Teaching Approaches and ICT Integration with Contemporary Children Literature

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Abstract
Literature is important in learning a language. It is a powerful tool in improving the students' linguistic skills. Literature also essentials in developing students' language skill and overall academic success. Literature components have been incorporated into English language lessons in Malaysia's primary schools for more than a decade ago. Contemporary Children's Literature (CCL) is a literature component provided for primary school students in Malaysia. One of the objectives of incorporating CCL into the English language is to enhance students' language proficiency. This case study was carried out to discover teachers' perceptions of the inclusion of Information Communication Technology (ICT) with CCL materials in a literature lesson, and to investigate students' perceptions of CCL activities employed by the teacher. The results indicate that teachers employed both teacher-centered and student-centered approaches in teaching literature. Moreover, the integration of ICT assists teachers in engaging students in the lesson. The students showed positive feedback on the use of ICT inside the classroom.
Keywords: Contemporary Children's Literature (Ccl), Information Communication Technology (Ict), Literature, Student Engagement, Student-Centered Approach, Teacher-Centered Approach

Introduction
Literature improves students' language abilities and also fosters their creativity and critical thinking skills (Mohammed, 2019). Moreover, literature serves as an ideal space and platform where various linguistic phenomena and grammatical structures are effectively demonstrated and applied. According to Mohammad *et. al.*, (2021), literature acts as a powerful tool for improving students' linguistic proficiency. The benefit of using literature in learning language is encouraging the students to be actively involves in the learning process (McRae, 1991). In addition to that, utilizing literary texts could help the students to be more aware on the language they are learning, skills and strategies development for them to apply in different situations and contexts, enhance their motivation and interest, and to ensure the language learning enjoyable and valuable experience (Daskalovska and Dimova, 2012).

   In Malaysia, the incorporation of Contemporary Children's Literature (CCL) into primary school education since 2013 marks an initiative to elevate students' language

proficiency. However, as we plan on the evolving of education, it is vital to determine and revise teaching methodologies to meet the challenges posed by language education today.

In 2003, the Curriculum Development Centre (CDC) integrated literature into the English Language syllabus with the hope that students would discover the pleasure of language learning, gain insights into the past, and develop their future (Shireena, 2009).Children's literature defined as *"the material created for and heard by children, that has an imaginative component".* Moreover, a research indicated that children were learning more better on their own and actively engaged in the lesson (Curriculum Department Centre, 2011). The aims for implementation of Contemporary Children's Literature (CCL) in Malaysia primary schools are to aid students in enhancing their English proficiency through the exploration of accessible fiction, providing continuity for the literature component introduced in secondary school, and fostering enjoyable learning session. In addition, this programme was launched to provide a foundation in learning literature, to develop an understanding of other societies, cultures, tradition and values which will aid the primary school students in their emotional and spiritual growth. Since 2013, the CCL textbook has been distributed to all primary schools in Malaysia. Additionally, the Curriculum Development Centre (CDC) has made efforts to provide English teachers with digital copies of the Anthology of Poems for Level 2 (Year 4, Year 5, and Year 6) students, short stories, graphic novels, a collection of lesson plans, and printed activities related to literature lessons.

The Anthology of Poems, a key teaching material, comprises twenty-six poems categorized into three groups: eight poems for Year 4, eight poems for Year 5, and ten poems for Year 6. According to the Anthology of Poems (2013), teachers are encouraged to use this material to meet the requirements of Module Four (Language Arts) Level 2 in the standard-based English language curriculum for Malaysian national primary schools and national-type primary schools (SK and SJK). The note for teachers also emphasizes that poetry promotes literacy and motivates social communication among students, serving as a platform to encourage students to speak English without hesitation. The poems are structured from simple to difficult, covering a variety of themes. English teachers can choose poems that suit their students' abilities. The book also includes fun and colorful images to attract students to read the poems. For short stories and graphic novels, the CDC provides stories from other countries. For instance, The King of Kites short story book is set in India, offering students an opportunity to learn about other cultures.

This research embarks on a thorough investigation of the methods employed by teachers in incorporating CCL into literature lessons. It delves into their perspectives on integrating Information Communication Technology (ICT) and evaluates how students respond to CCL activities. As education is entering a new era, with the significance of literature in language learning more crucial than before, this study aims to fill current gaps and provide innovative insights. Moreover, Malaysia Education system had enter the third wave of the education development plan since 2021 which consists of eleven shifts (Malaysia Educational Blueprint, 2013). In the seven shift, it stated that a study by the Ministry of Education in 2010 indicated that 80% of the teachers using ICT less than an hour in a week. A follow up study in 2012 show that there was no changes on ICT usage. The ministry believed that ICT brought a big impact in improving learning process and critical thinking widely. However, this potential had not been manifest. Additionally, this phase emphasized to increase innovation in developing English language competency and implementing ICT programme and innovation to increase learning standard in Malaysia.

However, despite these efforts, a crucial question arises: Are current teaching approaches maximizing the potential of CCL, especially when integrating with the ICT? Thus, this study aims to answer this question, providing valuable insights for English language educators, curriculum developers, and policymakers. By exploring the variety aspects of teaching literature, embracing technology, and understanding students' perspectives, the researcher wishes to contribute to the continuous enhancement of English language education in Malaysia.

Problem Statement

Since the initiation of CCL components in Malaysia's primary schools in 2007, several studies on CCL have been conducted, with a focus on the teaching and learning of the literature component for primary schools. According to Kow (2007), the teachers' role in exploiting the resources provided by the CDC is crucial, and injecting fun into literature lessons will engage students in the learning process. In the other hand, Siti Salina *et. al.*, (2018) mentioned that teachers did not conduct any appealing and creative activities in the lessons.

In a study by Valasidou *et. al.*, (2005) assert that the integration of ICT such as speakers, laptops, smartphones, LCDs, and projectors, enhances teacher-student interaction. Moreover, ICT supports the sharing of information aligned with current educational curricula (Oliver, 2000). Thus, the integration of ICT in education benefits both educators and students by providing high-quality learning experiences when effectively utilized (Bindu, 2016). Another study by Kulik (2003) found that students using ICT in lessons scored higher and demonstrated improved concept retention. Additionally, ICT contributes to positive attitudes and increased engagement. The study proposes an investigation into the integration of ICT with the CCL component in primary school English education, aiming to assess its benefits. In addition, Bindu (2016) emphasis was placed on the transformation from conventional teacher-centered pedagogy to a more learner-centered methodology in twenty-first-century teaching.

Inside Ahmed (2015) study, he stated that teachers play a crucial role in motivating students to study and apply English in the classroom. Furthermore, academic achievement will undoubtedly increase students' enthusiasm to learn; it is the teacher's role to create goals and assignments that most students can achieve. According to Harmer (2002), teachers must stimulate enthusiasm and participation in the topic, even when students are initially uninterested or don't perceive the relevance of learning English compared to Mathematics and Science. Hence, teachers should provide something interesting for students to be more engaged in the teaching and learning process. Additionally, the engagement of students in the lesson will enhance their abilities in the English language.

According to Norfadzillah *et. al.*, (2022) in learning English language, enjoyment is essential for the students engagement and increase motivation among students. Additionally, one of the factors that contributed in making the learning enjoyable was the teacher-factor. Hence, the teachers should always include enjoyment in the lesson to attract the students and the lesson will be more engaging for the students. Hence, this study aims to investigate whether the integration of ICT with CCL materials could attract the students to be more involved in the learning session.

Research Questions

This research exploring on the teachers' approaches in utilizing CCL into literature lesson, investigating the teachers' perceptions in integrating ICT with CCL in literature lesson and investigating the students' perception toward the CCL activities employed by the teacher. Therefore, the study obtained the opinion of the participants through interviews. The subject matter that formed the basis for the research questions were:

1) What are the teachers' perceptions in integrating ICT with CCL component in literature lesson?
2) Would the inclusion of ICT in literature lesson effectively enhance the students engagement in the learning process?

According to Patton and Cochran (2002), by employing a qualitative approach, the data created mostly in the form of words, rather than figures. For instance, some of the common data collection methods are interviews, observations, recording, and group discussion. Therefore, this study adopts interviews and collecting reflective writing to gather the data. Interviews are similar to normal conversations, however they are focused on the researcher's data requirements.

Issues of CCL Implementation in Malaysia

The preceding research conducted by Radzuwan *et. al.,* (2016) revealed that a substantial number of secondary school teachers held pessimistic perspectives when it came to instructing literature to less proficient students. The prevailing belief among these teachers was that these students were perceived as weak and incapable of learning the English language without a more directive teaching approach, often described as 'spoon-feeding.'

In a study by Gurnam *et. al.,* (2010), it indicated that teachers lacked creativity in preparing CCL activities for students. Another issue in utilizing CCL was that teachers faced difficulties using it in literature lessons due to the lack of textbooks in the school (Kow, 2007). Moreover, the teachers deemed that CCL was not important to use in the lesson if it was not tested in Primary School Summative Test which is also known as Ujian Penilaian Sekolah Rendah (UPSR).

Conceptual Framework

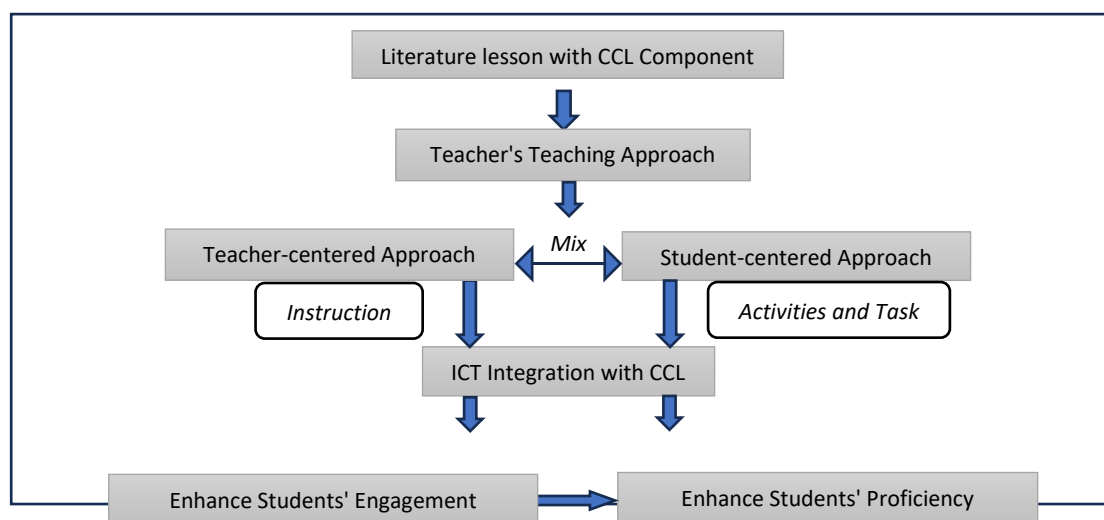The figure below is the conceptual framework in this study.

Figure 1: Conceptual Framework for Literature lesson with CCL Component

The conceptual framework illustrates the teachers' preferred teaching approaches in implementing the literature lesson using the CCL component. Teachers employed both teacher-centered and student-centered approaches while teaching literature. The teacher-centered approach was used to explain or give instructions to students during the pre-lesson stage. On the other hand, the student-centered approach was employed when students were implementing activities given by the teacher, which occurred in the lesson development and post-lesson stages. Hence, these two approaches increased the students' engagement in literature lesson. Subsequently, the integration of ICT with the CCL component enhanced students' engagement in the lesson, thereby improving their proficiency in the English language.

Literature Review

According to Li (2011), emphasized that teachers are responsible for nourishing and cultivating students' intelligence. While literature instruction traditionally focuses on language skills such as reading, remembering, and reciting, teachers are urged to be more attentive in enhancing students' literary skills. Ahmad and Aziz (2009) underline the crucial role teachers play in fostering pupils' literary awareness, highlighting the importance of creativity and innovation in teaching literature to improve students' literary appreciation skills. According to Faiza and Azlina (2020), Malaysia has aimed to improve students' English proficiency through literature, but the efforts by the Education Department have proven somewhat ineffective. Although teachers recognize the potential of incorporating CCL in English lessons to enhance proficiency (Siti Salina *et. al.*, 2018), the adoption has been slow since its introduction in 2008, attributed to differing perceptions on teaching children's literature and pressure to align with examination-oriented approaches. In addition, teachers often feel constrained by Key Performance Indicators (KPI) linked to examinations such as UPSR for the Year 6 pupils.

In a study by Gurnam *et. al.*, (2010), an intriguing discovery was made regarding the use of materials in the Children's Contemporary Literature (CCL) classroom. While most teachers agreed that the teaching aids provided by the Ministry of Education (MOE) were suitable and useful, none of the teachers reported utilizing them. Another study by Saracho (2021), notes that the constructivist approach, influenced by theorists Jean Piaget and Lev Vygotsky, has led early childhood educators to emphasize the physical environment and curriculum. This encourages the creation of diverse learning centers with suitable materials, fostering active engagement and play for children.

In a study by Radzuwan *et. al.*, (2016), 62 percent of the respondents expressed negative views on teaching literature. The teachers claimed that it is challenging to teach literature to less proficient children since they cannot read and have a limited vocabulary. They believe that the language in literary texts is suitable for high-level students and does not suit less proficient students.

The findings by Garrett (2008) indicated that teachers preferred a student-centered method to improve student engagement in the lesson. The teachers also managed to develop a positive learning environment and minimize misbehavior among the students. Moreover, the students supported and respected each other in completing their tasks during the learning process. Nevertheless, the findings by Emaliana (2017) show an inclination to implement both teacher-centered and student-centered methods in the teaching and learning process for English as a Foreign Language (EFL). Hence, both of these approaches

could improve the effectiveness of teaching and learning at different levels. Additionally, teachers need to utilize both approaches appropriately according to the materials discussed.

Inside the study by Parilah and Josclyn (2015), stated that traditional teaching methods involve passive student learning through listening and reading, often considered poor. In contrast, ICT presents a dynamic alternative, offering richer and more effective learning resources available for extended hours and accessible to a broader student audience. In their findings, Parilah and Josclyn (2015) affirm that teachers are ready to utilize ICT as their tools to improve teaching for literature lessons. Additionally, the teachers agreed that the incorporation of ICT might bring positive changes in teaching with the literature component. Moreover, ICT provides a variety of learning opportunities. Shearer (2004) notes the widespread acceptance of Gardner's theory of multiple intelligences in education. In a study by Chen *et. al.*, (2009), highlight the global integration of Multiple Intelligence (MI) into schools' vision, mission, and curriculum. Then, Davis *et. al.*, (2011) assert MI theory's efficacy in assisting students with learning difficulties. The evolving role of ICT enhances the potential of MI practices in fostering effective teaching and learning, empowering learners in their educational journey.

Research Gap
After thoroughly reviewing previous studies, several gaps have been identified. Notably, there are gaps in terms of the population and geographical locations covered by the studies. Additionally, a significant portion of the research has been conducted more than a decade ago, and no research of this nature has been conducted in the current study's location.

Methodology
This research employed a case study and utilized a qualitative approach to gather all the data to address the research questions. The data were collected through semi-structured interviews and reflective writing. Subsequently, all the data were coded and thematically analysed to present the findings.

Research Participants
Convenience sampling, also known as non-probability sampling, was adopted for choosing the participants in this study. According to Nikopoulou (2022), this type of sampling carries a significant risk of research biases, which can be mitigated by precisely selecting the sample. Hence, a small number of participants were selected for this research, and the selection criteria were meticulously established for participant selection. The participants in this research consist of four English Language teachers and four Year 5 students from suburban area schools in Beluran, Sabah. All the teachers are currently instructing in Level 2 (Year 4, Year 5 and Year 6) classes and have accumulated more than five years of teaching experience in primary school. The participants were assigned numerical codes when presenting the results to maintain the privacy of their identity.

Table 1
Demograpic Information of Teacher

PARTICIPANT	GENDER	TEACHING EXPERIENCE	UTILIZING CCL IN TEACHING
T1	FEMALE	>7 YEARS	YES
T2	FEMALE	>7 YEARS	YES
T3	FEMALE	>7 YEARS	YES
T4	FEMALE	>7 YEARS	YES

Table 2
Demograpic Information of Students

PARTICIPANT	GENDER	AGE	UTILIZING CCL IN LEARNING
S1	FEMALE	11	YES
S2	FEMALE	11	YES
S3	FEMALE	11	YES
S4	FEMALE	11	YES

Research Instruments
The research instruments were adapted from Creswell and Creswell (2018). Semi-structured interviews were designed for this study and utilized in collecting the data. Thus, the researcher used semi-structured questions and conducted face-to-face interviews with the teachers. Additionally, interviews are practical when the participants in the research are not available to be directly observed (Creswell & Creswell, 2018). The interviews were recorded and transcribed using the YouTube Transcription site. Meanwhile, the data collected from the students were obtained through reflective writing, where semi-structured questions provided by the researcher were distributed to them. Subsequently, all the data were transcribed, coded, and arranged into emerging themes.

Data Analysis
This study employed the well-established Thematic Analysis framework by Braun and Clarke (2006). It offers a remarkably flexible approach that can be customized to suit the requirements of various studies, delivering a comprehensive and intricate account of the data while maintaining richness and detail. According to Caulfield (2019), this analytical method is commonly utilized when dealing with a corpus of texts, such as interviews or transcripts. Furthermore, it proves to be a superior method for qualitative researchers seeking insights into people's perspectives, opinions, knowledge, events, or ethical considerations.

Therefore, this type of analysis suitable for analysing the data from interviews, experiences, and observations. Logically, this analysis is vital for this study since interviews and reflective writing were used in the data collection. Therefore, the researcher rigorously conducted the coding process for all the interviews and reflective writings. Thus, there are three themes emerged where they addressed the research questions.

Findings And Discussion
The findings in this study presented in a tabular format. According to Cloutier and Ravasi (2020), they affirmed that throughout the process of a research project, tables serve many purposes. They facilitate the navigation and organization of extensive data in diverse ways,

enabling researchers to scrutinize them from various perspectives and angles. Table facilitates the researcher to gain easy retrieval of data and ensuring that all the data address a research question or support the conclusions (Yin, 2003).

The findings in this study address the research questions, with interview excerpts added to the table as evidence for these findings.

RQ1: What are the teachers' perceptions in integrating ICT with CCL component in literature lesson?

There were two questions posed in the interviews with each participant, the first question is *"In conducting a literature lesson, which approaches do you usually use? The teacher-centered approach or student-centered approach?"* and the second question is *"Do you think that ICT devices could help in making the literature lesson more enjoyable and engaging for the students?"* Two themes emerged after analysing the interviews. Thus, the themes and interview excerpts from the participants are presented in the table below:

Table 3
Alternative Teaching Approach for Literature Lesson

Theme	Alternative Teaching Approach for Literature Lesson
***N* of participants contributing (*N=4*)**	4
Excerpts from interviews	"...when we come to the reality, it depends on the content of the literature it depends on the students level of skill and it also depends on the situation....For example, in literature lessons where students act out a play or a story, for students with high level of proficiency and confidence, they would have no problem with acting and talking. Therefore, the approach mostly student-centered. But what happens when you ask students in class where most of them have a low level of proficiency and confidence? They will freeze in front of the class and won't be able to utter a single word. This may even demotivate them to learn and participate in the classroom due to their anxiety. So you see, this is when the lessons becomes more teacher-centered. Teacher have to do most of the talking, and perhaps act out the story in front of the class first. So, in certain situations, teachers have to be wise, like you know, which lessons needs to be more student-centered or teacher-centered approach." (T1: Code - Proficiency-dependent teaching) "I mix those two but usually I mostly just use a student-centered approach. Because, I believe that literature is maybe the one lesson that the pupils should really enjoy. So, when I use student-centered approach, I can give more autonomy for them to learn about the lesson." (T2: Code - Enjoyable learning) "I usually mix both of the approaches because the lower proficiency students they cannot, be the one who are in the... Sorry, they cannot be the one who are the main teacher. So, they cannot do the activity without I guide them. So, for me I have to mix the approaches to help them to become independent learner." (T3: Code - Adaptive teaching)

	"...I have mixed level of proficiency the one with the higher proficiency and also the lower proficiency...I use the teacher-centered for me to explain better on the subject. I use the student-centered when I need the students to engage further in the learning environment." (T4: Code - Dual teaching)

The results from the table above revealed that the teachers often integrate both the teacher-centered method and the student-centered approach in teaching literature to the students. This finding is similar to Emaliana's (2017) study, which suggests that both teacher-centered and student-centered approaches should be implemented in English language teaching and learning. The participants in this study employed the teacher-centered approach to explain instructions in the class and utilized the student-centered approach to encourage students to be more involved in the lesson. When using the student-centered approach, three out of four participants indicated that this approach enhances students' engagement in the literature lesson. This results support the findings by Garrett (2008) that the teachers applied a student-centered method in increasing students' engagement in the learning session. Additionally, participant T3 indirectly expressed concerns about students' engagement with the quotes *"So, I usually mix both approaches because lower proficiency students cannot do the activity without my guidance"* and *"I have to mix both approaches to make them independent learners."*

The second theme is ICT in Literature and Student Engagement. The data collected presented in the table below

Table 4
ICT in Literature and Student Engagement

Theme	ICT in Literature and Student Engagement
N of participants contributing *(N=4)*	4
Excerpts from interviews	"Yes of course. Obviously, definitely my pupils are more focused when I use like, I said before I use audio so when I use audio they are more focused with the reading. For example, when they are listening I ask them to read so I can see that they are more focused. Like that as opposed to when I read and I ask them, I ask them to listen. So, uh that's because uh most students they will be bored if they only hear the teacher's voice, if they only see the teachers teaching in front. So, if they hear someone else's voices especially when the audios are of native speakers they will be more interested and motivated. And it will also teach them how to speak, how to pronounce using the native language pronunciation. For example, uh the word instead of saying make they will say make if they follow the native speakers pronunciation and also using devices. Such as the projector projecting visuals projecting videos will catch their interest more and will help them to become more engross and motivated in the lesson." (T1: Code - Audio Integration)

"Yes, because literature revolves around stories and it can be, like I said earlier, it can be in the form of books, poems, songs. So, when we talk about stories it's mostly about our own imagination. So we don't know what the kids will imagine if they hear a story. So, when we use ICT, we can show them the characters from video or pictures. It can be printed or it can be shown from LCD. So, we will have the same imagination. This is the character that we are talking about or she is like this, he is like this. So, I think it's more enjoyable to have the same image in our head about a character we are talking about." (T2 – Code: Imagination through ICT)

"Okay, uh I do believe that any kind of ICT devices does help my students. It doesn't matter the lower or the more proficient student. They are attracted and they are well engaged in the lesson." (T3 – Code: Positive Impact on Student Engagement)

"Yes, of course. For example, when I teach using the speaker and I play a song, the students will be listening to the song attentively and sing along passionately. When I compared to when I just teach them singing on my own and didn't use the speaker, I can see that some of the pupils will be doing their own thing and not pay attention on the spot. But, when I play a song with the speaker, they will pay attention on the spot." (T4 – Code: Speaker-Integrated Teaching)

The results show that all the participants provided consistent answers, agreeing that ICT devices facilitate in making the lesson more enjoyable and engaging for the students. These results also align with the finding by Kulik (2003), where ICT assists in improving students' positive behavior and engagement in the lesson. On the other hand, this finding also supports Parilah and Josclyn's (2015) statement that teachers believe the inclusion of ICT could bring about positive changes in teaching with the literature component.

RQ2: Would the inclusion of ICT in literature lesson effectively enhance the students proficiency in English language?
The question asked to the students is, *"What do you think if the CCL materials were taught using ICT devices?"* The data collected in this section presented in the table below:

Table 5
Integration of ICT with CCL

Theme	Integration of ICT with CCL
N of participants contributing (N=4)	4
Excerpts from Interview	"I think the ICT devices gave good impact in learning English language. For example, when my teacher play audio in the lesson, I can listen and follow the person to read along. It will be much better if the CCL integrated with ICT devices. It will be more fun to learn the poem, story and graphic novel." (S1: Code - Audio-Guided Reading's) "It will be great! I love my teacher teaching but I think I will love it more when she teaches using things like speaker, laptop and TV. Some of us don't have these things at home." (S2 – Code: Desire for Multimedia-Assisted Teaching) "My teacher always use the LCD during the class. It helps me to understand more by watching short videos or pictures. I am able to speak more better right now." (S3 – Code: LCD-Enhanced Comprehension and Speaking) "I think it is good when my teacher bring speaker. Especially when my teacher play the song or show us video. I like to sing along when my teacher plays the song" (S4 – Code: Song-oriented learning)

This finding suggests that ICT has a positive impact on students in the literature lesson. When students enjoy the lesson, they are more engaged, and their English proficiency improved. In a study by Pallai (2015), the results showed that the storytelling strategy enhanced students' comprehension skills and vocabulary. Moreover, the students' reading and writing proficiency improved. Therefore, in this study, the result shows that ICT integration with CCL contributes to enhancing students' speaking proficiency. The students affirmed that the ICT devices makes the lesson more fun to learn such as listening to the audio, and watching a video using LCD. There is a student mentioned that it was great experience to learn with ICT devices since these devices are not available at home. This result congruent with a study by Amelia *et. al.,* (2013) that the effective strategies to enhance the students' speaking skill were implementing fun speaking activities, such as songs, poems or board games. The result also supports the finding by Norfadzillah, *et. al.,* (2022) that the students could polish their language skills especially in communication when they enjoy the learning session with their teachers.

Conclusion
This study was conducted in the primary schools located in the suburban area of Beluran, Sabah. The participants were the level two English teachers and Year 5 students. Both teacher-centered and student-centered approaches were employed by the teachers in their literature lessons to increase the students' learning inclination. The teachers preferred both methods in the classroom to fulfil the needs of their students in the lesson. Moreover, these approaches assisted low-proficiency learners in becoming more engaged in the lesson.

The inclusion of ICT with the CCL component offers a few implications in teaching literature to the pupils. The results indicated that ICT devices increased student engagement, and students were more attracted to the activities in the literature lesson. Additionally, the students provided positive feedback with the integration of ICT with the CCL component in the literature lesson. ICT devices injected fun into the lesson, and the students enjoyed singing and reading along when the teacher played songs or audio in the learning session. Furthermore, utilizing ICT devices assisted in enhancing the students' speaking proficiency.Therefore, it is advisable for teachers to incorporate ICT devices regularly into their lessons. In addition, teachers could employ both teacher-centered and student-centered approaches to cater to the students' needs in the teaching and learning process. Moreover, teachers are the key role in providing and preparing a lesson that could enhance the students' engagement in the lesson where it also could help the students to absorb all the knowledge and applied them in their life.

As a result, this paper provides insights for the English educators to prepare interactive lesson for the students. The CDC and Ministry of Education could benefitted from this paper in improving the CCL teaching materials.

Limitations Of The Study
For this study, classroom observation was not conducted during the data collection. Conducting classroom observations could enhance the robustness of the results in this study. For future research, it is recommended to conduct classroom observations with the consent by the schools' headmaster and teachers. This way, researchers can observe students' attitudes more closely as they engage with literature using ICT devices.

Recommendations For Future Research And Practice
This study provided a latest viewpoint in teaching literature using the CCL component. In the future, more research should be done in the rural area in Sabah on the implementation of literature inside English as second language (ESL) classroom. Especially, the schools located in the remote area where internet is not available and it is essential to investigate the teachers' practices on the usage of the ICT devices. It is also recommended for the teachers to try a few applications from the online store to create audio for Contemporary Children's Literature. It is suggested that teachers record a voice using voice recorder applications and alter the voice using the AI Voice Changer. This might assist students in reading the text fluently in CCL teaching materials and enhances their speaking skills.

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