



Faculty of Cognitive Sciences and Human Development

**APPROACHES FOR TEACHING LITERATURE USED BY
(T)ESL TRAINEES DURING TEACHING PRACTICE
(AN ANALYSIS OF LESSON PLAN)**

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**Bachelor of Education with Honours
(Teaching English as Second Language)
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DURING TEACHING PRACTICE (AN ANALYSIS OF LESSON PLAN)

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The work described in this Final Year Project, entitled
**“Approaches for Teaching Literature used by (T)ESL Trainees
during Teaching Practice(An Analysis of Lesson Plan) ”**
is to the best of the author’s knowledge that of the author
except where due reference is made.

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CYNTHIA AK ALING

This project is submitted in partial fulfilment of the requirements for a
Bachelor of Education with Honours
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The project entitled 'Approaches for Teaching Literature used by (T)ESL Trainees during Teaching Practice(An Analysis of Lesson Plan)' was prepared by Cynthia Ak Aling and submitted to the Faculty of Cognitive Sciences and Human Development in partial fulfillment of the requirements for a Bachelor of Education with Honours (Teaching English as Second Language).

It is hereby confirmed that the student has done all necessary amendments of the project for acceptance:

(Pung Wun Chiew)

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List of Abbreviations

(T)ESL	Teaching of English as Second Language
UNIMAS	University Malaysia Sarawak
NILAM	<i>Nadi Ilmu Amalan Membaca</i>

ABSTRACT

APPROACHES FOR TEACHING LITERATURE USED BY (T)ESL TRAINEES DURING TEACHING PRACTICE (AN ANALYSIS OF LESSON PLAN)

Cynthia Ak Aling

This study attempt to identify the different approaches and combination of approaches used by (T)ESL trainees of University Malaysia Sarawak (UNIMAS) to teach the literature component during their teaching practicum in schools. The study was conducted using the method of lesson plans analysis whereby 146 literature lesson plans gathered from 25 trainees were analyzed using a checklist where it served as the main instrument for this study. The checklist was consists of six main approaches i.e. information-based approach, personal-based approach, language-based approach, paraphrastic approach, moral-philosophical approach and stylistic approach where the analysis were done by identifying the criteria stated in each approaches. Set induction, input and output of the lesson plans were analyzed based on the criteria in the checklist. Each approaches and patterns found were calculated using frequency count and percentage. The approaches and methods were identified whilst the reasons for employing the approaches were explicated. The findings of this study show that the information-based approach is the most used approach in conducting literature lessons. This also suggested teacher-centred teaching was common among them. An analysis of the pattern used for teaching literature conveyed the structure of using information-based approach in set induction and input and a shift of using language-based approach in output.

ABSTRAK

PENDEKATAN YANG DIGUNAKAN OLEH PELATIH-PELATIH (T)ESL UNTUK PENGAJARAN KOMPONEN SASTERA BAHASA INGGERIS SEMASA LATIHAN MENGAJAR (ANALISIS RANCANGAN PENGAJARAN HARIAN)

Cynthia Ak Aling

Kajian ini bertujuan untuk mengenal pasti kaedah pengajaran dan gabungan kaedah pengajaran komponen sastera bahasa Inggeris dalam kalangan pelatih-pelatih (T)ESL Universiti Malaysia Sarawak (UNIMAS) ketika menjalani latihan mengajar di sekolah. Kaedah menganalisis rancangan pengajaran harian digunakan untuk menjalani kajian ini. Seramai 25 pelatih-pelatih (T)ESL terlibat dalam kajian ini. 146 rancangan pengajaran harian komponen sastera bahasa Inggeris digunakan untuk mengenal pasti kaedah pengajaran yang digunakan untuk mengajar komponen sastera bahasa Inggeris. Senarai semakan yang merangkumi kriteria enam kaedah pengajaran utama (pendekatan information, pendekatan personal-based, pendekatan language-based, pendekatan paraphrastic, pendekatan moral-philosophical, pendekatan stylistic) yang digunakan untuk pengajaran komponen sastera bahasa Inggeris dijadikan sebagai asas untuk mengenal pasti kaedah yang digunakan dalam set induksi, input dan output rancangan pengajaran harian. Setiap kaedah dan gabungan kaedah yang telah dikenal pasti dikira menggunakan perhitungan kekerapan dan peratusan. Kaedah-kaedah pengajaran komponen sastera bahasa Inggeris telah dikenal pasti manakala sebab-sebab mengapa kaedah-kaedah tersebut digunakan telah dijelaskan. Kajian ini menunjukkan bahawa pendekatan information merupakan kaedah pengajaran yang paling kerap digunakan oleh para pelatih. Kajian ini juga menunjukkan gabungan kaedah pengajaran yang terdiri daripada pendekatan information di bahagian set induksi dan input serta perubahan kaedah pengajaran pendekatan language-based pada bahagian output rancangan pengajaran harian komponen sastera bahasa Inggeris.

CHAPTER 1

INTRODUCTION

1.0 Introduction

This first chapter discusses the background of the study, the problem statement, the research objectives, the significance of the study, the definition of terms and the scope of study.

1.1 Background of the study

Literature has gained its place in the Malaysian education scene during the 1980s as it underwent a serious reconsideration within the language teaching after emphasis is put on the study of English literature for specific and practical purposes. According to Subramaniam (2003, pp.27-28), the use of literature in English language teaching has become evident in the 1980s and 1990s with the appearance of literature-based reading programmes. Hence in the year 2000 until present, the literature component is still being implemented in all Malaysian secondary schools. With the implementation of various reading programmes in the English language syllabus such as the NILAM (*Nadi Ilmu Amalan Membaca*) programme that had been implemented in the year 1999 to inculcate reading habit among the students, literature has slowly earned its role in secondary and primary school in Malaysia. (Vethamani & Premalatha, 2007).

The literature component in the Malaysian English Language syllabus was introduced in the year 1999 by the Ministry of Education under the name Language for Aesthetic use in the English curriculum specifications. Literature is not taught as an independent subject in Malaysia as literature is integrated in the English Language subject and is tested as part of the English Language examination paper. Exemption is given to students in Form Six where they can take the English Literature on its own separately. The Ministry of Education had pass on the regulation of having at least one period out of the six compulsory periods of English Language subject allocated for the teaching of the literature component. Literature is taught independently even though it is a part of the English Language subject. The literature components was introduced in the form one and form four English curriculums in March 2000, in the form two and form five English curriculums in the year 2001 and form three English curriculums in the year 2002. Until now, the literature setting in Malaysia is still following the 1999 syllabus designed by the curriculum development of Malaysia. No changes had been made ever since. By the end of the secondary school English literature syllabus, students are expected to be able to give their personal response to the literary text, to show an awareness on how language is used to achieve particular purpose, reflect upon and draw valuable moral lessons from the issues portrayed in the literary text and relate it to their own life and understand and appreciate other cultures. (Ministry of Education Malaysia, 2000).

According to Saraceni (2003, p.13), several expertise in the field of literature teaching such as Widdowson (1975), Collie and Slater (1987), McRae (1991), Duff and Maley (1992), Lazar (1993), Carter and Long (1991) have identified the benefits of teaching literature to students in terms of language development, personal growth and cultural enrichment. In other words, as stated by Carter and Long in Subramaniam, Hamdan and Lie (2003, p. 66), literature is seen as a way to improve students' language competence in the targeted language through reading literary text in the English language and as well as to expose students to the various cultures and

traditions of other people and also to instill moral values among students. These are in accordance to the aim stated in the English language curriculum specifications of “providing them (students) with opportunities to study and respond to literary works and to enable students to be critical of the portrayal of life in literary works which in turn should have paved the way for a better understanding of themselves and their fellowmen” (Vethamani, 2004). Models of teaching literature are created in order to match the aims of teaching literature as stated by Carter and Long (1991, p.2), i.e. to improve language competency, promote culture awareness and to instill moral values. These are the cultural model, the language model and the personal growth model by Carter and Long (1991, p.2). These three models emphasize culture awareness, language and development of the personal self individually. The three models of teaching literature provide a focus point for teacher in the teaching of literature. Even though these models can be treated as a discrete item, they complement one another, giving equal importance for the purpose of teaching literature. Carter and Walker (1989), Carter and Long (1991) as stated in Subramaniam, Hamdam, and Lie (2003, p. 66), affirmed that literature is seen as a body of texts that will provide students not only with language enrichment but also with an opportunity to promote personal growth and development, as well as greater sensitivity and self-awareness towards a better understanding of the world. Thus, students via the learning of literature will gain a great deal of knowledge and exposure for their future benefits of self and create enhanced understanding of the society. It will also instill the interest of reading among students especially in the different genre of literary works.

The different approaches teachers used such as teacher-centred where as stated by Carter and Long (1991, p.24), it involves the teacher “ ‘*working through*’ the text, and asking a long series of questions, usually related to the meanings of words or phrases or even slightly higher order questions – broadly associated with explaining the text” or the student-centred where the students are given the authority to “*explore the literary text and invites them to develop their own responses and activities hence*

leading them making their own judgments” (Carter and Long, 1991, pp.24-25). As stated by Fisher (1993) in Chacko and Yahya (2007) *“the different ways learners respond to a text in a literature class will depend to a large extent on the attitudes and approaches that teachers adopt”* (p.35). This is evident in the previous study conducted by Yesuiah (2003) as stated in Chacko and Yahya (2007, p.36) on *Using an Integrated Approach in the Teaching of the Literature Component* where it indicated that learners’ perception of the literature component is strongly related to the approaches used by the teachers teaching literature.

However, most of the teachers prefer to use the teacher-centred approached in the teaching of literature. Lin and Guey (2004) stated that the teacher-centred approached of literature teaching are *“culturally entrenched and thus contribute to the death of creative and innovative way of teaching literature in the classroom”* (p.4). There is the rooted believe among teachers that what is seem to be effective to them will also effective for their students without realizing the changing needs of their students and the constant progress of knowledge. Hence, the teachers carry on their so called effective approaches to teach the students without bothering to adapt to the current situations and the needs of the students. Thus, leading the teachers to constantly firmly hold on to their so called ‘effective approaches’ and rejecting to try out new approaches which might be more interesting to the learners.

Teacher-centred teaching has the teacher to play an active role. The focus is on the teacher delivering the information to the students. Students play the role as the receiver of knowledge. In contrast to student-centred, the focus is on the learner in which students construct the knowledge rather than assimilate it. The teacher plays the role as the facilitator and provides framework that facilitates their learning In the teacher-centred classroom, students were not encouraged to either give their opinions or to have the chance to participate in classroom discussion. As stated by Vethamani (2004), the literature classroom too often is treated as another reading comprehension

lesson in English. There is a lack of space for students' imagination, interpretive ability and creativity to grow because teachers are reluctant to let students to explore their own learning of literature as most of the time teachers would do the explaining while students become the passive receiver of the knowledge. Kaur (2003), Norliana (2003) and Kumar (2004) stated in Hwang and Embi (2007) acknowledged that students in the Malaysian literature classroom were seen to be *“passive and unable to respond critically to the literature component and the lessons conducted too often were teacher-centred”* (p. 2), and thus leaving the impression of boring and lack of creativity in teaching.

There is a need to further explore the different approaches used by teachers in the teaching of literature as the traditional method of chalks and talk no longer in consistent to the ever changing trend of literature teaching and learning. The teaching of literature requires a lot more than just presentation of facts and opinions from the teachers. It requires the students to engage their personal belief and views or in other word, the readers' response in order to make learning more meaningful, stimulating and motivating experiences rather than just presenting a teacher talk show to the students.

1.2 Statement of problem

The teaching of literature involved more than just teacher-centred and students-centred approaches as there are varied yet to be applied fully by the teachers when teaching literature and resorted to only use a certain approach i.e. teacher-centred where teachers play the major role of imparting knowledge to the students. Various approaches are needed in order to impart the intended knowledge to students and to overcome the teacher-centred method of teaching literature (Lin and Guey, 2004, p.4). Furthermore, in order to understand literature and make learning of literature more significant, it is not enough just to know about the plot of the story, the characters in story but is the process of knowing and making meaning of the story

that counts. Knowing about the plot and characters of the story only requires the students to read the text on the surface level, without having the needs to fully understand the hidden meaning or the message in which the texts wish to convey to the students. On the other hand, making meaning of the texts that the students read requires a deeper understanding of the text and the ability to relate it with their existing knowledge and experiences in order to fully understand the meaning intended by the writers.

However, the process of getting to know about the literature or better known as 'knowledge about literature' is not depicted in the teacher-centred, examination oriented classroom. This is because, very often, the purpose of the teaching of literature is to prepare students for examination and less emphasis is put on the development of culture awareness, language development and self (Littlewood, 1999 pp.177-178). Unfortunately, to know and understand a literary text requires the students themselves to make their own meaning. This is in reference to the reader's response where the students bring in their emotion and feelings and the background experiences the students had gone through make reading the literary text more meaningful as they are able to associate it to their own experiences (Langer, 1994, pp.2-3). Lin and Guey (2004, p.2) stated that students' learning outcome of literature will rely heavily on outside authorities in the forms of teachers' opinions and critics rather than themselves if the students' learning of literature relies solely on the teacher alone. Thus, this scenario will lead to the belief of the students that it is the teacher who has the ultimate knowledge about the literature and they will eventually avoid giving their own opinions on issues raised in the literary text.

Students' experience in the learning of literature carries a great deal of impact on how they perceive literature. Bad experience of learning literature in terms of the teacher's teaching will eventually create hatred towards literature. The learning experiences that they had gone through may be brought forward into their future

career for those who wish to be English teachers. Lim and Guey (2004, p.5) stated that “many students, who later become teachers of English, will develop a sense of uneasiness to teaching literary texts since the traditional chalk and talk forms of experiencing literature have a strong influence on their teaching practices”. In similar to this, Krahnke (1987), quoted in Van Lier (1996, p.88) in Lim and Guey (2004, p.5) acknowledged that teachers will simply “*hark back to how they themselves were taught*”. Therefore, it is important for teachers in school to vary their approaches in the teaching of literature so that students can experience the different methods of learning literature and thus resulting to a more meaningful and interactive learning.

The traditional approach of teaching literature on its own as according to O’Sullivan (1991) sees literature as a body of knowledge which must be learnt for its own sake. O’Sullivan (1991) claimed that the approaches of language teaching in the sixties and seventies of the discrete-point teaching, ‘correctness’ of grammar, repetition of graded structures and restricted lexis unsuitable for the teaching of literature. It put literature as a separate subject, comprising of pointless poetry recitation and comprehension form of reading of stories and novels. Learning literature for its own sake, putting emphasis on the precision of grammar and restricted lexis in literature teaching no longer applicable to the recent classroom teaching of literature. This is because of the raising awareness of integrated approach of acknowledging the purposes of teaching and learning literature i.e. to show awareness on how language is used to achieve particular purpose, reflect upon and draw valuable moral lessons from the issues portrayed in the literary text and relate it to their own life and understand and appreciate other cultures in the teaching of literature were upheld by practitioners such as Carter and Long in the language based approaches of teaching literature and Short and Candlin’s stylistic approach in literature.

According to Duff and Maley (1990) in Savvidou (2004), the teaching of literature is divided into three core aspects i.e. linguistic, methodology and motivational. Linguistic as defined by Savvidou (2004) stated that it introduced the students to the variety of text types and difficulties. Methodology refers to students' processes of reading such as guessing, using background knowledge etc and finally motivational emphasis the students' enjoyment of reading the literary text. Widdowson (1971) as stated in O'Sullivan (1991) also suggested that the study of literature is basically a study on how the language is used to convey meaning. Therefore, the study of literature was not just about knowing about the plot of the story but also knowing about the language used to transmit meaning to the readers.

Chacko and Yahya (2007, p.34) stated that there is a necessity to research on the instructional approach in order to help learners to enjoy the texts while all the same time utilizing the English language to respond to the texts and make literature learning more meaningful. Therefore, the purpose of this study was to find out the approach(es) used by the teacher trainees in teaching literature during their teaching practice in terms of the method of conducting the lessons and the tasks given to the students.

1.3 Objectives of the research

The general objective of the study is to determine the approach(es) applied by the T(ESL) trainees during their teaching practice in the teaching of literature component via analysis of lesson plans.

The specific objectives of the study include the following:

- i. To identify the frequency of approach(es) in teaching literature in set induction, input and output through the analysis of literature lesson plans.

- ii. To identify combination of approach(es) used by (T)ESL teacher trainees in set induction, input and output of literature lesson plans during teaching practice.

1.4 Significance of the study

Ever since the introduction of the literature component in English in March 2000, there has been much concern about the approaches used in the teaching of literature. (Vethamani, 2004).

This study is aimed to look on the different approaches employed by TESL trainees to teach literature in schools. This research can give insights on the different approaches teachers can employ to teach. It is hoped that the findings of this study can contribute a better understanding of the different approaches that teachers can use in relation to the teaching component in English.

This study will also benefit teachers and teacher trainees who are going to teach literature component in English by taking it as a reference for them on how to improve their current method of teaching literature. Besides, it will also serves as valuable insight for further research in the teaching of literature component in English.

Curriculum developers will also benefit from the study in their effort to design suitable teaching materials to fit the different literature teaching approaches in schools by focusing more on the students' needs and taking in consideration the creativity of the designated materials for teaching and learning literature for teachers and students.

1.5 Definition of terms

1.5.1 Literature

The definition of literature is defined by its genre (novels, plays, poetry), by the form of different discourse such as narrative, expository, argumentative and descriptive within the different periods of time (Elizabethan, Restoration, Victorian, Twentieth Century), different nationality and quality. It is frequently regarded as an art and always has a certain form (Talif, 1992, p.1). In this study, literature refers to one of the component being taught in the English language curriculum. It consists of literary works such as novels, short stories and poems prescribed by the Curriculum Development, Ministry of Education Malaysia.

1.5.2 Approach

Moody (1983, p.23) stated in Hwang and Embi (2007, p.4) explained that approach is to 'provide a framework, or sequence of operations to be used when we come to actualities'. Richards and Rogers (2001, p.20) defined approach as 'a source of well-used practices which teachers can adapt or implement based on their own needs'. In this study, the various approaches being identified for the teaching of literature are information-based approach, personal-response approach, language-based approach, paraphrastic approach, moral-philosophical approach and stylistic approach. These approaches are identified based on the previous study done by Hwang and Embi (2007) on the approaches of teaching literature in English by school teachers. The different activities used by the teachers in the teaching of literature will be reflected in the listed approaches.

1.5.3 Information-based approach

This approach refers to the manner the teachers used in order to elicit responses about the literature being taught from the students. As stated by Carter (1988) in Hwang and Embi (2007, p.4), information-based approach is a way of teaching

knowledge about literature as literature is seen to be able to offer a source of information to the students. In this study, information-based approach activities are in the form asking students questions related to the literary texts whilst checking for students' understanding of the literary texts given, teacher providing information about the literary texts, and teacher explanation of meaning of the texts.

1.5.4 Language-based approach

Language based approaches gives emphasis on language and on the ways in which attention to language can lead to a deeper understanding of a literary text (Carter and Long, 1991,). McKay (1999) stated that literature able to “present language in which the parameters of the setting and role relationship are defined”. Therefore, it enables the reflection of the different language usage embedded within a social context and is ideal for the understanding of the development of language usage in different social context. For the purpose of this study, the language-based approach focus on the language based activities the teacher designed in order to strengthen students' understanding of the literary text. The language-based approach focus on student-centred learning therefore, all the activities planned are to give opportunity for students to use the targeted language in the discussion of the literature and making meaning out of it.

1.5.5 Personal response approach

According to Hwang and Embi (2007, p. 5), personal response approach required the elicitation of the students' response based on the issues raised in the literary texts. Students would relate the issues with their own personal experience of the issues or based on their own understanding in order to fully understand and participate in the discussions. Hirvela (1996) as stated in Hwang and Embi (2007, p.5) affirms that personal response approach focuses on the students' feelings and opinions about the literary texts. Students are encouraged to speak out their mind and generate their views and opinions of the literary texts. Activities such as

brainstorming, group discussion are used in order to disclose students' response on the issues being raised.

1.5.6 Paraphrastic approach

Paraphrastic approach refers to the act of contrasting two or more versions from the texts which are being read or to be read – one the original and the other(s) a re-written alternative version (Carter and Long, 1991, p.7). Paraphrasing and rewriting also known as the reformulating, defining, expanding, expatiating, mimicking, making parodies, transposing and translating, seeking parallels (Nash, 1996, p.83). In this study, paraphrastic approach deals with the non-literal meaning of the literary text. Teacher uses paraphrasing or retelling of the story in a simpler manner in order to ease students understanding of the literary text the students read especially for students with lower comprehension and understanding ability.

1.5.6 Moral-philosophical approach

Rosli (1995) stated in Hwang and Embi (2007, p.5) suggest that moral-philosophical approach “proclaims the worthiness of moral and philosophical considerations behind one's reading”. One of the roles of literature is to instill moral values among students via the reading of the literary text. For that reason, activities designed incorporating the moral-philosophical approach should focus on the incorporation of moral values at the end of the literature teaching. This is reflected in this study by the prompting of questions of asking students to make judgment on the issues arises in the literary text and justifying their stand based on the consideration of moral values.

1.5.7 Stylistic approach

Stylistic approach is a linguistic approach to the study of literary text. It represents the philosophy of combining language and literary study (Short & Candlin, 1996, p.93). According to Widdowson (1991), stylistic approach attempts to show on

how the use of linguistic patterns creates a form of communication which conveys the unique reality of the individual vision. For the purpose of this study, stylistic approach enables students to look at the literary meaning of the story and at the same time focusing on the language and how it is used to convey meaning to the readers. Further discussion on interpreting choice of words used and the connotation of meanings is encouraged under this approach.

1.6 Scope of study

This proposed study attempts to find the approaches of teaching literature employed by the Teaching English as Second Language (TESL) trainees during their teaching practicum. This study will identify the type of approaches (information-based approach, personal-response approach, language-based approach, paraphrastic approach, moral-philosophical approach and stylistic approach) most frequent applied by the TESL trainees and the least used approaches used by them in the teaching of literature. In addition, this study aims to look for a patent on the usage of approaches of teaching literature among TESL trainees.

However, this study does not examine the relation between the approaches used and the students' performance in literature. This study also does not investigate the reasons for the selection of approaches used to teach literature in school. The findings of the study will reflect the most frequently used approaches for teaching literature by TESL trainees during teaching practicum. The approaches used in the checklist are adapted from the checklist developed by Hwang and Embi (2007).

1.7 Chapter review

This chapter had briefly discussed the background of the study, statement of the problems, objectives, purposes, significance of the research, and the definition of terms. The next chapter will elaborate further on the review of literature.