



International Journal of English Studies and Literature

international online journal in English published Half-Yearly. IJESL offers a fast publication schedule whilst maintaining rigorous peer review; the use of recommended electronic formats for article delivery expedites the process. All submitted research articles are subjected to immediate rapid screening by the editors, in consultation with the Editorial Board or others working in the field as appropriate.

It is a peer reviewed journal aiming to communicate high quality original research work, reviews, and short communications, in the field of English Studies and Literature. Articles with timely interest and newer research concepts will be given more preference.

The aim of the journal is to provide a platform for budding scientists, researcher.



www.trpubonline.com/journals.php
trpub.online@gmail.com
or ijesl.com@trpubonline.com



<https://ijesl.com/index.php/ijesl>

Vol. 8, No. 1, 2023

© Thomson & Ryberg Publications. All Rights Reserved

PERSONALIZING LEARNING OF ENGLISH LITERATURE: PERCEPTIONS AND CHALLENGES

G.BHAVANNARAYANA1 , M.SATYA HARISH2 , V.R.V.S. SAI VALLI,
Department of Teaching,Kakatiya university Warangal

ABSTRACT

In this study, we look at how students perceive and struggle with English literature in the classroom. Selected were sixty fifth graders from a single secondary school in the Hulu Langat area of Selangor. Students were randomly selected from three categories: excellent, average, and weak—based on their English skill levels. To gather information about these individuals' perspectives and experiences with literary texts, literature lessons, and ESL teachers' learning of English literature in ESL classrooms, a 45-item structured questionnaire was developed using a 1-4 Likert scale instrument. The study's overall results show that, despite the difficulties they've had studying literature, most students and respondents had good views of literary texts, literature lessons, and ESL instructors. Teachers, educationists, and curriculum developers might benefit greatly from this study's findings when considering how to update the literary component of their lessons in light of students' perspectives and difficulties. Consequently, they will figure out how to fix the problems that students have so that they can enjoy the literary component of the English language arts curriculum more, which might improve their overall performance in the SPM English Language exam.

Keywords:Literature;Perceptions; Challenges;Englishlanguage

INTRODUCTION

Since it is the de facto international language of business, law, and politics, English has earned the moniker "lingua franca" due to its widespread use and ability to bridge cultural gaps. After "Bahasa Malaysia," the official language of Malaysia, English has risen to the position of second most significant language in the nation. Recognising the importance of English language proficiency, the Malaysian Ministry of Education rethought its national philosophy of education to foster well-rounded students with strong academic performance and improved intercultural understanding. As a consequence, literature is once again taught in Malaysian schools. The Literature in English Component was introduced to secondary schools in the year 2000, including literature into the English curriculum. For almost a decade, literature has been a part of English as a Second Language curricula. Unfortunately, students' literary performance falls short of expectations, particularly when it comes to articulating their critical thoughts in relation to the literary work. Students' preconceived notions about the difficulty of studying literature in an English as a Second Language (ESL) classroom may be a contributing factor to their low literary performance. Teachers of English as a Second Language (ESL) would do well to do research on their students' perspectives on the literary text, literature lessons, and ESL instructors in order to better understand their students' thoughts and feelings about these topics. In order for instructors to respond constructively to the difficulties and enhance the teaching and learning of literature in ESL classrooms, this reflection is crucial. The goal of this study is to find out how people think about and feel about the difficulties of include literature into ESL curricula. There were two main research issues that the study aimed to answer: How do the students feel about literature, their English language professors, and the works themselves? How did the participants feel about the English language instructors, the literature class, and the assigned readings? A significant change in the way English is taught and learnt in Malaysia was announced by the Ministry of Education in 1999. The most notable aspect of this policy shift is the incorporation of literature instruction into secondary school English language curricula (Subramaniam et al., 2003). The literary component now has its own weight in the SPM English Language exam according to the new policy; it was worth 25 out of 75 points on paper 2, with 5 marks coming from the short story and 5 marks from the poem that students study in fourth grade. The Form 5 novel meanwhile accounts for fifteen points. Table 1 displays the 2000 text used for Forms 4 and 5.

Table1.TheTextused forForm4and Forms5 FromtheYear2000until2009

Class/Form	Genre	Text
Four	Poetry	IfbyRudyard Kipling Sonnet18 byWilliamShakespeare SiTenggangHome ComingbyMuhammadHajiSallehMoonsoonHistorybyS hirleyLim TheRoad NotTakenbyRobertFrost There'sbeenaDeathintheOppositeHousebyEmilyDickinson
	ShortStory	The Lotus Eater by Somerset MaughamThe Necklace by Guy de MaupassantThe Drover's Wife by Henry LawsonThe Sound Machine by Roald DahlLookingforaRainGodbyBessieHea d
Five	Novel	JungleofHopebyKerisMasTh eReturnbyK.SManiam ThePearlbyJohnSteinbeck

This selection of texts has undergone huge changes in 2010 when a new set of literature texts has been introduced. The introduction of this new selection of literature component has not just affect the genre of the literature component learnt by students; instead it has slightly changed the format of literature section in SPM English paper. It has reduced the value of literature section from 25 marks to 20 marks whereby 5 marks are allocated for the poems section and another 15 marks are from the novel section. This change has clearly shown that the short stories and the drama that students learn in form 4 will not be tested in SPM. The reason for this new testing format maybe due to the Ministry of Education aims to encourage students to learn literature for pleasure as well as to inculcate the reading habits instead of learning literature just for the sake of examination.

This is due to the fact that students will only learn short stories and drama to expose them to different genres for them to appreciate the value of literary piece. The new selection of texts are shown in Table 2.

Table 2. The Text used for Form 4 and Forms 5 Starting the Year 2010 until Present

Class/Form	Genre	Text
Four	Poetry	In the Midst of Hardship by Latiff Mohidin He Had such Quiet Eyes by Bibsy Soenharjo
	Short Story	WERTYUIOP by Vivian Alcock The Fruitcake Special by Frank Brennan
	Drama/Play	Gulp and Gas by John Townsend
Five	Poetry	Nature by H.D. Carberry Are you Still Playing Your Flute by Zurinah Hassan
	Novel	Step by Wicked Step by Anne Fine Catches Us if u Can by Catherine MacPhail The Curse by Lee Su Ann

The study of literature goes far beyond the narrow scope of the study of the English language, which looks only at grammar and the technicalities of the spoken and written language. In fact, literature is, in a sense, a social study. Literature teachers in many cases have failed to teach their students about themselves and the world (Koya-Vaka'uta, 2001). There have been many studies that have been carried out to gauge the perception of language learners and teachers on the inclusion of literature in the English Language Syllabus. The study conducted by Subramaniam, Shahizah and Koo (2003), has proven that English teachers have positive attitudes and perceptions towards the teaching of literature whereby the teachers are optimistic and have an effort to contribute towards the success of teaching and learning literature as part of English Syllabus. Meanwhile Sidhu (2003) has revealed that students have mixed perceptions of their literature lesson. Her study shows that some students have negative feelings on the literature lesson and some do look forward to learn literature due to several reasons.

The teaching and learning of literature in Malaysia has many challenges that have to be faced by either teachers or students. 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 selection of texts and students' language ability (Irene, 2015). According to Agee (1998), even teachers cannot agree on the type of texts that should be taught although they generally agree that the texts should promote intellectual development, independent thinking, are interesting to adolescents and meet certain cultural and aesthetic standards (as cited in Ghazali et al., 2009). Arvidson and Blanco (2004) stated that, struggling readers share the same problems which are weak comprehension, lack of interest and confidence (as cited in Ghazali et al., 2009). They spend a lot of time looking up or guessing meanings of words which might result in regressive eye movement, losing sight of the plot or the bigger picture by the time they reach the bottom of the page or the end of the story. To avoid frustration and students' lack of participation, it is vital to ensure that the language of the text match students' proficiency level and that there is a match "between the linguistic expectations in the language syllabus with those of the literature components syllabus" (Subramaniam, 2002 p. 65 as cited in Ghazali et al., 2009). Unfamiliar vocabulary, grammar and sentence structure hamper students' understanding of texts.

The attitudes of students play a great role in determining the successful learning for the students themselves. It is an important concept because it plays a key role in language learning and teaching (Derakhshan et al., 2015; Chalak & Kassaian, 2010). They would appear to influence students' success or failure in their learning (Al-Tamimi & Shuib, 2009). Students with positive attitudes will spend more effort to learn the language by using strategies such as asking questions, volunteering information and answering questions (Baker, 1993 as cited in Ghazali, 2008). Students may like learning English, but their perceptions towards the literature component might not be as positive. Students can be negative, resenting their learning of the literature component. As shown in the findings of a study done by Nasharudin (2008), a group of students admitted that they are interested in learning English. However, they reacted differently when learning the literature component during the English period. Although literature seems to give opportunities for more interesting and expressive information and activities for students to explore, not all may perceive it to be something that is positive. As shown in the findings of a study conducted by Halim (2006), only a minority of students liked literature while the majority hated it. A few of them liked literature as they liked reading. They perceived literature as something that was full of adventure for them to discover, challenging their minds, enabling them to read out about other people's experiences and learning from them. Most of the students who disliked literature felt that the literary

texts were too difficult to understand as the language was not direct. The unfamiliar words were scary for them and there was too much to read. Despite of the many challenges, the teaching and learning literature still need to be incorporated in English Language classroom as it is the requirement of secondary school syllabus. However, the implementation of it has to be improved by taking into consideration the needs and desires of ESL teachers and learners.

METHODOLOGY

The participants for this study were selected based on their English proficiency level. A sample of 60 Form 5 students, who have just sat for their English Language 1119 Mid-year examination were chosen. They were from three different classes representing different levels of English proficiency. Questionnaires, interviews, observations, and journal writing were used for data collection. A structured questionnaire was used to elicit ESL teachers’ perceptions, challenges and needs on the literary text and literature lesson of Form 5 English literature component in English Language Classroom. The questionnaire used was adapted from Sidhu (2003) and Sivapalan and Subramaniam (2014). The first part consist of 3 items, which was designed to elicit students’ background information. The second part consist of 45 statements to gauge students’ perception, challenges and needs of Literary Texts, Literature Lesson and ESL teachers. The questionnaire was distributed to 60 respondents. The English version of the questionnaire was given to the high achievers meanwhile the same questionnaire that was translated into Bahasa Malaysia was given to the low achievers. A descriptive statistic of percentage and frequency score were used in the data analysis.

FINDINGS AND DISCUSSION

Students’ perception of literary text is presented in Table 3. Most of the students have positive perceptions on their literary texts. Based on the answers given by the students it reveals that they really enjoy reading and learning the novel as 96.7 % of the students agreed with the statement ‘I believe that the chosen novel is enjoyable to read and learn.’ This may due to the fact the plot of the novel ‘Step by Wicked Step’ that is chosen for their literary component is really fascinating and felt like the novel really comes to life.

In addition, students found the language used in the novel as easy and simple to understand as 68.4% students agreed with the statement “I am able to understand the language use in the novel easily”. Besides that, 86.7% students feel that the poems that they learn are really interesting. It seems that the poems required to be learn in form 4 and 5, which are In The Midst of Hardship, He had Such Quite Eyes, Nature and Are You Still Playing Your Flute manage to cater students’ interest. Other than that, 88.6% of the students perceived the literary text positively with each and every one of them feels that the literature texts emphasize and instill them with good moral values. Regarding the perception on whether the literary text has helped students to improve their language skills or vice versa, 80.0% of the students agreed that they are able to improve their English language skills by learning the chosen literary text while only 20.0% disagreed.

Table 3. Students’ Perception on Literary Texts

Item	Strongly Disagree (%)	Disagree (%)	Agree (%)	Strongly Agree (%)
I believe that the chosen novel is enjoyable to read and learn.	0	2(3.3)	34(56.7)	24(40.0)
I am able to understand the language use in novel easily.	1(1.7)	18(30.0)	34(56.7)	1(1.7)
I believe that the chosen poems are interesting to read and interpret.	0	8(13.3)	34(56.7)	4(6.7)
Literature text emphasizes and instills me with good moral values.	2(3.3)	5(8.3)	34(56.7)	11(18.6)
I have improved my English language skills by learning the chosen literature text.	0	12(20.0)	33(55.0)	15(25.0)

Table 4 reveals students’ perception on Literature Lesson. Firstly, 83.4% of the students felt that literature lesson helped them to develop their English language skills. Moreover, 83.3% of them believed that learning literature benefits them in terms of providing knowledge and skills to answer the literature section in their SPM examination. Their literature lesson has helped them to produce better ideas and be more critical in thinking. A

majority of 75.0% students do feel that literature lesson exposes them to good sentence structures and mechanicsof writing that can help them to improve their writing skills. Students have improved and managed to constructbetter sentence structure with the help of their literature lesson. 66.7% of the students also agreed that theliterature lesson influences them to inculcate their reading habit while the other 33.3% disagreed. Students with83.3% agreed on the statement ‘I enjoy learning literature during my literature lesson’. They felt that theirliteraturelessonwas livelyandfun.

Table4.Distribution, FrequencyandMeanontheStudents’ PerceptiononLiteratureLesson

Item	Strongly Disagree(%)	Disagree (%)	Agree (%)	Strongly Agree(%)
LiteraturelessonhelpsmetodevelopmyEnglish languageskills.	0	10(16.7)	40(66.7)	10(16.7)
Literaturelessonprovidesmeknowledgeandskillsto answertheliteraturesectioninmySPM examination.	0	10(16.7)	35(58.3)	15(25.0)
Literaturelessonexposesmetogoodsentencestructures andmechanicsofwritingthatcanhelpmetoimprove mywritingskill.	0	15(25.0)	25(41.7)	20(33.3)
Literaturelessonmotivatesmetoreadandinculcatethe readinghabits.	1(1.7)	19(31.7)	30(50.0)	10(16.7)

Students’ perceptions’ on their English language teacher is presented in the Table 5. An overwhelming 91.7% ofthe students agreed that their teacher has a vast range of knowledge on the chosen literature piece. Students feelthat their teacher is very competent and dedicated in teaching them. Their teacher was also able to answer everysingle question apprehended by them which clearly proves that their teacher has a wide range of knowledge. Inaddition, a remarkable 100% of the students strongly agreed that their teacher is very creative and inventive inmaking the literature lesson fun and lively. This may due to their teachers great approach and communicationskills. On top of that, 83.3% of the students strongly disagree and 16.7% of them disagree of their teacher notshowing positive attitude during literature lesson. This indicates that, the students believe that their teacherspossessed positive attitudes, very inspirational and never demotivates them with negative attitude. Furthermore,the students with 91.5% of the students agreed and strongly feels that their teacher was amazing in explainingand helping them to understand their literary text if they had a problem. All of the students with 83.3% of themagreed ontheir teacherforhavingasuperb commandofEnglishlanguage.

Table5.Distribution, FrequencyandMeanontheStudents’ PerceptiononEnglishLanguageTeachers

Item	Strongly Disagree(%)	Disagree (%)	Agree (%)	Strongly Agree(%)
Myteacherhasawideknowledgeofthechosen literaturepiece.	0	5(8.3)	35(58.3)	20(33.3)
Myteacher isverycreativein teachingliterature.	0	0	20(33.3)	40(66.7)
Myteacherdoesnotshowpositiveattitudeduring literaturelesson.	15(25.0)	35(58.3)	5(8.3)	5(8.3)
Myteacherexplainstomeandhelpsmefully understandtheliterarytextifIhaveaproblem.	3(5.0)	7(11.7)	25(41.7)	25(41.7)
MyteacherhasagoodcommandofEnglish Language.	0	0	20(33.3)	40(66.7)

Table 6 displays the students’ challenges in dealing with the literary text. The data reveals that most of thestudents have problems but they will be able to overcome this challenge effortlessly with some assistance fromtheir teachers. In fact, most of them face problem with these challenges as they themselves lack basic knowledgeof their literary component. 58.3% of them agreed that they faced tough challenge and found it is difficult tounderstand the poetry as they feel that every word has their own underlying meaning. It is also hard for them as56.7% of them agreed that the language used in the novel is difficult to understand. 41.6% of the studentsperceived the theme or the issue of the chosen literary text do cater their interest while the other 58.4% do not.The students do not seem to face much problem with the length of the novel as 58.4% of them disagreed on thelength for being too long and draggy. Meanwhile, the students strongly disagree with the percentage of 80.5% asall ofthem disagreedontheplot orstorylinetobeverydullandboring.They dofeelthatthechosennovelsuits

their interest and help them to be more logical and mature as the novel revolves on common problems and current issue.

Table 6. Students' Challenges in Dealing with Literary Text

Item	Strongly Disagree (%)	Disagree (%)	Agree (%)	Strongly Agree (%)
Ifound it is difficult to understand poetry as they considered every word to have their own underlying meaning.	1(1.7)	24(40.0)	15(25.0)	20(33.3)
The language used in the novel is difficult to understand.	6(10.0)	20(33.3)	30(50.0)	4(6.7)
The theme or the issue of the chosen literary text does not cater my interest.	10(16.7)	25(41.7)	20(33.3)	5(8.3)
The length of the novel is too long and can be described as "dragging".	10(16.7)	25(41.7)	20(33.3)	5(8.3)
The plot or story line of chosen novel is very dull and boring.	10(16.7)	30(63.8)	10(16.7)	10(16.7)

Table 7 summarizes students' challenges in dealing with their literature lesson. The table shows that the numbers of students who face challenges in their literature lesson are less than those who do not. A total of 91.7% of students disagreed on the statement 'Environment during the literature lesson is not conducive'. Their good perception is due to a very cosy and conducive environment during the literature lesson.

Almost three quarter of the students with the percentage of 58.3% disagreed on the disturbance of classmates who lacks of interest during the literature lesson bother their concentration. The reason is because they feel that the only thing that distracts them from concentrating throughout their literature lesson is their own attitude. By focusing and paying attention they feel nothing will disturb them.

A percentage of 75.0% disagreed with the statement 'the activity doesn't captivate my interest'. This may be due to approaches from the teachers on organizing interesting activity during the class. This kind of students also prefers the teacher to use materials that would ease them on understanding the literature better. 83.3% of them disagreed that the materials provided do not ease them on understanding the literature better. The materials provided will help them better to understand the literature piece.

As a final point, we can see the number of students who becomes demotivated to learn literature is more than those who are not. Despite their lack of proficiency, they are still interested in learning literature. Meanwhile for those who do feel discouraged, the teachers should inspire and assist them to improve their English language skills in order for them to be motivated and feel no burden in learning it.

Table 7. Students' Challenges in Dealing with Literature Lesson

Item	Strongly Disagree (%)	Disagree (%)	Agree (%)	Strongly Agree (%)
Environment during the literature lesson is not conducive.	15(25.0)	40(66.7)	5(8.3)	0
Disturbance of classmates who lack of interest during the literature lesson bother my concentration. The activity during literature lesson doesn't captivate my interest.	5(8.3)	30(50.0)	22(36.7)	3(5)
The materials provided don't ease me on understanding the literature text better.	10(16.7)	35(58.3)	10(16.7)	5(8.3)
I always feel demotivated to learn literature during literature lesson due to my weakness in English Language.	15(25.0)	35(58.3)	10(16.7)	0
	10(16.7)	10(16.7)	30(50.0)	10(16.7)

Table 8 shows students' challenges in dealing with their English language teachers. A percentage of 83.3% were happy with their teachers teaching style. Other than that, 75.0% of the students indicated that their teacher do support their opinion pertaining the literary text while the other 25.0% do not. This shows that the teachers are doing well in moulding them. Besides that, nearly all of them with a percentage of 83.3% disagreed with the question "I could not understand my teacher's explanation due to her pronunciation". The reason is because they

feel that their teacher has good command of English and great communication skills. A majority of 95.0% of them disagreed on their teacher not portraying good values and attitude in teaching. Likewise, 83.3% of them also disagreed on their teacher using monotonous voice projection while in class. This can be simplified that all of these students do not face any subsequent problems with their teachers. In fact they feel that with their teachers, they can improve their literature understanding and their English language skills.

Table 8. Students' Challenges in Dealing with English Language Teachers

Item	Strongly Disagree (%)	Disagree (%)	Agree (%)	Strongly Agree (%)
My teacher does not create a comfortable atmosphere in the literature classroom.	20(33.3)	30(50.0)	10(16.7)	0
My teacher rarely supports my point of view pertaining to the literary text.	10(16.7)	35(58.3)	15(25.0)	0
I could not understand my teacher's explanation due to her pronunciation of English.	20(33.3)	30(50.0)	10(16.7)	0
My teacher does not portray good values and attitude in teaching literature.	27(45.0)	30(50.0)	3(5.0)	0
My teacher uses monotonous voice projection that makes the class very dull.	30(50.0)	20(33.3)	2(3.3)	8(13.3)

The results of this research suggest that in order to foster good impressions of literary texts among students, it is important to choose works that pique their attention. According to Sidhu's (2003) research, all instructors, or at least a representative from each school, should have a say in the text selection process, rather than leaving it to a panel of educators and parents. For the simple reason that these educators have the best grasp of their pupils' individual literary preferences as they work one-on-one with each student. It would be wise for English instructors to do a needs assessment to determine which genres their pupils like before selecting a book to utilise in the classroom. The theory goes like this: if instructors and students alike choose literary works that they like, then the literature component of English as a Second Language classes will be more successful. In addition, the findings of this research corroborated those of an earlier study by Sidhu (2003), which had previously shown that the present literary program may benefit from a more varied and demanding curriculum. To inspire their kids to read and write, educators should be more innovative in their approach to the classroom. Teachers need exposure to effective pedagogical practices, either via simulated training or video recordings of real classroom instruction. Teachers that are both great and innovative will be able to instill a love of reading in their pupils and show them how to enjoy books. In addition, it is crucial that kids understand the value of reading widely and for enjoyment. Instead of focussing just on the literature component of the SPM English Language exam, instructors should help their students see that literature has many other valuable and lasting applications. Furthermore, in order to prevent instructors from becoming too reliant on market-available worksheets and workbooks, it is imperative that they rediscover the pleasure of studying literature. Students' enthusiasm for literary classes that use technology is high, according to this research. Teachers should thus adapt their literary lessons to meet the demands of their pupils by using new technology. Yunus et al. (2013) proposed that using ICT as a learning tool in education and a potent instrument to improve the teaching and learning process is one effective strategy to improve literary instruction and student performance. In addition, teachers should push for their students to utilise the Internet to research literature, as research by Yunus et al. (2012) shows that this medium effectively conveys information in a way that students find interesting, accessible, and easy to understand. The success or failure of a literary class is heavily dependent on the methods used by the instructor. The majority of students also said that literary classes that included creative activities like role acting, storytelling, and games were more engaging. These children probably do better with less chaos and more organisation in their own learning programs. Thus, educators should cultivate engaging classroom environments that promote a more student-centered teaching approach. So, in the English Language Classroom, students will feel more at ease, attentive, and enthusiastic about studying literature. In order to establish a positive habit in terms of instruction, it is necessary to satisfy these legitimate wants.

and learning literature lesson in an English Language Classroom and providing the students the easiest and convenient way to learn this international language.

The study also reveals that there are some students who faced problems during their literature lesson that may lead them on having lack of focus and co-operation in class. This may be due to the teachers' weaknesses themselves such as lack of good explanation and elaboration on the literature text. Therefore, teachers need to be a role model of an extensive and critical reader themselves. Teachers should first read and try to understand the piece first in order to master it and be able to explain it to the students without any doubts. Other than that, teachers should also show good examples or perhaps some rewards to instil good reading habit in students in order for the students to understand the text better. According to Shah et al. (2007), the students responded to "sometimes" was "states failure in understanding a portion of the text," expresses that they need a dictionary in order to understand certain underlying meaning in the text. This shows that the teachers need to provide dictionaries for the students throughout the literature lesson as it is essential for students to have better understanding towards the literary text. To overcome this problem the teachers have to play their huge role in instilling the students' interest towards literary components especially.

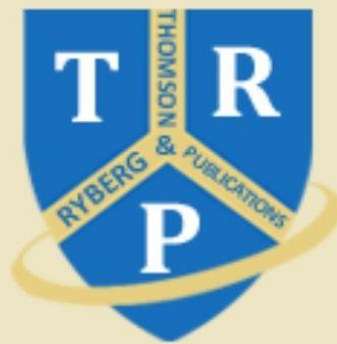
CONCLUSION

The findings of this study could help teachers to reflect on their students perceptions and challenges so that they could find the solution on how to promote their students motivation and shape the positive attitude towards learning literature in English Language Classroom. By knowing these, the teachers will be able to select and implement a more appropriate method or teaching technique that can motivate their student to learn literature in their English Language classroom. Indirectly, this will affect the student positively to ensure their success in learning literature. Finally, it is hoped that the curriculum developers could gain valuable information from this study pertaining to students' needs of literary component. This information will enable them to develop literature materials that suits students' needs.

References

- Agee, J. (1998). Negotiating different conceptions about reading and teaching literature in a preservice literature class. *Research in the Teaching of English*, 33, 85-124.
- Al-Tamimi, A. S & Shuib, M. (2009). Motivation and attitudes towards learning English: A Study of petroleum engineering undergraduates at Hadhramout University of Sciences and Technology. *GEMA Online Journal of Language Studies*, 15(2), 29-55.
- Arvidson, A. J., & Blanco, P. (2004). Reading across Rhode Island: One book, one state, many successful readers. *English Journal*, 93(5), 47-53. doi:10.2307/4128935
- Chalak, A. & Kassaian, Z. (2010). Motivation and attitudes of Iranian undergraduate EFL students towards learning English. *GEMA Online Journal of Language Studies*, 10(2), 37-56.
- Derakhshan, A., Salehi, D., & Rahimzadeh, M. (2015). Computer-Assisted Language Learning (CALL): Pedagogical Pros and Cons. *International Journal of English Language and Literature Studies*, 4(3), 111-120.
- Ghazali, S. N. (2008). Learner background and their attitudes towards studying Literature. *Malaysian Journal of ELT Research*, 4, 1-17.
- Ghazali, S. N., Setia, R., & Muthusamy, C. (2009). ESL students' attitude towards Texts and teaching methods used in literature classes. *Journal of English Language Teaching*, 4(2), 51-56.
- Halim, H. A. (2006). Students' preferences in learning literature component of the Malaysian secondary school English language syllabus. *Jurnal Pendidikan*, 26, 141-155.
- Irene, K., V. (2015). The Use of Literature in the Language Classroom: Methods and Aims. *International Journal of Information and Education Technology*, 5(1), 74-79.
- Koya-Vaka'uta, F. (2001). Teaching literature appreciation in secondary school. *Pacific Curriculum Network*, 10(1), 9-14.
- Nasharudin, S. N. S. (2008). An investigation on approaches used to teach literature in the ESL classroom: A case study of Sekolah Menengah Kebangsaan Taman Desa Skudai, Johor Bahru (Bachelor thesis, Universiti Teknologi Malaysia, Johor Bahru, Malaysia). Retrieved from http://www.fp.utm.my/ePusat/Sumber/pdf/fail/ptkghdfwP2/p_2008_8103_of1161a1f2cc40de80e2174925df652d.pdf
- Shah, P. M., Yusof, A., Hanafiah, A. K. M., Al-Bataineh, K. B., Ong, M. N., Ahmad, A. M., & Haron, A. I. (2007). Malaysian ESL students' use of reading strategies. *The International Journal of Interdisciplinary Social Sciences*, 2(4), 269-276.

- Sidhu, G.K. (2003). Literature in the language classroom: Seeing through the eyes of learners. In G. Subramaniam & M. E. Vethamani (Eds), Teaching of Literature in ESL/EFL Context. Petaling Jaya: Sasbadi Sdn. Bhd.
- Sivapalan, S., & Subramaniam, G. (2014). The incorporation of literature in the English language program for engineering students: Learner interest and perception. *3L: Language, Linguistics, Literature*, 14, 45-73. Retrieved from <http://ejournals.ukm.my/31>
- Subramaniam, G., Shahizah, I. H., & Koo, Y. L. (2003). The incorporation of the literature component in the Malaysian ESL syllabus for secondary schools: A study of pedagogical implications. In G. Subramaniam & M. E. Vethamani (Eds), Teaching of Literature in ESL/EFL Context. Petaling Jaya, Malaysia: Sasbadi Sdn. Bhd.
- Yunus, M. M., Li, L. K. S., Said, N. E. M., Azrie, K. M., Jazila, M. H., & Redza, Z. (2012). Learning writing using the Internet: ESL students' perception. In D. Anderson, H.-J. Yang & P. Varacha (Eds.), *Latest Trends in Information Technology* (pp. 361-366). Vienna, Austria: WSEAS Press.
- Yunus, M. M., Nordin, N., Salehi, H., Embi, M. A., & Mahamod, Z. (2013). Managing problems and planning activities involving ICT tools in teaching ESL reading and writing. *Asian Social Science*, 9(10), 222-230. doi:10.5539/ass.v9n10p222



THOMSON & RYBERG PUBLICATIONS

**www.trpubonline.com/journals.php
trpub.online@gmail.com
or ijesi.com@trpubonline.com**