

APPENDIX A

QUESTIONNAIRE

To the student:-

The purpose of this questionnaire is to find out your attitude, preference and expectations towards learning literature. To make this survey a success you are requested to think carefully and then fill in the questionnaire accurately.

Please answer as directed by the instructions. The responses to the questions will not be read by anyone except the researcher and they will be destroyed once the project is over. If you do not understand a question please do not hesitate to ask your teacher for an explanation. What is important is that your answers should reflect your actual opinions and feelings towards the opportunities given in enhancing your critical thinking skills.

Thank you very much for your cooperation.

(This questionnaire was prepared by JEYARAJAH KANDIAH of SMK Sultan Abdul Samad, Telok Datok, 42700 Banting, Selangor D.E.).

Read the questions below carefully and put a tick (/) in the appropriate box.

SECTION A

Student Questionnaire

Gender : Male Female
 ☐ ☐

PMR English A B C D E
Language Grade : ☐ ☐ ☐ ☐ ☐

SECTION B

1.	Do you enjoy reading the poems and short stories?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
2.	Do you find the poems and short stories difficult to understand?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
3.	I am interested in literature lessons because:		
i.	it improves my communicative skills (e.g. listening, speaking, reading , writing)	Yes <input type="checkbox"/>	No <input type="checkbox"/>
ii.	it helps me in the process of self- discovery and personal development	Yes <input type="checkbox"/>	No <input type="checkbox"/>
iii.	it gives me many ideas about individual and social behavior	Yes <input type="checkbox"/>	No <input type="checkbox"/>

iv	it is a way of comparing my own culture with another culture	Yes <input type="checkbox"/>	No <input type="checkbox"/>
v.	it offers insights into past and present cultures and societies and develops critical thinking on such topics in future	Yes <input type="checkbox"/>	No <input type="checkbox"/>
4.	What do you expect the teacher to do during and at the end of a literature lesson?		
a.	read the literary text and give the meanings of key phrases	Yes <input type="checkbox"/>	No <input type="checkbox"/>
b.	allow students to express their understanding of the theme(s)	Yes <input type="checkbox"/>	No <input type="checkbox"/>
c.	identify the aesthetic values (beauty) in the text	Yes <input type="checkbox"/>	No <input type="checkbox"/>
d.	encourage students to relate the text to their life	Yes <input type="checkbox"/>	No <input type="checkbox"/>
e.	allow students give their opinions about the text	Yes <input type="checkbox"/>	No <input type="checkbox"/>
f.	allow students to exchange views with peers	Yes <input type="checkbox"/>	No <input type="checkbox"/>
5.	Does the teacher involve you personally in the lesson so that you can discuss your own opinions and feelings about the poem or short story?	Yes <input type="checkbox"/>	No <input type="checkbox"/>

6. Are the tasks and activities set during the literature lessons challenging and do they require you to think critically? Yes No
☐ ☐
7. Are your opinions, views and interpretations readily accepted by
- Teacher Yes No
☐ ☐
- Classmates Yes No
☐ ☐
7. Do you prefer objective type to open-ended questions at the end of a literature lesson? Yes No
☐ ☐
- Give reason(s) for your response
-

SECTION C

Students are requested to fill in this section after the lesson.

Read the questions below. Put a tick (/) in the appropriate box.

Did any of the following factors below contribute to your personal response during the literature lesson?

		Yes	No
1.	a. Too old to enjoy literature text		
	b. Too young to enjoy literature text		
2.	a. Language proficiency is high to be challenged by the text		
	b. Language proficiency is low to cope with the text		
3.	a. Have too wide a literary background to be challenged by text		
	b. Insufficient literary background to cope with the text.		
4.	a. Unfamiliar with the use of literary text in the language classroom to help in reading comprehension		
	b. Very familiar with the use of literary text in the language classroom, hence comprehension is easy		

APPENDIX B

LESSON OBSERVATION SHEET

Class : _____

Location : _____

No. of Students : _____

School : _____

Duration of Lesson : _____ Mins

Literary Text Used : Short Story : _____

	(a)	(b)	(c)	(d)		(e)	(f)
				T - S	S - S		
	Evident	Not Evident	Task			Types of Thinking Skills	Remarks Note
1. The teacher guided the students towards a basic comprehension of the text			Question Answer				
2. The teacher encouraged the students to draw on their own knowledge and experiences when making sense of the text.			Pair work				
3. The teacher encouraged the students to infer unstated meanings and read between the lines where necessary			Individual				
4. The teacher encouraged the students to reach their own interpretation of the text rather than relying on a 'correct' or standard one.			Group work				
5. The teacher encouraged students to provide reasoned arguments for their interpretation			Individual presentation				
6. Any other way							

Student Response : A - Active P - Passive Critical Thinking Skills - Refer to Appendix C

APPENDIX C

LIST OF THINKING SKILLS

1. Presenting Logical Opinions
2. Defending Opinions
3. Visualizing
4. Inferring
5. Problem Solving
6. Gathering Information
7. Sequencing
8. Logical Deductions
9. Reasoning
10. Listing
11. Elaborating
12. Analyzing
13. Decision Making
14. Presenting Information
15. Analyzing For Bias

Source: Costa, A. (1991) *Developing minds: A resource book for teaching thinking*. Garland Publishing, Inc.