' reading. However, the CRP survey in this study revealed that there were indications that some of the respondents were becoming too dependant on the teaching files for classroom activities.

If teachers are not aware of the main principles for the provision of teaching files, they would assume the role of information dispensers while their initiative, motivation, and creativity to present a more elaborate lesson could be affected. Another matter of concern which is related to the use of the teaching file is the inability of some teachers to manipulate and to produce variations of suggested activities and exercises.

Seemingly, one of the contributing factors to this problem could be related to the fact that curriculum developers expect teachers in schools to be able to implement the activities and exercises in the teaching files without proper education and training. This prevalent situation, which is a top-down and centralized curricula approach to language curriculum, suggests a condition in which the disintegration between theory and practice exists.

Primarily, such research studies should investigate the practising teachers' general perception of the teaching files (e.g. as a resource of ideas or teaching aid) and if they are aware of their intended purposes. Subsequently, suggestions that could avoid any misuse of the teaching files should be accentuated.

9.4.10 Testing in the CRP

At present, the CRP does not involve any testing procedures and the Ministry of Education has no definite plans to do so. The implications of this decision are not yet known as the programme is still in its early stages.

Nevertheless, it is felt that some form of assessment in the CRP is necessary. This is primarily due to the fact that in the heavily examination-oriented educational setting such as in Malaysia, both teachers and students are bound to perceive that the CRP is not an important task as it is not associated with any forms of assessment in the national examinations such as the SRP or SPM. Hence, the importance of the CRP could be undermined as both teacher and student attitudes are affected. Furthermore, the prospect of doing well in an examination which considers the class readers would certainly instill a serious implication to those who are involved in the programme.

In this respect, research studies in this are needed before a standardized test at the national examination level could be formulated. Such studies should focus on what skills should be tested and the types of questions involved. In light of the amount of investment that has been directed towards this programme, this particular suggestion is worth considering (for further discussions on this topic see section 7.2.4 Testing in Literature in ESL).

9.5 Summary

This chapter, which is the concluding chapter of the study, has presented the summary statement, conclusions, and general recommendations for change and future research studies. The summary of the study consists of a brief restatement of the problem, purposes of the study, and the research methodology and procedures.

The conclusions of this study have been discussed according to the findings of the three empirical surveys which had been carried out. Among other main concerns, the results of the surveys highlight the respondents' inadequate background in literary studies and the lack of experience and training in using literature in ESL instruction of those who have been involved with the CRP. Nevertheless, a favourable attitude towards the use of literary texts in ESL instruction is fostered. The need for more literature in ESL education and training programmes is also apparent.

The general recommendations of the study have been discussed according to the following issues: (1) literature in ESL courses in INSET programmes; (2) course components; (3) literary background; (4) professional activites; (5) the class readers; and (6) the teaching files.

Finally, the recommendations for further research based on the outcome of the study have been underlined according to the following concerns: (1) effectiveness of literature in ESL courses; (2) short-term literature in ESL courses; (3) methods of instructions in literature in ESL; (4) students' reading ability; (5) students' reading interests; (6) suitability and effectiveness of class readers or reading materials; (7) role and effectiveness of the teaching files; and (8) teachers' use and misuse of the teaching files.

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APPENDICES

APPENDIX A

JABATAN BAHASA
FAKULTI PENGAJIAN PENDIDIKAN
UNIVERSITI PERTANIAN MALAYSIA
43400 UPM SERDANG
MALAYSIA

Telefon: 9486101
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Kawat : UNIPERTAMA SUNGAIBESI
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Ruj.tuan :

Ruj.kami : UPM JB/5/24

Tarikh : 27 November 1990

Bersamaan:

TO WHOM IT MAY CONCERN

This is to inform that MR. ROSLI TALIF has conducted three surveys
(using questionnaires) in Malaysia since early 1990, with the
help of the lecturers in the TESL Unit. The titles of the surveys
are as follows:

      (i)   Survey on the Training of the UPM TESL
           In-Service Teachers to Teach Literature
           in Malaysia

      (ii) Survey on Teachers' Response to the Class
           Reader Programme

      (iii) A Teacher Needs Analysis of Course Components
           for Teaching Literature

Thank you.

Yours faithfully

(DR JAMALI ISMAIL)
Head
Department of Languages
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ME/ra

APPENDIX B

A SURVEY OF THE TRAINING OF THE UPM TESL IN-SERVICE TEACHERS TO TEACH LITERATURE IN ESL IN MALAYSIA

Note: The respondents of this survey are the in-service teachers from the TESL programme at Universiti Pertanian Malaysia (UPM). This survey is part of a research study on the teaching of literature in ESL in the Malaysian context. It is hoped that the outcome of this survey will have some implications for future considerations on courses being offered in the TESL programme at UPM especially BBI 359 "Introduction to the Teaching of Literature in ESL." Your responses will remain confidential and are solely used for research purposes. Your cooperation is greatly appreciated.

Instructions: Please respond to the questions which are applicable to you by shading the appropriate circles on the Optic Mark Reader (OMR) form provided. In addition, write your responses to the open-ended questions separately on foolscap paper.

PART I: BACKGROUND IN LITERARY STUDIES

1. What semester are you in?

    A. Fourth semester
    B. Sixth semester

2. Did you have any formal instruction in literature in English?

    A. Yes
    B. No

3. If you stated **"Yes"** for Question 2, at what level did you study literature in English?

    A. Secondary school

    B. Pre-university (Form Six)

    C. Teacher training college

    D. Diploma course

    E. Undergraduate degree

4. Did you have any training in literary criticism?

    A. Yes

    B. No

PART II: PROFESSIONAL EXPERIENCE AND TRAINING

5. How many years have you served as an English language teacher?

    A. Between1 and 5 years

    B. Between 6 and10 years

    C. More than10 years

6. Have you taught literature in ESL in school?

    A. Yes

    B. No

Note: Please respond to Questions 7-8 if you stated "Yes" for Question 6.

7. At what level did you teach literature?

    A. Primary (include nursery rhymes, fairy tales and fables)

    B. Lower secondary

    C. Upper secondary

8. Describe the teaching strategies or approaches employed in the classroom.

9. State the problem(s) that you encountered or might encounter while teaching literature in ESL in school?

10. Have you attended any training sessions (seminars, workshops, or short courses) on the teaching of literature in ESL?

     A. Yes

     B. No

11. If you stated **"Yes"** to Question 10, give details of the training session(s) (e.g. date, place, duration) and how did it/they benefit you?

PART III: RESPONSE TO TEACHING LITERATURE IN ESL

12. Are you of the opinion that literature in ESL should be introduced in schools?

     A. Yes

     B. No

13. Briefly, state why you agree or disagree with the inclusion of literature in the English language syllabus?

----

14. If you stated "**Yes**" for Question 12, at what level should it be introduced in schools?

    A. Primary

    B. Lower secondary

    C. Upper secondary

    D. Pre-university (Form Six)

15. Which one of the following would you prefer to teach?

    A. Short stories

    B. Drama

    C. Novels

    D. Poems

    E. Others (nursery rhymes, fairy tales and fables)

16. With reference to question Question 15, please state the reason(s) for your preference.

----

17. Which of the following should be taught in schools?

    A. British literature only

    B. British and American literature only

    C. Malaysian literature in English only

    D. International literature in English

18. Would you attend any professional activities (seminars, workshops or courses) on the teaching of literature in ESL, if offered?

    A. Yes

    B. No

APPENDIX C

A SURVEY OF TEACHERS' RESPONSE TO THE CLASS READER PROGRAMME

Note: The respondents of this survey are the Form One English language teachers in selected rural and urban schools who have been involved in the Class Reader Programme (CRP). This survey is part of a research study on the teaching of literature in ESL in the Malaysian context. It is hoped that the outcome of this survey will have some implications for future considerations on courses being offered in the TESL programme at the Universiti Pertanian Malaysia (UPM) especially BBI 359 "Introduction to the Teaching of Literature in ESL." Your responses will remain confidential and are solely used for research purposes. Your cooperation is greatly appreciated.

Instructions: Please respond to **ALL** questions. You may indicate your responses in the space provided.

Name and Address of School:

PART I: PROFESSIONAL EXPERIENCE

1. How many years have you been teaching English?

|_____| Less than 5

|_____| Between 6 and 10

|_____| Between 11 and 20

|_____| More than 20

2. How long have you been involved in the Class Reader Programme (CRP)?

----

3. Which ONE of the following is closest to your primary purpose in teaching the literature component in the English syllabus through the CRP?

|_____| To expose students to material written in English

|_____| To help students improve their English language proficiency

|_____| To inculcate the elements of literature into language teaching

|_____| To enable the students to comprehend the complexity and beauty of individual literary works

|_____| Others (Please state) ---

PART II: PROFESSIONAL TRAINING

4. Did you have any formal instruction in literature in English?

|_____| Yes

|_____| No

5. If you stated **"Yes"** for Question 4, at what level did you study literature in English?

|_____| Secondary school

|_____| Pre-university (Form Six)

|_____| Teacher training college

|_____| Diploma course

|_____| Undergraduate degree

6. Did you have any training in Teaching English as a Second Language (TESL) either at teacher training college or at the university?

|_____| Yes

|_____| No

7. With the inclusion of a literature component in the English syllabus, do you feel that you are adequately trained to teach it in schools?

|_____| Yes

|_____| No

8. Are you aware of the objectives of the Class Reader Programme (CRP) set by the Ministry of Education?

|_____| Yes

|_____| No

9. Have you attended any conference(s)/training session(s) related to the teaching of literature in ESL in Malaysia?

|_____| Yes

|_____| No

10. If you stated "Yes" for Question 9, please give details of the conference(s)/training session(s) (e.g. date, place, duration), and how did it/they benefit you?

----

11. Would you attend any professional activities (seminars, workshops or in-service courses) on teaching literature in ESL, if offered?

|_____| Yes

|_____| No

Part III: CLASS READERS

12. Are you aware of the principles and procedures involved in the selection of the class readers?

|_____| Yes

|_____| No

13. Listed below are a number of statements regarding the students' response to the class readers. Place a tick (/)in the appropriate boxes.

(a) The students found the class readers appealing.

|_____| Yes

|_____| No

|_____| Sometimes

State the reason: --

(b) The students found the class readers difficult to understand.

|_____| Yes

|_____| No

|_____| Sometimes

If **YES**, indicate the reasons given below:

|_____| The vocabulary was too difficult.

|_____| The sentence structures were too complex.

|_____| The plot was too foreign to the students.

State if there are any other reasons: --

(c)   The students found the class readers rather simple and unchallenging.

|_____| Yes

|_____| No

|_____| Sometimes

If **YES**, indicate the reasons given below:

|_____| The language was rather easy to understand.

|_____| The activities in the teaching files were not challenging.

|_____| The plot(s) in the story(ies) was/were simple.

State if there are any other reasons: --

----

14. The following are three titles from the Class Reader Programme (you may have used them, if you have not, kindly replace them with the titles that you had used in your classes): (a) Tales from the Jungle Book; (b) Malaysian Tales; (c) King Solomon's Mines. Please comment on the ADVANTAGES of using each of the titles. (You may base your comments on the following criteria: literary quality; appropriateness—suitable for the students; usefulness in relation to the objectives of using the class readers.)

(a) Tales from the Jungle Book

(b) Malaysian Tales

(c) King Solomon's Mines

----

15. The following are three titles from the Class Reader Programme (you may have used them, if you have not, kindly replace them with the titles that you had used in your classes): (a) Tales from the Jungle Book; (b) Malaysian Tales; (c) King Solomon's Mines. Please comment on the SHORTCOMINGS of using each of the titles. (You may base your comments on the following criteria: literary quality; appropriateness-- suitable for the students; usefulness in relation to the objectives of using the class readers.)

(a) <u>Tales from the Jungle Book</u>

(b) <u>Malaysian Tales</u>

(c) <u>King Solomon's Mines</u>

PART IV: TEACHING FILES

16. Are the rationale(s) for using the activities stated in the teaching files?

|_____| Yes

|_____| No

17. The students enjoyed carrying out the language-based activities from the teaching files.

|_____| Yes

|_____| No

|_____| Sometimes

State the reason: --

----

18. Are the language-based activities suggested in the teaching files appropriate for the students? Please explain.

----

19. Could the activities in the teaching files be used to introduce literary elements such as plot, setting, and theme?

|_____| Yes

|_____| No

20. Did you use any supplementary materials other than those suggested in the teaching files? If you stated "Yes," please describe them.

----

21. Did you employ any teaching strategies other than those suggested in the teaching files? If you stated **"Yes"** please describe.

----

22. Please list the ADVANTAGES of the teaching files:

----

23. Please list the SHORTCOMINGS of the teaching files:

----

24. How could the contents of the teaching files be improved?

----

25. How do you assess the students' achievement? (Describe the assessment (testing) procedures that are carried out in the CRP.)

----

26. State the problem(s) that you encounter while teaching literature in English through the CRP in school?

_____

_____

_____

End of Questionnaire
Thank You

APPENDIX D

A TEACHER NEEDS ANALYSIS OF COURSE COMPONENTS FOR THE TEACHING OF LITERATURE IN ESL IN MALAYSIA

Note: The respondents of this survey are the Form One English language teachers in selected rural and urban schools who have been involved in the Class Reader Programme (CRP). This survey is part of a research study on the teaching of literature in ESL in the Malaysian context. It is hoped that the outcome of this survey will have some implications for future considerations on courses being offered in the TESL programme at the Universiti Pertanian Malaysia (UPM) especially BBI 359 "Introduction to the Teaching of Literature in ESL." Your responses will remain confidential and are solely used for research purposes. Your cooperation is greatly appreciated.

Instructions: Please respond to **ALL** questions. You may indicate your responses in the space provided.

Name and Address of School:

----

1. Indicate if you agree with two courses in teaching literature: One for the lowersecondary Level (Forms One-Three) and the other for the upper secondary level (Forms Four-Five).

|_____| Yes

|_____| No

Please justify your response:

Note: Please respond only to Questions 2 and 3 if you stated "No" for Question 1.

2. If you were to enroll in a teaching literature course, what would you expect the course components to be? (You may select only 3 choices from the following list of course components or you may provide your own choices.)

    Please justify your selections.

    A. Teaching strategies/approaches to teaching literature
    B. Material selection and adaptation
    C. Selecting and designing activities
    D. Reading development
    E. Stylistic analysis (linguistic study of style)
    F. Testing in literature
    G. Learning theories

----

3. Please state other course component(s) that would be important to you but is/are not listed above?

Note: Please respond to the following questions if you stated "YES" for Question 1.

4. If you were to enroll in an introductory teaching literature course (Forms One-Three, what would you expect the course components to be? (You may select only three choices from the following list of course components or you may provide your own choices.) Please justify your selections.

    A. Teaching strategies/approaches to teaching literature
    B. Material selection and adaptation
    C. Selecting and designing activities
    D. Reading development
    E. Stylistic analysis (linguistic study of style)
    F. Testing in literature
    G. Learning theories

----

5. Please state other course component(s) that would be important to you but is/are not listed above?

----

6. If you were to enroll in an advanced teaching literature course, what would you expect the course components to be? (You may select only three choices from the following list of course components or you may provide your own choices.) Please justify your selections.

A. Teaching strategies/approaches to teaching literature
B. Material selection and adaptation
C. Selecting and designing activities
D. Reading development
E. Stylistic analysis (linguistic study of style)
F. Testing in literature
G. Learning theories

----

7. Please state other course component(s) that would be important to you but is/are not listed above?

End of Questionnaire
Thank You

APPENDIX E

GUIDELINES FOR THE SELECTION AND GRADING OF CLASS READERS FOR SECONDARY SCHOOLS IN MALAYSIA

1. **General**

1.1 The aims of this programme are:

1.1.1 To give exposure to students about material written in English;

1.1.2 To motivate students to read and inculcate in them the reading habit;

1.1.3 To help students to increase their language proficiency through materials that can enrich and consolidate learning;

1.1.4 To generate interest in and prepare students for possible literature study;

1.2 Books will not be considered for selection if they do not meet the above mentioned aims.

1.3 The reading of books would be done intensively and so the books selected should be challenging but at the same time not so difficult that the students are unable to follow the story.

1.4 One 40-minute period per week would be allocated for the use of these books.

1.5 The books selected should include both fiction such as novels, short stories, poems, plays and non-fiction.

1.6 The setting of books should be as wide as possible.

1.7 A wide range of authors should be considered.

1.8 The reading material selected should not contain elements that go against the National Education Policy and the religious and cultural values of Malaysians.

1.9 Books written by local authors which meet the above criteria will be given priority.

1.10 All books must be printed locally.

1.11 Infringement of copyright is the responsibility of the publisher. Books of such nature will be removed from our selection list.

2. Content

2.1 The themes and content must be suitable for students in lower secondary schools. The books should cater for students' interest such that they are able to stimulate a kind of personal involvement and are relevant to the life experience and emotions of the students.

2.2 The books should be on a variety of themes and should cater both for boys and girls.

2.3 Settings with which the students are familiar; i.e. set in this part of the world make the book more readable and interesting for students.

2.4 The maturity level of students should be considered in selecting the books.

3. Language

3.1 The books must be correct from the point of grammar, spelling and vocabulary.

3.2 The range of language ability levels in lower secondary classes should be catered for.

3.3 Books of varying degrees of language grading will be considered for selection.

3.4 The complexity of syntax should be taken into account. Tenses create many problems for English as a Foreign Language (EFL) readers. Stories written in the simple present and past tenses would be more suitable for learners at the lower levels.

3.5 Short sentences are usually more readable than long sentences. As a general guide sentences should not contain more than three clauses for EFL learners.

3.6 Paragraph length. The longer the paragraph the more difficult the text would appear to readers.

4. Illustrations

4.1 Good colourful illustrations make a book interesting. The illustrations should support understanding of the text. The size and number of illustrations may also be used as a general guide to level the books.

5. Format

5.1 The books should have a suitable cover, be well printed, have suitable shapes and sizes and a good binding. The size of print, page layout and quality of paper must also be taken into account.

5.2 Books in full printed manuscript form will be considered as long as they are an accurate representation of the final version. This means the publishers must specify the layout, size of print, type face and illustrations.

5.3 Publishers who submit books in this form should also include an accompanying letter indicating the quality of cover and paper, type of binding, whether colour will be used and the price.

6. Price

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