

**EDU 702**

**RESEARCH METHODOLOGY**

**ASSIGNMENT: RESEARCH PROPOSAL**

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**INSTRUCTIONAL APPROACHES USED BY SECONDARY SCHOOL TEACHERS IN TEACHING LITERATURE IN THE ESL CLASSROOM**

* 1. **Introduction**

This chapter consists of the introduction, background of study, statement of problem, objectives of the study, research questions, significance of the study, limitations of the study, operational definition of terms and conceptual framework with regards to the instructional approaches used by secondary school teachers when teaching literature in the ESL classroom.

* 1. **Background of Study**

The integration of literature as part of curriculum in education has been executed for years with a purpose of providing a holistic and lifelong learning for students. According to Sivapalan and Subramaniam (2008) literature has become an essential element in an education system due to the values and benefits it delivers to learners’ discovery learning. This type of learning could provide enjoyment and can be considered as a type of learning that would enhance self-development. In Malaysia, literature has been incorporated in the English syllabus of Form One to Form Five as one of the strategies to enhance holistic learning as promoted by the National Education Philosophy. Learners will develop an understanding of other societies, cultures, values and traditions that will contribute to their emotional and spiritual growth (Nor Hashimah & Che Ton, 2012). The inclusion of various kinds of literary texts such as short stories, poems, dramas and poems exposes learners with cultures and societies that are distant from the context they are in but the tools act as media that bring the world closer to them. The texts consist of variety of works of African, America, Australian, British, European and Malaysian literature and these texts will be able to introduce them to values that are versatile for them to benefit. Besides that, literature does not just provide enhancement in terms of self-development and joy, it also acts as a tool for improving language learning as literature texts are constructed by established writers and the works they portray give an illustration of proficient use of language that can be used in language lessons.

Malaysia’s vision of becoming a developed nation by year 2020 is believed to be realized by enhancement of education. English is one important element that could produce a more advanced younger generation that will lead the country to the international level. In order to have a more English well-versed generation, literature is an important component to be taught in school because of its versatility and language benefits it provides. To ensure students gain from literature, besides having the carefully selected materials used in classroom, teachers play an important role in delivering a literature lesson that caters students’ language needs, instil human and cultural values besides merely satisfying the syllabus requirements. Teachers should have certain instructional approaches in teaching a lesson especially literature. According to Siti Norliana, Roszainora, Muthusamy & Kamaruzaman (2009), attitudes towards the target language, its speakers and the learning context may all play some part in explaining their success or failure (Candlin and Mercer, 2001). Therefore to increase the level of enthusiasm in students’ attitude regarding literature, teachers need to be versatile, enthusiastic and more importantly well-versed in the genre itself to be able to successfully deliver in a lesson. It is believed that appropriate and instructional approaches that vary performed by English teachers in the classroom can ensure the success of literature in improving students’ English proficiency and benefit the values that it carries.

* 1. **Statement of Problem**

Ten years ago, the literature component was incorporated in the English Language syllabus with the main aim of enhancing students’ language proficiency (Ab. Rashid, Vethamani & Abdul Rahman, 2010). By integrating literature in ESL lessons, it is expected that these secondary school students would experience enjoyment in learning language besides participating in language-based lessons alone to improve language skills. However, according to Marzilah & Sharifah Nadia (2010), findings of their study signify that most of the students prefer a language-based approach lesson more than the integrated approach. Students today are not aware of the importance in appreciating the values that literature delivers in terms of language as well as personal and cultural values. Most of the students do not know how to appreciate the culture in the poem or short story and interpret the social, political, literary and historical perspective of a specific text (Marzilah & Sharifah Nadia, 2010). The richness of such medium should not be wasted by analyzing it superficially for the sake of meeting syllabus requirements and ensuring students pass in examinations. Besides developing language skills, it should instil moral values within students as a person as well as part of a community. Isa & Mahmud (2012) stated contrary to beliefs and expectations, learners are often intimidated by the idea of learning literature because they think literature is about a lot of difficult and incomprehensible words (Boo & Kaur, 2000). Having this intimidating feeling about literature would demotivate students hence this affects students considering literature as just a normal reading text. This is where a teacher’s role takes place to change this perspective within students. Teachers’ diversification in applying instructional approaches that are effective in integrating literature in the classroom is a factor that would contribute to students appreciating it by having awareness of the values it carries besides enhancing language proficiency.

Therefore this research aims to investigate and examine the instructional approaches used by secondary school teachers when teaching literature in the ESL classroom.

* 1. **Objectives of the Study**

There are three objectives that this study aims to achieve by the end of it and the objectives are:

1. To identify the approaches used by English teachers of a secondary school in teaching literature in the ESL classroom.
2. To discover the secondary school students’ reaction towards the different approaches used by their teacher when teaching literature in ESL classroom.
3. To investigate how the multiple approaches used by the ESL teacher influence students’ appreciation of literature study.
   1. **Research Questions**

In order to achieve the objectives identified, there are three research questions to be answered throughout the research and the research questions are as follows:

1. What are the approaches used by the English teachers of a secondary school in teaching literature in the ESL classroom?
2. What is the secondary school students’ reaction towards the different approaches used by their teacher when teaching literature in ESL classroom?
3. How do the multiple approaches used by the ESL teacher influence students’ appreciation of literature study?
   1. **Significance of the Study**

This study is significant to discover the instructional approaches used by ESL teachers when teaching literature in the classroom and it will not just explore the variety of approaches but it will expose the approaches that are successful and effective for students to benefit. This study is hoped to be helpful for teachers, novice teachers as well as future teachers to explore new and varied approaches to teach literature in ensuring students’ enthusiasm and motivation to learn the language. This study will be a reference and a source of guidance for them to be aware of the importance of effective instructional practice in teaching a literature lesson. This study will be an appropriate guide for teachers to improve their teaching methods from day to day. This will be helpful for future teachers such as future TESL graduates to prepare themselves for the real experience of teaching.

On the other hand, this study will not just benefit teachers to improve their instructional practice in teaching literature, but it will contribute to students’ enhancement of language learning when a teacher does her work successfully. As mentioned earlier, literature is a good platform of cultural exposure hence this study will contribute to the awareness of the study of culture in language learning as stated by Purba (2011), Such recognition then cultivated awareness in second language/foreign language teaching experts that language and culture are inseparable. This study will indirectly lead to it contributing to the curriculum designers to gradually improve the curriculum syllabus for the better of teaching and learning.

Besides that, this study is hoped to help teachers’ effort in changing students’ attitude in learning literature as students’ attitude is one of the main factors that determine their success in language learning (Siti Norliana et. al., 2009). Negativities pertaining literature learning should be eliminated and replaced with great enthusiasm and this research can be helpful for teachers to diversify their lessons for students to benefit and enjoy from.

Lastly, this study is also expected to be a part of useful references and act as a helpful source for researchers to conduct future research relating to the issue.

* 1. **Scope and Limitations of the Study**

The respondents of this study comprise among English teachers of a secondary school in the district of Shah Alam Selangor hence the findings of the study could not be generalized to the overall population of English teachers of all secondary schools in Malaysia. Besides that, the subjects of the study also include the secondary school students of the particular English teachers whom the study is carried out on.

Apart from that, this study focuses only on discovering the teachers’ instructional approaches, students’ reaction and feedback in a certain literature lesson and not testing how the differing instructional approaches influence their examination scores. The study is also limited in terms of qualitative data collection whereby time will be a constraint when conducting interviews and classroom observations as the duration and number of interviews and observations done will be limited.

* 1. **Operational Definition of Terms**

These are the operational definition of terms applied to this study:

* + 1. Literature

Literature is defined as authentic materials that provide exposure to the whole world in a form of a text. According to Sidhu, Chan & Kaur (2010), it is a product of cultures that has a compendious store of information through which learners can gain insights as to the history, traditions and conventions of the target language (Carter & Long, 1991a). Literature exists in various forms including short stories, novels, poems, plays, songs and etc. The texts are known as literary texts. Literary texts are written by established writers from all around the world hence the potential of cultural education benefited by readers. Language can be learned through the study of literary texts because of the high value of linguistic elements used by the writers. Literature puts learners in touch with a range of emotional experiences and expressions that encourages self-reflection and the education of the whole person (Sidhu, Chan & Kaur, 2010). In the Malaysian context, the study of literature in secondary schools covers the discussion of literary elements such as character, plot, setting, point of view, themes and values.

* + 1. Instructional Approaches

According to Marzilah & Sharifah Nadia (2010), there are several ways to deliver the content of literature and to ensure the students understand what literature is all about. An instructional approach is a practice chosen by a teacher to use in a lesson in the classroom in order to achieve a set of learning objectives. Approaches are theories, beliefs and assumptions on how languages or other subjects are learned and should be taught (Siti Norliana, et. al., 2009). Approaches to teaching a second language vary from being teacher-centred to student-centred and there are theories of approaches on teaching literature that are constructed in the form of models. The approaches focus on different criteria of practice in a lesson to provide different emphasis of learning in a literature lesson. Teachers decide on the type of instructional approach to be used in a literature lesson based on the learning objectives that have been set beforehand. An understanding of these approaches is essential if teachers, learners and other stakeholders in the learning process are to determine how best to employ the resources it provides with the purpose of improving language learning programs (Bagherkazemi & Alemi, 2010). A lesson’s success is determined by the appropriateness of an instructional approach to the lesson taught.

* + 1. ESL Classroom

English as a Second Language (ESL) classroom is a setting which teaching and learning of English as a Second Language takes place. In the context of this study, ESL classroom takes place in school where formal teaching and learning of English language are conducted. Literature components in English have been introduced to Malaysian curriculum since the year 2001 (Marzilah & Sharifah Nadia, 2010). This is included in the curriculum design as an effort to meet the needs of achieving higher proficiency in the target second language which in this case is English. Instructional approaches are conducted by teachers in the ESL classrooms where the specified learning objectives are attempted to be met.

* 1. Summary

Thus, this chapter has managed to demonstrate the introduction, background of study, statement of problem, objectives of the study, research questions, significance of the study, scope and limitations of the study and operational definition of terms relating to the study.

**2. REVIEW OF RELATED LITERATURE**

This chapter demonstrates the review of research, theories and scholarly studies that present findings concerning with the instructional approaches in teaching literature in the English as a Second Language classroom. This chapter includes a theoretical framework explaining on literature in Malaysian English Language Curriculum, literature in ESL classroom, existing instructional theories and approaches in teaching literature, teachers and students’ attitudes on literature in second language learning and students’ attitudes on differing instructional approaches applied in literature lessons.

**2.1. Theoretical Framework**

**2.1.1. Literature in Malaysian English Language Curriculum**

The incorporation of literature in the curriculum of English Language Teaching (ELT) has been noteworthy over the last 20 years (Sivapalan & Subramaniam, 2010). Literature component has been inserted as a part of the Malaysia English language curriculum acting as one of the efforts in satisfying the philosophy of education that is to provide a holistic education that will develop learners’ potentials in terms of knowledge, skills and attitude. According to Marzilah & Sharifah Nadia (2010), In the English language curriculum specifications, the literature component is specifically put under the ‘language for aesthetic use’ learning outcome. Language for aesthetic use can be demonstrated when language learners enjoy a literary text through conveying personal opinions and developing language skills that are enhanced by the opportunities created in learning environment that gives them the space to express themselves which enhances their creative thinking skills. As suggested by Sivapalan & Subramaniam (2008), the addition of literature in Malaysian English Language Teaching (ELT) is to benefit students in three areas, namely language development, cultural enrichment and personal growth. This shows that integrating literature in students’ learning do not only provide language enhance because of the linguistic values it carries, but students’ personal development would also be promoted which is also a main concern in educating students today. Despite the Ministry of Education’s effort in implementing literature component in the English language syllabus, to create an effective teaching and learning that would contribute to students’ academics and personal development, teachers play a huge role in this matter. The ideal specifications and objectives in the curriculum specification may seem too ambitious but they are achievable as the government believes that students are required to reach the objectives and teachers will ensure the achievement. The Ministry of Education believes that the inclusion of literature component in the English subject will lift students’ learning to a higher level that is the higher order of thinking skills. This will enable learners to engage in wider reading of good literary works for enjoyment and self development (Isa & Mahmud, 2012).

**2.1.2. Literature in the English as a Second Language Classroom**

According to O’Sullivan (1991), the inclusion of literature in any language learning is encouraged as it promotes learners’ imagination and creative thinking skills besides honing learners’ linguistic abilities. Literature texts have been thoroughly selected and modified to meet the needs of Malaysian students it is believed that any text can be learned through the correct methods and approaches. In the ESL context, besides benefiting learners with the contentment of enjoyment and language enhancement, learners will be able to contribute to their self development. Integrating literature in the ESL classroom should provide a different perspective of learning language as the purpose of implementing literature component is to improve the learners’ proficiency level in English. Therefore literature should not be taught the same way as other components are. Literature should be considered as an opportunity to be exposed to the authenticity of language written by native speakers and are established writers who have been recognized through their artworks all around the world. In order to teach literature to students, there are several ways to deliver the content of literature and to ensure the students understand what literature is all about.

Literature in ESL can cover the four skills of language which are reading, writing, listening and speaking, through appropriate and suitable methods. According to Bagherkazemi & Alemi (2010), there are advantages of studying literature in the EFL classroom including providing meaningful contexts, involves a profound range of vocabulary, dialogues and prose, appeals to imagination and critical thinking, develops cultural awareness, encourages critical thinking and it is in line with Communicative Language Teaching (CLT) principles. The encouragement of reading habits that literature will provide learners with promotes learners’ reading and develops learners writing skills as suggested by Bagherkazemi & Alemi (2010), literature provides a stimulus for writing. Speaking skills are improved when learners are encouraged to express their thoughts and opinions on a literary text as well as through activities such as recitation of poems and readers’ theatre.

**2.1.3. Approaches to Teaching Literature**

In order to understand a literary work, there are numerous ways that it can be approached. The approaches are proposed by literature experts and have existed for many years. There are three approaches that will be further discussed in this literature review and they are Reader-Response, The Story Grammar Approach, and New Criticism. The approaches have been selected due to the appropriateness in the context of Malaysian English language classroom.

**2.1.3.1 Reader-Response Approach**

The proponent of the Reader-Response Approach is Louise Rosenblatt who came up with the theory in 1938 and her theory has been applied in understanding literary texts up until today. The focus of the Reader-Response Approach is on the reader itself. The reader’s responses when reading a text is a crucial part of the process in understanding a literary text. It emphasizes on the transactional relationship between a literary text and the reader. When readers are able to relate a text to their personal experiences, feelings and are able to express their opinions, it means that the readers’ minds are active and engaged to the text. According to Amer (2003), The Reader Response Approach (RRA) has a growing influence on EFL literature classes (Carlisle, 2000, p. 12). However, the approach has been criticized to having the tendency of learners going out of the literary text context when they are too focused on their personal experiences and feelings. However, to rebut this claim, Rosenblatt (1994) states that the distinctive experiences and feelings demonstrated by learners will still be bound by the text that is being studied and their opinions will be drawn to a consensus understanding on the meaning of the text.

**2.1.3.2 The Story Grammar Approach**

This approach would be one of the most applied approaches in the teaching and learning of literature in the ESL classroom. According to Amer (2003), the Story Grammar is based on the conceptualization that readers should be consciously aware of text structure. This explains that the focus of this approach is the text itself. Readers can be assumed to have knowledge of discourse conventions or “textual schemata” that assist in text processing (Amer, 2003). This means that readers will not read without any schemata in their minds because they will have expectations when they read a text. In order to understand a text, readers will use contextual clues that exist in the text and draws inferences and come to a conclusion of their understanding regarding the text. This approach contributes to learners’ enhancement of comprehension skills. The Story Grammar Approach is applied in the Malaysian English classrooms because it emphasizes on the conventions of a text which include the events and specific details such as the characters and characteristics, settings, issues that arise in the text, major events, plot, and the resolution of the text. The Story Grammar Approach at least provides an alternative way to the traditional discussion of a literary text.

**2.1.3.3 New Criticism Approach**

This approach focuses on the form and structure of a literary text. This approach provides no space for subjective meaning and reader’s personal response. The analysis of a text is entirely concentrating on the text itself. It covers the historical background of the text and the conventions of the construction produced by the writer. What matters more is understanding the literary work per se, the textual object itself or, to be precise, how it is put together or structured, its form (Clarke, 2005). It is an approach to understanding a text on what it really is based on the text. The closed reading that it employs leads to the analysis of a text in a critical way when readers decipher meaning of it through the verbal forms depicted. The literary devices that are activated in this approach deal with the author’s choice of words, imagery, symbolism, etc (Clarke, 2005). This approach is applied the Malaysian English language classroom when teachers focus on the elements such as simile, repetition, alliteration and others in order to ensure students’ understanding of a text.

**2.1.4. Teachers’ and Students’ Attitudes on Literature in Second Language Learning**

According to Siti Norliana, Roszainora, Chittra & Kamaruzaman (2009), Students’ attitude is one of the main factors that determine their success in language learning. Attitudes concern with a learner’s cognitive, emotional responses and portrayal of behaviour as well as beliefs. Learners have the tendency to demonstrate negative attitudes towards the study of literature due to the language of the text itself that demotivates them. One of the main challenges in learning literature are caused by the text itself, such as the language of the text, especially when there is a mismatch between the texts selected and students’ language ability (Siti Norliana, et. al, 2009). In fact teachers are facing difficulties themselves to decide on the texts that should be taught in the classroom that would not be too difficult and distant from learners. Struggling readers share the same problems which are weak comprehension, lack of interest and confidence (Arvidson & Blanco, 2004). Feeling distant with the culture exposed by a literary text also contribute to the challenges in meaning making and hinders readers from benefiting the linguistic values it delivers. This is where the teacher’s roles come in to the rescue. Teachers should two texts differently as one text may be approached in a different way compared to the other text. However, teachers are still showing their lack of exposure of the techniques to teach literature. Probably due to the focus on examination-oriented in the Malaysian education, teachers are using the method of providing important key points and a certain understanding of a literary text to be agreed by all in the study of literature. The aesthetic values that expected to be met are ignored by the teachers. This leads to the ineffectiveness of literature study on students’ language learning and personal development.

**2.1.5. Students’ Attitudes on Instructional Approaches in Study of Literature**

From the study done by Siti Norliana et. al (2009), students who are participants of the study demonstrate positive attitudes when their teachers apply various methods in the teaching and learning of literature in the ESL classroom. A total of 86% of the students agreed with the statement ‘I would enjoy watching a film or video about the text’ (Siti Norliana, et. al, 2009) shows that students do enjoy the study of literature when creative instructional approaches are applied. However the materialization of various instructional approaches do not entirely succeed when teachers in this study do a lot of discussion on the plot, themes and moral values of a text which do not provide much aesthetic values to the students because their aim is to score in the examinations. However, this study manages to discover the students’ interest in learning literature through drama. They find it more helpful and videos and films that are related to the text help them understand a text better than only reading. This research has yet to discover the teachers’ skills and knowledge on the instructional approaches in teaching literature in the ESL classroom. Hence, this proposal will define a gap to explore the teachers’ awareness, knowledge and skills in teaching literature effectively.

**3. METHODOLOGY**

This chapter will focus on the research design, participants of the study, sampling techniques, instruments for data collection, methods and procedures for data collection and analysis.

**3.1. Research Design**

To answer the research questions that have been identified for this study, the researcher has decided to choose the mixed method approach as the research design. Mixed method approach is the combination of quantitative and qualitative approach in collecting data of a study. The researcher will apply the mixed method approach to increase the validity of the study as applying both quantitative and qualitative approach will create a stronger research and diminish the weaknesses portrayed in a study. This approach can lead to a better understanding and create more perspectives of a certain issue. Researchers tend to work from perspectives that allow them to explore and examine the problems and issues that are consistent with their own beliefs and views and that are most important to their scholarly community (Teddlie & Tashakkori, 2009). Data collected from a mixed method approach will expose the researcher to a bigger picture of understanding on the teaching and learning of literature as required component in the English subject.

3.1.1. Qualitative Approach

The methods used to collect the qualitative data for this study are classroom observations and interviews. These methods will be used to discover the English teachers’ instructional approaches in teaching literature in classroom and also to explore the students’ reactions and participation during the lesson.

3.1.2. Quantitative Approach

To collect data on the students’ feedback on the lesson and how their appreciation on literature is influenced by the differing instructional approaches, the researcher will apply the quantitative method which is through distributing questionnaires. The questionnaire will be distributed to the students after they have gone through the literature lesson with their teacher.

Therefore, the type of mixed method design that will be applied in this study is the triangulation mixed method because the data collected will be interpreted through quantitative and qualitative approach.

**3.2. Participants of the Study**

The participants of the study will consist of secondary school teachers who teach the English subject at a secondary school in Shah Alam Selangor, specifically Sekolah Menengah Kebangsaan Sultan Salahuddin Abdul Aziz Shah in Seksyen 2. The participants of the study will also include the students of the school who are taught by the English teachers that are also the participants of this study. Five English teachers of the school will be interviewed and their English literature lessons will be observed. The students who will participate in this study are the students of the five teachers that will be observed as they will provide their feedback and reactions on their teachers’ instructional approaches. Besides, the researcher will ensure that the participants consist of Form One, Two and Four classes in order to collect data that is distinctive and Form Three and Five are not selected due to them focusing on the public examination hence they shall not be disturbed.

**3.3. Sampling Techniques and Sample Size**

The school that is chosen by the researcher is selected purposively because of the effectiveness that the data will benefit to the research questions of the study. The school is close to the main campus and Section 17 campus of Universiti Teknologi Mara hence the strength in data collection procedures will increase. There are two target groups that will act as the subjects of the study and they are the English teachers and the students of the secondary school. There will be five teachers as the sample of the study and they will be randomly selected based on the subject they teach, in this study’s case, the English subject. These five teachers will be interviewed and their literature lessons will be observed to answer the qualitative research questions of the study. Out of the total population of students in the school, 150 students of five classes taught by the five sample teachers for the study will be randomly selected as the sample to answer the quantitative research question in this study. This study will adopt purposive sampling as it is relevant to the researcher’s aim to learn about the instructional approaches in teaching literature and how the differing approaches influence students’ view on literature. The proportion of sampling is not the main concern in this study but the teachers’ and students’ behaviour that is emphasized.

**3.4. Data Gathering Instruments**

In order to collect data from the samples of the target population, the researcher has determined classroom observations, interviews and questionnaires as the instruments of this study.

3.4.1. Classroom Observations

The researcher will carry out a classroom observation in order to answer the qualitative research questions of this study. As suggested by Tikstine (1998), the working definition of observation is the systematic, and as accurate as possible, collection of usually visual evidence, leading to informed judgements and to necessary changes to accepted practices. The instrument will aim to collect data from the sample of the teachers and their students. The researcher will attempt to conduct non-participant classroom observation because the data gathered from the observation will lead to explanatory descriptions of the activities contributing to the main concerns of the study and how the activities influence the subjects of the study. Through the classroom observations that will be conducted, the researcher will find out the instructional approaches that the teachers apply when teaching literature and the students’ participation during the lesson. The observation will be guided by observational tools which are an observational checklist and a video recorder. However, in order to collect the qualitative data, the researcher will have to secure permission by the school administration and the teacher to observe and record the lesson. The classroom observational checklist will be adopted from an existing one to ensure its validity.

3.4.2. Interviews

Another instrument that will be applied to collect qualitative data for this study is interviews. The interviews will aim to collect data from the sample of the teachers of the school. According to Turner (2010), interviews provide in-depth information pertaining to participants’ experiences and viewpoints of a particular topic. Therefore, interviews will be appropriate to explore the teachers’ views on the teaching and learning of literature and the instructional approaches they apply as well as the importance of selecting approaches when teaching a literature lesson. Implementing interviews with the teachers will provide an in-depth understanding on their concerns towards the effectiveness of their teaching on students’ academics as well as personal and social development. A semi-structured interview will be conducted on each sample teacher with a set of fixed questions designed by the researcher will be asked and other related questions will be developed accordingly throughout the interview. The researcher will have to secure the permission from the school administration and the teacher to conduct the interview and have the interview recorded to ensure the research trustworthiness.

3.4.3. Questionnaire

In collecting the quantitative data for this study, the researcher will design a set of questionnaire to explore the students’ feedback and responses on the literature lesson they have and the instructional approaches that their teachers apply during the lesson. The aim of the questionnaire is to find out the students’ perspectives on the instructional approaches their teachers use when teaching literature and how the approaches influence their appreciation on literature. 150 students who are randomly selected as the sample of the study and are in the English literature lessons observed will be distributed the questionnaire. Students may not be aware of specific instructional approaches such as the critical literary approach or the reader-response approach, but indirectly they can differentiate the approaches their teachers use, for instance sharing of personal experiences and analysing a text word by word applying the literary techniques. Therefore, questions and statements to understand which approaches they prefer or do not prefer and how they view literature will be relevant as the data to answer the quantitative research question of the study. The researcher will have to gain permission from the school administration, the teachers and the students to distribute the questionnaire and inform that their data will be kept confidential in order to confirm the trustworthiness of the researcher and the data. To ensure the validity of the questionnaire, the researcher will adapt from an existing one and develop a questionnaire that will be brought to an expert in the field of instructional approaches in teaching literature. The researcher will conduct a pilot test on a number of secondary school students to ensure the reliability of the instrument.

**3.5. Data Collection Procedures**

Firstly, the researcher will identify the teachers and the students of the study. The researcher will acquire permission from the District Department of Education (Petaling Perdana) for access to SMK Sultan Salahuddin Abdul Aziz Shah. Then, the researcher will acquire permission from the participants of the study and the school administration to conduct the study and record the data that will be collected. Then the researcher will discuss with the teachers on the identification of lessons that will be observed and also the interview sessions that will be held before the classroom observations are conducted. The teachers will be explained on the objectives of the study. The researcher will clarify that the researcher’s biasness will not exist as the researcher will bracket herself from any biasness throughout data collection. The first data collection instrument that will be conducted is the interview. The researcher will interview the five teachers and collect the data of their views on applying different instructional approaches and have it recorded using the recorder on the researcher’s cell phone. Then the researcher will conduct a classroom observation on one lesson by each teacher that will lead to a total of five different lessons. The researcher will observe the entire lesson and record it using a video recorder. The researcher will not make any interruptions during the lessons but the students will be explained on the objectives of the study before the lesson begins. The teachers’ teaching approaches when teaching literature and the students’ responses and participations will be observed carefully guided by the observational checklist determined by the researcher. After the lesson is accomplished, the students will be distributed a set of questionnaire and they will be explained the objectives of the questionnaire. They will be told of the confidentiality of their data and answers that they provide. They will be expected to be honest when providing their responses. Their feedback on the lessons will provide exposure on the influence of the instructional approaches towards their appreciation of literature. The data collected from the three instruments applied in this study will be triangulated to achieve the objectives of the study.

**3.6. Data Analysis Procedures**

This section will briefly explain on the analysis procedures of the data collected for this study. The qualitative and quantitative data collected will be interpreted differently as this research applies triangulation method of interpreting data. The interview conducted on the teachers will be recorded and the data will be transcribed and the verbatim will be constructed by the researcher. Then the researcher will generate significant codes from the data transcribed and themes will be categorized accordingly. The teachers’ beliefs on applying different instructional approaches in teaching literature will be identified before observing their lessons. Then, classroom observations will be conducted and the data gathered from the observational checklist will be summarized and compared in order for the researcher to draw interpretations and conclusions. Teachers’ instructional approaches when teaching literature and students’ participation will be discovered. Lastly, the questionnaire distribute to the students will be analyzed quantitatively using the SPSS software to develop statistics on the students’ feedback on the literature lessons and how the lessons influence their appreciation towards literature. The data analyzed will be carefully compiled and compared to answer the research questions and for the purpose of developing the discussion and recommendations in the study.

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