



# INTERNATIONAL JOURNAL OF ACADEMIC RESEARCH IN BUSINESS & SOCIAL SCIENCES



## Instructional Practices in the Teaching of Literature: What Matters?

Siti Salina Mustakim, Othman Lebar, Asnul Dahar Minghat

To Link this Article: <http://dx.doi.org/10.6007/IJARBSS/v8-i8/4459>

DOI: 10.6007/IJARBSS/v8-i8/4459

**Received:** 21 June 2018, **Revised:** 29 July 2018, **Accepted:** 06 August 2018

**Published Online:** 23 August 2018

**In-Text Citation:** (Mustakim, Lebar & Minghat, 2018)

**To Cite this Article:** Mustakim, S. S., Lebar, O., Minghat, A. D. (2018). Instructional Practices in the Teaching of Literature: What Matters? *International Journal of Academic Research in Business and Social Sciences*, 8(8), 205–219.

**Copyright:** © 2018 The Author(s)

Published by Human Resource Management Academic Research Society ([www.hrmars.com](http://www.hrmars.com))

This article is published under the Creative Commons Attribution (CC BY 4.0) license. Anyone may reproduce, distribute, translate and create derivative works of this article (for both commercial and non-commercial purposes), subject to full attribution to the original publication and authors. The full terms of this license may be seen at: <http://creativecommons.org/licenses/by/4.0/legalcode>

**Vol. 8, No. 8, August 2018, Pg. 205 - 219**

<http://hrmars.com/index.php/pages/detail/IJARBSS>

**JOURNAL HOMEPAGE**

Full Terms & Conditions of access and use can be found at  
<http://hrmars.com/index.php/pages/detail/publication-ethics>



# INTERNATIONAL JOURNAL OF ACADEMIC RESEARCH IN BUSINESS & SOCIAL SCIENCES



## Instructional Practices in the Teaching of Literature: What Matters?

Siti Salina Mustakim  
University Putra Malaysia

Othman Lebar  
Sultan Idris Education University

Asnul Dahar Minghat  
Universiti Teknologi Malaysia

### Abstract

The primary aim of the study was to assess the instructional practices employed by teachers in classroom instruction in teaching of literature. In order to enhance, develop and explore in-depth the utilization of approaches and activities in teaching, three models for teaching literature were incorporated in the study. They are (1) The Cultural Model, (2) The Language Model, and (3) The Personal Growth Model. Six approaches and activities in the teaching of literature were listed as indicators investigated during the study; language based, paraphrastic, information-based, personal response, moral-philosophical, and stylistic. Findings indicated, firstly, that there was an inconsistency in the utilization of approaches and activities during teaching. Secondly, students' dependency on the development of portfolio was the major contribution towards students' moderate development in learning. Thirdly, the instructional practices employed were mainly focusing on technical components of reading, writing, listening, and speaking as opposed to the teaching of literature.

**Keywords:** Instructional Practices, Literature in Education, Learning Approaches, Learning Activities

### Introduction

The Malaysia National Philosophy of Education (NPE) formalised in 1988 has clearly specified that education in Malaysia is moving towards the development of an all-rounded student. This is in terms of physical, emotional, spiritual and intellectual growth so that the student would grow with a balanced personality, productive and useful to the society (Ministry of Education, 2001). Thus, it is of vital importance for the Ministry of Education (MOE) to instil cognitive, affective and psychomotor domains into the students in order to mould them to be well-balanced citizens and to achieve NPE's vision. In line with the objective of the MOE to fulfil the vision of the NPE, Literature in Education (LIE) was introduced and implemented in 2000 with the objective that the aesthetic side of the learners are addressed as

described in the syllabus specification:

*“Language for aesthetic purposes enables learners to enjoy literary texts at a level suited to their language proficiency and develops the ability to express themselves creatively”* (MOE, 2003).

Therefore, the primary aim of integrating literature into the English Language syllabus lies in the idea that students can improve their language ability and develop creative thinking as well as opening their minds to other possibilities and encounters in real life.

The aim of literature as stated in the English language Curriculum Specifications (MOE, 2004) is not only meant to address the interpersonal, informational aesthetic value of learning but it is also for learning the English language in general. This is similar to the curriculum specification of the Malaysian Ministry of Education (2009) that spells out the objectives of the introduction of literature component into the English Language syllabus. The objectives are to enable students to improve their proficiency through reading, respond to text, draw lessons and insights from slices of life, understand and appreciate other cultures, relating to events, characters and own life as well as exposing students to models of good writing. Literature has been tested in the public examinations when LIE was implemented in 2000 in the Malaysian secondary schools and this marks the significance of this component in the English language syllabus. After years of its implementation, in 2003, children's literature programme namely, Contemporary Children's Literature (CCL) Programme was introduced and implemented in primary schools. This programme was implemented by the Malaysia Curriculum Development Division (CDD) as an extensive reading programme to improve English language teaching through the introduction of storybooks or children's literature. The programme objective was to promote, not only mastery and skills of literacy but also to apply this mastery in achieving life-long learning (Cheng, 2008).

### **Background of the Study**

LIE in the Malaysian school syllabus consists of the teaching of prose, which involves novels and short stories; poetry; and also the teaching of drama. The syllabus is made up of aims, objectives and learning outcomes of the course. It is aimed to develop the ability to read, understand and respond to literary texts. The students' development was done by exploring the issues portrayed in the selection of prose, poetry and drama. While in the process of exploring the text, students will understand human values and concerns. Thus, the objectives of LIE are to develop within students, (1) an awareness of the value and pleasure of reading good literary works, (2) an appreciation and deeper understanding of important human concerns and human relationships, (3) an ability to appreciate values which would enhance an understanding of themselves and their relationship with others, (4) an initial ability to communicate their response to texts supported with reasons, and (5) an acquaintance with an appreciation of the main forms of literary expression and of literary devices used (CDD, 1992).

The learning outcomes of LIE are the expected skills, experience, attitudes or language that students need to acquire. The outcomes are the basic elements that students need to achieve in the objectives of LIE. They would also come in handy for teachers to make adaptations and modifications to their teaching strategies (English Language Syllabus, 1989).

Short stories are one of the components in prose. It is a continuous piece of writing, which consists of both fiction and nonfiction. Writers of short stories use language to raise issues pertaining to human interests. Students are required to learn the good values in them by comparing and contrasting

different short stories. A survey by Protherough (1983) at a comprehensive school with some eleven years old students reveal that, after listening to a story, students are exposed to so many different reactions and response. Each student recalls a particular event in the story and reacts towards it very expressively. This indicates that stories do things to people. Even as an adult, they are questioned on why some books appeal to them. To answer this question, one is needed to explain the experience of reading the book. Readers present the feeling of joy or sadness, excitement and fear. They recall the moments when tears were shed. They describe the new things gained, which made some changes to their life. These things portray the effects of reading the particular story. Thus, it is important to teach short stories as they bring out the emotional response from readers. This emotional response can be of either personal, curricular or literacy. Personal response is the simplest level. Here, stories are accepted as a base for enjoyment, which offer pleasure and relaxation. These indirectly develop a positive attitude towards reading. Stories widen one's imagination by comparing and understanding the characters involved. Stories also help to extend one's experience and knowledge of the world and people who live in it.

### **Approaches and Activities in the Teaching of Literature**

In the teaching of literature, Carter and Long (1991) stated there are three models of teaching literature. They are (1) The Cultural Model - a traditional approach of teaching literature where learners need to discover and infer the social, political, literacy and historical context of a specific text. It reveals the universality of thought and ideas and learners are encouraged to understand different cultures and ideologies in relation to their own. This model view literature as a source of facts and it is teacher-centered where the teacher passes knowledge and information to the students, (2) The Language Model – an approach that offers learners an opportunity to access a text in a systematic and methodical way. This approach allows teachers to apply strategies used in language teaching such as close procedure, prediction exercises, jumbled sentences, summary writing, creative writing and role play to deconstruct literary texts in order to serve specific linguistic goals. Savvidou (2004) asserts that students engage with the text purely for linguistic practice and literature is used mechanistically to provide a series of language activities, and (3) The Personal Growth Model – an approach that focuses on the personal development of the students including emotions and personal characteristics. It requires students to relate and respond to the themes and issues by connecting them to their personal life experiences. It is an influence of both the cultural and language models where the focus is on a particular use of language in a text in a specific cultural context.

These three models for teaching literature were incorporated in various approaches. In the present study, the instructional practices investigated were referring mainly to approaches listed below, in order to explore in-depth the teaching and learning of literature in the classroom instruction:

- (i) **Language-Based Approach**  
This model is closely related to the Language Model presented by Carter and Long (1991)

where literary texts are seen as mean to help students improve language proficiency. This is done by providing them with exposure to the target language and connecting them to specific vocabulary, and other aspects of the language. Maley and Duff (1990) insist that the primary aim of this approach is,

*'quite simply to use literary texts as a resource for stimulating language activities' (p.5).*

With the use of language-based approach, the focus shifted to the learner, the reading process and creating language awareness by the learners.

(ii) Paraphrastic Approach

This approach deals with the surface meaning of the text (Hwang & Embi, 2007). Rosli (1995) asserts that it allows teachers to use simpler words and sentence structures compared to the more complicated ones in the texts. Sometimes the teacher can translate it into other languages. He argues further that this approach is suitable for beginner of the target language as it acts as a stepping-stone in formulating original assumptions of the author's work.

(iii) Information-Based Approach

This is an approach that demands a large input from the teacher and it is closely related to the term Literature with a big 'L' proposed by McRae (1991). It describes the study of literature as aptly put by Ganakumaran (2003) as,  
*'aesthetically patterned artefact endowed with the knowledge potentials philosophy, culture, morality, and humanities'*

Carter and Long (1991) further argue that it involves critical concepts, literary conventions and meta-language, and the students should be able to use such terms and concepts in talking and writing about literature.

(iv) Personal-Response Approach

This approach is associated with Personal Growth Model proposed by Carter and Long (1991) as it aims to elicit personal response and foster students' personal development. Vethamani (2003) further argues that although learners are encouraged to explore various textual meanings, their interpretation must be in tandem with the text. Rosli (1995) claims that this approach motivates and encourages students to read by making a connection between the themes of the texts studied and their personal life experiences.

(v) Moral-Philosophical Approach

This is an approach which incorporates moral values across curriculum. The focus of this approach is to discover moral values while reading a particular literary text (Hwang & Embi 2007). It seeks the worthiness of moral and philosophical considerations behind one's reading (Rosli, 1995). The Ministry of Education has outlined 17 moral values to be inculcated among secondary school students such as being independent, honest, grateful, and respecting others.

(vi) Stylistic-Approach

Stylistic is a method of textual interpretation in which primacy of place is assigned to language<sup>214</sup> (Simpson, 2006). This approach guides students towards a closer understanding and



appreciation.

of the literary text itself using the combination of linguistic analysis and literary critics. This means, students are taught to see how linguistic forms in a literary text function in conveying messages to the reader. Lazar (1993) stated that there are two objectives of this approach. Firstly, it enables students to make meaningful interpretations of the text. This allows students to look beyond the surface meaning of the text. Secondly, it helps to expand students' knowledge and awareness of the language. The contribution to the meaning and interpretation of the text as suggested by Carter (1996) will develop when students scrutinize a literary text by marking certain linguistic features and look into the language features, and extracting possible clues (Lazar, 1993).

### **Methodology**

The main purpose of this study was to evaluate the instructional practices employed in the teaching of literature. Instructional practices would highlight the approaches and activities employed by teachers in the classroom instruction. 18 classroom observations by 6 teachers were investigated in order to determine the type of approaches and activities employed in the teaching of literature. In these, classroom observations, rather than simply registering that something had happened, involve drawing conclusions, as well as building personal views about how to handle similar situations in the future. Observations may also help to identify the antecedents (what happens before the target behavior), and consequences (what happens after the target behavior) so that meaningful behavioral interventions can be developed.

### **Research Design**

The main gist of the case studies was to explore the instructional practices of approaches and activities employed in the teaching of literature in order to enhance language proficiency among upper primary students. The classroom observation was chosen as the most appropriate method to conduct this research due to the focus of the study that is to explore the implementation of a literature programme in the schools. Two case studies of one rural and one urban (namely District 1 and District 2) were conducted for three months respectively in each area, via classroom observation.

District 1 consists of 46 National Primary schools located at the east area of Selangor state, Malaysia. Given the proportion of three teachers who teaches Standard 4, 5, and 6 in one primary school, a total number of 138 teachers are listed as respondents of the study. However, in this study, attention is given to only one best school performed in the Standard Examination of the previous year, a year ahead before this study is conducted. Therefore, School Y is selected to be the respondents of the case study in a urban area based on the examination result provided by the Examination Board, MOE.

District 2 consists of 35 National Primary schools, located at the west area of the state in Selangor, Malaysia. This district is categorized as rural area listed by the Data from the Malaysia Ministry of Education (2011). Given the proportion of three teachers who teaches standard 4, 5, and 6 in one primary school, a total number of 105 teachers are listed as respondents of the study. However, the focus of the case study is to only the best performing school in the UPSR Examination result, School Z is selected to be the respondents for the case study in the rural area.<sup>215</sup>

Activities employed by the teachers were evaluated from the observation of activities in the classroom setting. Activities related to the teaching of literature are drama, quiz, speaking, exam-based questions, writing, games, group work, spelling, reading, drawing, choral speaking, singing, listening, moral value, portfolio, meeting the author/poet, and storytelling.

### **Instrumentation**

A classroom observation checklist form adapted from Spada and Frohlich (1995) Communicative Orientation of Language Teaching (COLT) was utilized in the study to observe the teachers' approaches and activities employed in the teaching of literature. This COLT Observation checklist was summarized and compared together with six literature teaching approaches in order to draw appropriate conclusions and interpretations. The COLT Observation checklist and the six literature teaching approaches, and activities were adapted and combined in administering the classroom observation. Curriculum and instructions experts validated the observation checklist before the real study was conducted.

The checklists were analysed and related to six literatures teaching approaches and activities during the teaching and learning process. The approaches are (1) Language-Based Approach, (2) Paraphrastic Approach, (3) Information-Based Approach, (4) Personal-Response Approach, (5) Moral-Philosophical Approach, and (6) Stylistic Approach. The activities are (1) Language-Based Activities, (2) Paraphrastic Activities, (3) Information-Based Activities, (4) Personal-Response Activities, (5) Moral-Philosophical Activities, and (6) Stylistic Activities.

### **Respondents**

The sample population consists of three ESL trained teachers who teach Years 4, 5, and 6 ESL classrooms in each school. The first observation from each class was not taken into consideration to avoid what researchers call the researcher's paradox – the teacher's language and the students' responses may be affected when they know they are being observed. Four classroom observations were taken from one teacher in each school. However, only data from the second, third, and fourth were analysed for the study. Hence, a total number of 9 observations were conducted in one school. The observations were conducted on 3 teachers from School A and 3 teachers from School B. Therefore, a total number of 18 observations were conducted and analysed from both schools. Result of the two case studies was comparatively presented in the findings.

### **Findings**

#### **Demographic Profile of the Participants**

The participants, one male and five females, were from different age group with various expectations and interests. Three teachers from each school who were responsible to teach CCL Programme for Standard 4, 5, and 6 were selected for the study. Overall, six teachers were selected for the purpose of the classroom observations and interviews.

### **Case Studies Findings**

There was one phenomenon that the study was investigating, the instructional practices employed, which were determined via classroom observation. In order to further comprehend the phenomena that occurred in the two selected schools, findings of this research objective is presented in a Case Study manner. In explaining comprehensively pertaining to the two districts, these two case studies are named as (1) Case Study 1 (urban): District 1, and (2) Case Study 2 (rural): District 2.

The two schools in the case studies were selected based on a combination of pragmatic and methodological reasons. Findings of the case studies led to a study of comparative effectiveness of literature programmes implemented in primary schools that might have similar or different challenges. Information gathered in the case studies comes from sources of classroom observations. Findings were compared on the following dimensions: (1) the current context of literature programme implementation, (2) the state of instructional practices observed from approaches and activities employed in the classroom instruction.

In Case Study 1, it was found that teachers employed more Information-Based Approach, while Personal-Response Approach, Language-Based Approach, Paraphrastic-Approach, and Moral- Philosophical Approach were listed the least in the teaching of literature. However, teachers employed varieties of activities in the teaching in order to ensure students comprehension. Activities involved were Information-Based Activities, Personal-Response Activities, and Paraphrastic Activities. While the least involved activities were Language-Based Activities, Moral-Philosophical Activities, and Stylistic Activities.

In Case Study 2, it was revealed that teachers employed more Language-Based Approach, Moral-Philosophical Approach, and Information-Based Approach. While the most employed activities in the teaching were, Moral-Philosophical Activities, Paraphrastic-Activities, and Stylistic- Activities.



TABLE 1

## Observational Checklist from Case Study 1

No .	Approaches	Yes %	No %	No .	Activities	Yes %	No %
	<b>Information-Based Approach</b>	%	%		<b>Information-Based Activities</b>	%	%
1	Elicit information from students about the text.	56	44	1	Comprehension questions exercises	56	44
2	Explain the content of the text to the class.	67	33	2	Lecture session	56	44
3	Ask questions to check students' knowledge based on what they have read.	56	44	3	Read notes from workbooks/handouts with students	89	11
4	Provide students with background information.	56	44	4	Explain a text to students	78	22
	<b>Personal-Response Approach</b>				<b>Personal-Response Activities</b>		
5	Encourage students to relate the themes to personal experiences.	22	78	5	Journal writing	22	78
6	Elicit students' response to a text.	67	33	6	Brainstorming session	56	44
7	Encourage students to express feelings towards the issues of the text.	33	67	7	Small group discussions	22	78
8	Guide students to express their opinions towards a text.	33	67	8	Writing about feelings/reactions towards an issue	44	56
	<b>Language-Based Approach</b>				<b>Language-Based Activities</b>		
9	Set language activities in literature lesson.	56	44	9	Group work	-	-
10	Encourage students to actively participate in the process of understanding the meaning of text.	44	56	10	Language activities (close, jigsaw puzzle, prediction exercise)	56	44
11	Students work with their classmates in the process of understanding the text.	22	78	11	Debate	22	78
12	Generate language practice using the text.	22	78	12	Performance activities (drama, role play,	-	-

			8	2	poetry recital)		
	<b>Paraphrastic Approach</b>				<b>Paraphrastic Activities</b>		
13	Re-tell the text to students to help them understand	67	3 3	1 3	Translation of text using L1	33	67
14	Use simple terms to explain what the story is about to students	22	7 8	1 4	Re-tell story to students	56	44
15	Discuss what the author says in the text	11	8 9	1 5	Students read paraphrased notes in the workbook/handouts	22	78
16	Get students to tell the storyline of the text	11	8 9	1 6	Students re-tell story to the class	33	67
	<b>Moral-Philosophical Approach</b>				<b>Moral-Philosophical Activities</b>		
17	Incorporate moral values in lessons	67	3 3	1 7	Reflective sessions	33	67
18	Ask students the values they learn from the text	-	-	1 8	Discussions on moral dilemmas	-	-
19	Get students to search moral values from a text	-	-	1 9	Tell more values to students	56	44
20	Raise students' awareness of values derived from the text	22	7 8	2 0	Conduct self-evaluation activities	22	78
	<b>Stylistic Approach</b>				<b>Stylistic Activities</b>		
21	Guide students to interpret a text by looking at the language used by the author	11	8 9	2 1	Identify linguistics features (eg. Vocabulary, tenses) in a text	11	89
22	Get students to mark any linguistic features from the text that are significant to their reading	-	-	2 2	Discuss different meaning of a text	11	89
23	My literature lesson looks at the language of the text, thus, encourages language awareness	11	8 9	2 3	Extract examples from a text that describe a setting	11	89
24	Encourage students to discuss beyond the surface meaning of the text	33	6 7	2 4	Identify adjectives that describe a character	11	89

TABLE 2

## Observational Checklist from Case Study 2

No .	Approaches	Yes	No	No .	Activities	Yes	No
	<b>Information-Based Approach</b>	%	%		<b>Information-Based Activities</b>	%	%
1	Elicit information from students about the text.	44	56	1	Comprehension questions exercises	10 0	-
2	Explain the content of the text to the class.	10 0	-	2	Lecture session	11	89
3	Ask questions to check students' knowledge based on what they have read.	10 0	-	3	Read notes from workbooks/handouts with students	56	44
4	Provide students with background information.	10 0	-	4	Explain a text to students	44	56
	<b>Personal-Response Approach</b>				<b>Personal-Response Activities</b>		
5	Encourage students to relate the themes to personal experiences.	10 0	-	5	Journal writing	33	67
6	Elicit students' response to a text.	56	44 4	6	Brainstorming session	10 0	-
7	Encourage students to express feelings towards the issues of the text.	89	11	7	Small group discussions	67	33
8	Guide students to express their opinions towards a text.	89	11	8	Writing about feelings/reactions towards an issue	-	-
	<b>Language-Based Approach</b>				<b>Language-Based Activities</b>		
9	Set language activities in literature lesson.	10 0	-	9	Group work	89	11
10	Encourage students to actively participate in the process of understanding the meaning of text.	10 0	-	10	Language activities (close, jigsaw puzzle, prediction exercise)	10 0	-
11	Students work with their classmates in the process of understanding the text.	10 0	-	11	Debate	33	67
12	Generate language practice using the text.	10	-	12	Performance activities (drama, role play,	22	78

		0			poetry recital)		
	<b>Paraphrastic Approach</b>				<b>Paraphrastic Activities</b>		
13	Re-tell the text to students to help them understand	10 0	-	13	Translation of text using L1	89	11
14	Use simple terms to explain what the story is about to students	89	11	14	Re-tell story to students	10 0	-
15	Discuss what the author says in the text	33	67	15	Students read paraphrased notes in the workbook/handouts	89	11
16	Get students to tell the storyline of the text	10 0	-	16	Students re-tell story to the class	56	44
	<b>Moral-Philosophical Approach</b>				<b>Moral-Philosophical Activities</b>		
17	Incorporate moral values in lessons	10 0	-	17	Reflective sessions	89	11
18	Ask students the values they learn from the text	10 0	-	18	Discussions on moral dilemmas	10 0	-
19	Get students to search moral values from a text	10 0	-	19	Tell more values to students	89	11
20	Raise students' awareness of values derived from the text	10 0	-	20	Conduct self-evaluation activities	56	44
	<b>Stylistic Approach</b>				<b>Stylistic Activities</b>		
21	Guide students to interpret a text by looking at the language used by the author	78	22	21	Identify linguistics features (eg. Vocabulary, tenses) in a text	89	11
22	Get students to mark any linguistic features from the text that are significant to their reading	67	33	22	Discuss different meaning of a text	89	11
23	My literature lesson looks at the language of the text, thus, encourages language awareness	67	33	23	Extract examples from a text that describe a setting	56	44
24	Encourage students to discuss beyond the surface meaning of the text	67	33	24	Identify adjectives that describe a character	78	22

## **Discussion**

### **Approaches in the Teaching of Literature**

The variation of approaches and activities employed in the classroom shows the inconsistency of the teaching. Teachers integrated almost all instructional practices emerged from the Information-Based Approach, Personal-Response Approach, Paraphrastic Approach, Language-Based Approach, and Moral-Philosophical Approach in the approaches and activities.

The teacher's excellent tasks and knowledge in the teaching of English are really apparent. The literal and figurative meanings of the literature was well explained during the teaching. The transfer of knowledge was enhanced by the teachers, excellently, using the literature text provided in the short stories. At the same time, teaching other elements of English language components such as grammar, vocabularies, grammar, and reading.

The utilization of CCL Module provided by CDD, MOE was the main source of referring activities by students to be written in students' portfolio. Activities suggested in the module were transferred to students' portfolio. The portfolio developed by students in this programme was not meant for portfolio assessment but rather to provide evidence that the programme objective was achieved as outlined by the CDD, MOE. At the end of the programme, the portfolio will be collected by teachers and kept in the Language Room. However, it is still questionable the purpose of keeping the portfolio by the Language Department. Teachers were conducting the teaching and learning in a minimal way. The implementation of 'Nilam' Programme by the school library is in contrast, received better feedback from the students. Students' reading abilities are more developed during 'Nilam' Programme. The time allocated for 'Nilam' Programme is sufficient for students to enhance reading, and comprehension of the reading text.

The only materials used in the learning process were the storybooks, while activities were all transferred into the portfolio development. Students were seen depending on teachers' handouts for portfolio development. The existence of creativity is low due to limited time provided for the teaching and learning. Due to inadequacy of textbook provided by the MOE, teacher utilized other literary text in the teaching, and students comprehended the text using the same methods of teaching literature. One interesting point to consider in this context is the anticipation of students to select their own children's literature book in order to get involved in the Language Week Activity. The platforms for sharing students' knowledge, skills, development, and experience via literature learning are the Spelling Bee Activity, Chorus Speaking, Story Telling, and Poem Recitation organized by the English Language Department. Students' language proficiency is seen developed in these platforms resulted from constantly practicing using the language in their daily communication. Students practiced among friends while teacher only monitored.

### **Activities in the Teaching of Literature**

The teaching of literature focused on the teaching of vocabulary, grammar, pronunciation, and reading. When teacher's lesson plan was analysed, the inconsistency of utilizing different approaches for different activities were obvious in the classroom. It is noticed that teachers do not use the right approaches for the right activities.

Students comprehend teaching during activities employed in the classroom. The observational checklist determined their strength in comprehension via prompt feedback and response. Students developed learning from the two-way communication in the classroom instruction when teacher often asked referential questions. Students gained confidence in speaking and able to provide impromptu feedback. Resulting in students' high performance in language development. It was obviously seen during the focus group interviews. Utterances of words among students were fluent. They explained the teaching and learning of literature done by teacher, and at the same time explaining the instructional practices that occurred in the teaching of CCL.

The Pre and While-Reading Activities occurred in the classroom assisted them to become fluent in the language. Hence, enhancing their reading abilities. It was obvious that, they realized the importance of Standard Examination implemented by the MOE. However, the enjoyment of learning literature in the classroom was prioritized by teachers due to the context of learning it. They adored the teaching of literature by their teachers, from the reading activities, materials, handouts, and the authentic assessment occurred, were all impromptu which led to their fluency and confidence in using the language.

Students highlighted activities employed in the classroom during teaching as interesting tasks. In this context, they categorized interesting as the way the teacher taught in the classroom learning.

### **Conclusion**

The research has shown the implementation of approaches and activities in the teaching and learning of literature is crucial to ensure students' development in the language. Instructional practices employed by teachers should align towards students' development as in the aims and objectives stated in the Curriculum Specification designed by the MOE. Approaches and activities in literature's instructional practices should highlight the expected skills, experiences, attitudes or language that a student needs to acquire. The elements of real life situations should also be integrated, in line with the primary aim of learning English language. All these will develop a holistic student with a balanced personality, productive, and useful to the society.



## References

- Malaysia Ministry of Education (2001). *Falsafah Pendidikan Kebangsaan: Matlamat dan Misi* (National Philosophy: Goal and mission). Putrajaya, Malaysia: Curriculum Development Centre.
- Malaysia Ministry of Education. (2003). *KBSM English Language Curriculum Specifications*. Kuala Lumpur.
- Malaysia Ministry of Education. (2009). *Curriculum specifications for the literature component in the English language curriculum for secondary schools*. Kuala Lumpur.
- Cheng, KKY. (2008). Issues in the teaching and learning of children's literature in Malaysia. *k@ta*, (2002), 112–125. Retrieved from <http://puslit2.petra.ac.id/ejournal/index.php/ing/article/viewArticle/16693>
- Protherough, R. (1983). *Developing Response to Fiction*. Milton Keynes: Open University Press.
- Carter, R. & Long, M. (1991). *Teaching literature*. Longman.
- Hwang, D. & Embi, M. A. (2007). Approaches employed by secondary school teachers to teaching the literature. *Jurnal Pendidik dan Pendidikan*, Vol. 22, 1–23.
- Maley, A. & Duff, A. (1990). *Literature*. Oxford: Oxford University Press.
- Rosli, T. (1995). *Teaching literature in ESL the Malaysian context*. Kuala Lumpur: Penerbit Universiti Pertanian Malaysia.
- McRae, J. (1991). *Literature with a small l*. Basingstoke: MEP Macmillan.
- Ganakumaran (2003). Literature programmes in Malaysian schools: A historical overview. In G. S. (Ed.), *Teaching of literature in ESL/EFL contexts*. (27–48). Petaling Jaya: Sasbadi Sdn. Bhd.
- Vethamani, M. E. (2003). New English's New Literatures in English: Challenges for ELT Practitioners. In S. . In Ganakumaran (Ed.), *Teaching Literature in ESL and EFL Contexts*. Petaling Jaya: Sasbadi Sdn. Bhd.
- Simpson, P. (2004) *Stylistics: A Resource Book for Students*, London: Routledge.
- Lazar, G. (1993). *Literature and language teaching*. Cambridge: Cambridge University Press.
- Carter, R. & McRae, J. (eds.). (1996). *Language, literature and the learner*. London: Longman.
- Spada, N. & Frohlich, M. (1995a). *Communicative Orientation of Language Teaching Observation*

*Scheme.* Sydney: NCELTR, Macquarie University.