THE EFFECTS OF ACADEMIC QUALIFICATIONS, EXPERTISE AND SUBJECT MATTER KNOWLEDGE OF LITERARY DEVICES AMONGST MALAYSIAN ESL TEACHERS

MANICKAVASAGAR GOVINDASAMY

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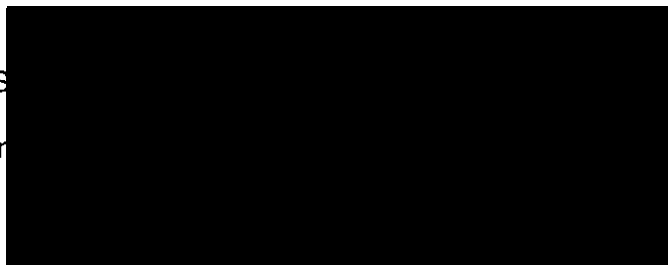
ABSTRACT

The Literature Component is a tested section of the English language paper at secondary school level since 2000 and much research has been conducted on English language teachers who are involved in teaching the component. This research investigates the effects of academic qualifications and expertise of English language teachers on their subject matter knowledge of literary devices. This research is based on the *Objective Knowledge Growth Framework* based on Popper's theory that guides the growth of professional knowledge. The objective of this research was to investigate empirically the effects of academic qualification, expertise and subject matter knowledge of literary devices among Malaysian English language teachers. The research questions were categorized according to the above objective. The first research question dealt with the influences of academic qualifications and expertise of English language teachers on their subject matter knowledge of literary devices, familiarity with the use of literary devices and understanding of the functions of literary devices. The hypothesis was to show there was no significant influence on the subject matter knowledge of literary devices, familiarity with the use of literary devices and understanding of the functions of literary devices among English language teachers based on their academic qualifications and expertise. The second research question was to determine if there were differences in the subject matter knowledge of literary devices, familiarity with the use of literary devices and understanding of the functions of literary devices between English major and non-English major, TESL and non-TESL and KPLI and non-KPLI English language teachers. The hypothesis was to show there was no difference in the subject matter knowledge of literary devices, familiarity with the use of literary devices and understanding of the functions of literary devices between English major and non-English major, TESL and non-TESL and KPLI and non-KPLI English language teachers. The third research question was to determine the extent of correlation between

subject matter knowledge of literary devices and familiarity with the use of literary devices, subject matter knowledge of literary devices and understanding of the functions of literary devices and familiarity with the use of literary devices and understanding of the functions of literary devices among English language teachers. Hypothesis was to show there was no correlation between subject matter knowledge of literary devices and familiarity with the use of literary devices, subject matter knowledge of literary devices and understanding of the functions of literary devices, and familiarity with the use of literary devices and understanding of the functions of literary devices among English language teachers. The fourth research question attempted to discover whether there were interactive effects of academic qualifications and expertise of English language teachers on subject matter knowledge of literary devices, familiarity with the use of literary devices and understanding of the functions of literary devices. The hypothesis was to show that there was no interactive effects of academic qualifications and expertise of English language teachers on their subject matter knowledge of literary devices, familiarity with the use of literary devices and understanding of the functions of literary devices. A mixed method approach was used in this research in which quantitative data was collected from questionnaires and worksheets while qualitative data was obtained from interviews. For the first research question the statistical method used was the One-way ANOVA. If there were significant differences among the groups in academic qualifications and expertise, then the Scheffe post hoc multiple comparison test was used to indicate which groups were influenced by academic qualifications and expertise of English language teachers. The statistical test used for the second research question was the Independent *t*-test that would indicate the influences of subject matter knowledge of literary devices, familiarity with the use of literary devices and understanding of the functions of literary devices between English major and non-English major, TESL and non-TESL and KPLI and non-KPLI English language

teachers. For the third research question, the Pearson Correlation would inform the extent of correlation and the Coefficient of Determination would indicate the percentage of overlapping between subject matter knowledge of literary devices, familiarity with the use of literary devices and understanding of the functions of literary devices. The fourth research question was analysed using the two-way ANOVA. Based on the graphs if there were interactions, then the two-way ANOVA was used to determine the significant differences in academic qualifications and expertise in subject matter knowledge of literary devices, familiarity with the use of literary devices and understanding of the functions of literary devices. If significant differences existed, then the Turkey multiple comparisons test was used to determine which groups were significantly different. The first major finding revealed that academic qualifications and expertise of English language teachers influenced their subject matter knowledge of literary devices, familiarity with the use of literary devices and understanding of the functions of literary devices. The null hypothesis was rejected as academic qualifications and expertise of English language teachers had influenced their subject matter knowledge of literary devices, familiarity with the use of literary devices and understanding of the functions of literary devices. The second major finding indicated that there were differences between the English major and the non-English major, the TESL and the non-TESL and KPLI and the non- non-English language teachers in their subject matter knowledge of literary devices, familiarity with the use of literary devices and understanding of the functions of literary devices. The null hypothesis was rejected as there were differences between English major and the non-English major, the TESL and the non-TESL and KPLI and the non- non-English language teachers in their subject matter knowledge of literary devices, familiarity with the use of literary devices and understanding of the functions of literary devices. Another finding of this research revealed there was high positive correlation between subject matter knowledge of

literary devices and familiarity with the use of literary devices, subject matter knowledge of literary and understanding of the functions of literary devices and familiarity with the use of literary devices and understanding of the functions of literary devices among English language teachers. However, the correlation of determination indicated there was only 50% overlapping between subject matter knowledge of literary devices and familiarity with the use of literary devices, subject matter knowledge of literary and understanding of the functions of literary devices and familiarity with the use of literary devices and understanding of the functions of literary devices among English language teachers. The null hypothesis was rejected as there was positive was high positive correlation between subject matter knowledge of literary devices and familiarity with the use of literary devices, subject matter knowledge of literary and understanding of the functions of literary devices and familiarity with the use of literary devices and understanding of the functions of literary devices among English language teachers. The other notable findings of this research revealed there were interactions between the academic qualifications and expertise of English language teachers on subject matter knowledge of literary devices, familiarity with the use of literary devices and understanding of the functions of literary devices. This study aims to provide useful insight into the different aspects of the effects of subject matter knowledge of literary devices, familiarity with the use of literary devices and understanding of the functions of literary devices among English language teachers who are presently involved in teaching the literary component. The understanding of how language works among language teachers would assist them to develop their competency in literary analysis and the systematic awareness of the general organization of language in literary texts. This form of objective knowledge growth can remove their false perceptions and ideas related to literary analysis. The use of literary devices which is a form of language oriented analysis can provide the 'why' and 'how' to explain the literary texts among

English language teachers. This language based approach can assist English language teachers with a "way-in" to the different genres in the literature component and provide an objective analysis that is less impressionistic. A clear empirical evidence of the subject matter knowledge of literary devices, familiarity with the use of literary devices and understanding of the functions of literary devices among English language teachers based on their academic qualifications and expertise will reveal explicit information on the needs of those who are directly involved in the teaching of the literature component. From the evidence they can understand the importance of literary devices that is predominantly concerned with textual analysis in which the primary focus is assigned to language. The findings of the study can enlighten the relevant authorities like the Ministry of Education (Malaysia), Teacher Education Division (Malaysia) and higher institutions of education as to what needs to be reviewed in the objectives of the literature component to ensure that it is more current and in accordance with the demands of the language policy in Malaysia. Subsequently, new literature programmes (teaching files, worksheets and modules) can be developed based on literary devices as a new approach in the teaching of the literature component. Among the implications of this study is that future English language teachers should be equipped with sufficient subject matter knowledge of literary devices, familiarity with the use of literary devices and understanding of the functions of literary devices. This form of literary knowledge enrichment can be beneficial to English language teachers to approach the literature component with confidence from the language perspectives which is one of its objectives.

ABSTRAK

Komponen Kesusasteraan adalah bahagian yang diuji dalam peperiksaan bahasa Inggeris di peringkat sekolah menengah sejak tahun 2000 dan banyak kajian telah dijalankan terhadap guru bahasa Inggeris yang terlibat dalam pengajaran komponen ini Penyelidikan ini menyiasat kesan kelayakan akademik dan kepakaran guru Bahasa Inggeris mengenai pengetahuan kesusasteraan mereka. Penyelidikan ini berdasarkan kaedah pendekatan Teori Popper yang mencadangkan perkembangan pengetahuan dengan cara yang logik dan perdebatan melalui proses percubaan dan membasmi kesilapan.Berdasarkan konsep teras teori ini yang menunjukkan bagaimana pendekatan Popper berkesan dalam mempromosikan dan mengekalkan pertumbuhan pengetahuan guru. Ini telah menjadi asas bagi penyelidikan ini.Objektif penyelidikan ini adalah untuk menyiasat secara empiris kesan kelayakan akademik, kepakaran dan pengetahuan kesusasteraan di kalangan guru Bahasa Inggeris di Malaysia.Persoalan kajian dikategorikan mengikut objektif di atas.Persoalan kajian pertama membabitkan pengaruh kelayakan akademik dan kepakaran guru Bahasa Inggeris terhadap pengetahuan mereka tentang kesusasteraan, kelaziman penggunaan sastera dan pemahaman tentang fungsi-fungsi lunas kesasteraan.Hipotesis kajian menunjukkan tiada pengaruh ketara terhadap pengetahuan lunas-lunas kesusasteraan, kebiasaan dengan penggunaan lunas-lunas kesusasteraan dan pemahaman tentang fungsi lunas-lunas kesusateraan di kalangan guru bahasa Inggeris berdasarkan kelayakan akademik dan kepakaran mereka.Persoalan kajian kedua adalah untuk menentukan sama ada terdapat perbezaan dalam pengetahuan tentang lunas-lunas kesusasteraan, kebiasaan dengan penggunaan kesusasteraan dan pemahaman mengenai fungsi lunas-lunas kesusasteraan antara guru jurusan bahasa Inggeris dan jurusan bukan bahasa Inggeris, TESL dan bukan-TESL dan Guru bahasa Inggeris KPLI dan bukan KPLI.

Hipotesis kajian menunjukkan tiada pengaruh ketara terhadap pengetahuan lunas-lunas kesusasteraan, kebiasaan dengan penggunaan lunas-lunas kesusasteraan dan pemahaman tentang fungsi lunas-lunas kesusateraan antara guru jurusan bahasa Inggeris dan jurusan bukan bahasa Inggeris, TESL dan bukan-TESL dan Guru bahasa Inggeris KPLI dan bukan KPLI. Persoalan kajian ketiga adalah untuk menentukan sejauhmana korelasi antara pengetahuan lunas-lunas kesusasteraan dan kebiasaan dengan penggunaan lunas-lunas kesusasteraan, pengetahuan lunas-lunas kesusasteraan dan pemahaman tentang fungsi lunas-lunas kesusasteraan dan kebiasaan dengan penggunaan alat-alat sastera dan pemahami fungsi-fungsi kesusasteraan di kalangan guru bahasa Inggeris.Hipotesis ini menunjukkan tiada kesan interaktif terhadap kelayakan akademik dan kepakaran guru bahasa Inggeris mengenai pengetahuan lunas-lunas kesusasteraan, kebiasaan dengan penggunaan lunas-lunas kesusasteraan dan pemahaman tentang fungsi lunas-lunas kesusasteraan. Pendekatan kaedah campuran 'mixed method' digunakan dalam kajian ini di mana data kuantitatif dikumpulkan melalui soal-selidik dan lembaran kerja manakala data kualitatif diperoleh daripada temuduga.Bagi menjawap persoalan kajian pertama, kaedah statistik 'One-way ANOVA' digunakan. Sekiranya terdapat perbezaan yang ketara di antara kumpulan berkelayakan akademik dan kepakaran akademik, maka 'Skeffe post hoc multiple comparison test' digunakan untuk menunjukkan kumpulan yang dipengaruhi oleh kelayakan akademik dan kepakaran guru Bahasa Inggeris.Ujian statistik yang digunakan untuk soalan penyelidikan kedua adalah ujian 'Independent t-test' yang akan menunjukkan pengaruh pengetahuan lunas-lunas kesusasteraan, kebiasaan dengan penggunaan lunas-lunas kesusasteraan dan pemahaman tentang fungsi lunas-lunas kesusateraan antara guru jurusan bahasa Inggeris dan jurusan bukan bahasa Inggeris, TESL dan bukan-TESL dan Guru bahasa Inggeris KPLI dan bukan KPLI. Bagi persoalan kajian ketiga, 'Pearson Correlation' mengutarakan sejauh mana korelasi dan 'Coefficient of Determination' menunjukkan

peratusan bertindih antara pengetahuan lunas-lunas kesusasteraan, kebiasaan dengan penggunaan lunas-lunas kesusasteraan dan pemahaman mengenai fungsi lunas-lunas kesusasteraan. Persoalan kajian keempat dianalisa dengan menggunakan 'Two-way ANOVA'. Berdasarkan graf jika terdapat interaksi, maka 'Two-way ANOVA' digunakan untuk menentukan perbezaan yang ketara dalam kelayakan dan kepakaran akademik dalam pengetahuan lunas-lunas kesusasteraan, kebiasaan dengan penggunaan lunas-lunas kesusasteraan dan pemahaman tentang fungsi lunas-lunas kesusasteraan. Jika terdapat perbezaan yang ketara, maka ujian perbandingan 'Turkey multiple comparisons' digunakan untuk menentukan kumpulan mana yang berbeza.Dapatan kajian pertama menunjukkan bahawa kelayakan akademik dan kepakaran guru bahasa Inggeris mempengaruhi pengetahuan mata pelajaran mereka tentang lunas-lunas kesusasteraan, kebiasaan dengan penggunaan lunas-lunas kesusasteraan dan pemahaman tentang fungsi lunas-lunas kesusasteraan.Tiada hipotesis yang ditolak dimana kelayakan akademik dan kepakaran guru bahasa Inggeris telah mempengaruhi pengetahuan lunas-lunas kesusasteraan, kebiasaan dengan penggunaan lunas-lunas kesusasteraan dan pemahaman tentang fungsi lunas-lunas kesusasteraan. Dapatan kajian kedua menunjukkan terdapatnya perbezaan antara jurusan bahasa Inggeris dan bukan bahasa Inggeris, TESL dan bukan TESL dan KPLI dan guru Bahasa Inggeris bukan KPLI dalam pengetahuan mereka tentang lunas-lunas kesusasteraan, kebiasaan dengan penggunaan lunas-lunas kesusasteraan dan pemahaman tentang fungsi lunas-lunas kesusasteraan. Tiada hipotesis yang ditolak dimana terdapat perbezaan antara guru jurusan bahasa Inggeris dan bukan bahasa Inggeris, bukan TESL dan TESL dan bukan KPLI dan guru Bahasa Inggeris KPLI dalam pengetahuan mata pelajaran mereka tentang lunas-lunas kesusasteraan, kebiasaan dengan penggunaan lunas-lunas kesusasteraan dan pemahaman tentang fungsi-fungsi lunas-lunas kesusasteraan. Dapatan lain kajian ini menunjukkan terdapat korelasi positif yang unggul antara lunas-lunas

kesusasteraan dan kebiasaan penggunaan sastera. pengetahuan tentang kesusasteraan dan pemahaman tentang fungsi-fungsi lunas kesusasteraan dan kebiasaan dengan penggunaan lunas-lunas kesusasteraan dan pemahaman fungsi-fungsi kesusasteraan di kalangan guru bahasa Inggeris. Walau bagaimanapun, korelasi penentuan menunjukkan bahawa terdapat hanya 50% pertindihan antara pengetahuan mengenai lunas-lunas sastera dan kebiasaan dengan penggunaan lunas sastera, pengetahuan mengenai kesusasteraan dan pemahaman tentang fungsi-fungsi lunas sastera dan kebiasaan dengan penggunaan lunas sastera serta pemahaman mengenai fungsi lunas kesusasteraan di kalangan guru bahasa Inggeris. Dapatan kajian lain yang menunjukkan terdapat interaksi antara kelayakan akademik dan kepakaran guru bahasa Inggeris mengenai pengetahuan tentang lunas-lunas kesusasteraan, kebiasaan dengan penggunaan lunas-lunas kesusasteraan dan pemahaman tentang fungsi-fungsi lunas kesusasteraan. Kajian ini bertujuan untuk memberikan gambaran yang berguna tentang aspek-aspek yang berbeza dari kesan pengetahuan lunas-lunas kesusasteraan, kebiasaan lunas-lunas kesusasteraan dan pemahaman tentang fungsi-fungsi lunas sastera di kalangan guru bahasa Inggeris yang sedang terlibat dalam pengajaran komponen sastera. Pemahaman berkenaan bagaimana bahasa berfungsi di kalangan guru bahasa akan membantu mereka mengembangkan kecekapan mereka dalam analisis kesusasteraan dan kesedaran sistematik organisasi bahasa dalam teks sastera. Bentuk pengetahuan objektif ini dapat menghapus persepsi dan gagasan palsu yang berkaitan dengan analisis sastera. Penggunaan lunas sastera yang merupakan bentuk analisis berorientasikan bahasa dapat mengutarakan persoalan 'mengapa' dan 'bagaimana' untuk menerangkan teks-teks sastera di kalangan guru bahasa Inggeris. Pendekatan bahasa ini boleh membantu guru bahasa Inggeris " membuka lembaran" genre yang berbeza dalam komponen sastera dan menyediakan analisis objektif yang kurang impresionistik.Bukti empirikal yang jelas mengenai pengetahuan lunas-lunas kesusasteraan, kebiasaan dengan penggunaan alat-

alat kesusasteraan dan pemahaman tentang fungsi-fungsi lunas-lunas kesusasteraan di kalangan guru-guru Bahasa Inggeris berdasarkan kelayakan dan kepakaran akademik mereka akan mendedahkan maklumat yang jelas tentang keperluan mereka yang terlibat secara langsung dalam pengajaran komponen kesusasteraan. Dari bukti mereka dapat memahami pentingnya lunas-lunas kesusasteraan yang kebanyakannya berkaitan dengan analisis teks di mana fokus utama diberikan kepada bahasa. Dapatan kajian ini memberi penerangan kepada pihak berkuasa yang berkaitan seperti Kementerian Pendidikan Malaysia, Bahagian Pendidikan Guru (Malaysia) dan institusi pengajian tinggi mengenai apa yang perlu dikaji semula dalam objektif komponen sastera untuk memastikan ia lebih menepati situasi semasa dan mengikut tuntutan dasar bahasa di Malaysia. Selanjutnya, program sastera baru (pengajaran fail, lembaran kerja dan modul) boleh dibangunkan berdasarkan lunas-lunas sastera sebagai pendekatan baru dalam pengajaran komponen kesusasteraan. Antara implikasi kajian ini ialah guru bahasa Inggeris masa depan harus dilengkapi dengan pengetahuan yang mencukupi mengenai lunas-lunas kesusasteraan, kebiasaan dengan penggunaan lunas sastera dan pemahaman tentang fungsi-fungsi lunas-lunas sastera. Pengayaan ilmu pengetahuan ini dapat memberi manfaat kepada guru bahasa Inggeris untuk mendekati komponen sastera dengan keyakinan dari perspektif bahasa yang merupakan antara tujuannya.

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1.0 Background of the Study

In the Malaysian context, English is a second language and literature in English has a valuable place by virtue of its indisputable functions which is why it was re-introduced as a component in the English Language Paper in two public examinations namely *Pentaksiran Tingkatan Tiga* (PT3 which is equivalent to the Ninth Grade) and *Sijil Pelajaan Malaysia* (SPM which is equivalent to the Eleventh the Grade) in 2000. One of the objectives of the literature component is "to show awareness as to how language is used to achieve particular purposes" (Ministry of Education, 1999: 13). The present emphasis on language in the literature component requires English language teachers to equip themselves with subject matter knowledge of the necessary analytical tools and not just with pedagogical strategies.

After the literature component was introduced a research was conducted by Subramaniam, Hamdan and Khoo (2003) using 600 English language teachers found that 55% of the respondents did not possess the knowledge and methodology to approach the literature component from the language perspective. The study conducted by Siti Norliana Ghazali, et al. (2009) revealed English language teachers focused their attention on discussing the plot, themes, characterization, setting, and moral implications and less time on the language aspect of the literary genres. In another study by Aziz and Nasharudin (2010) it is mentioned that English language teachers were unaware of how to approach the language aspect in the literary texts although it was mentioned as an objective of the literature component. The language objective in the literature component concurs with the ideas of Short (1991) that explicitly states close

attention should be paid to the language in the literary texts to enhance understanding of them.

As a result of the importance of the literature component, a new development in Malaysia is the increasing interest in research shown by both the academia as well as policy makers on literature in English, as it offers numerous advantages to both teachers in particular and learners in general. Over the past few decades, one of the important issues of research has been to investigate how literature in English has been taught in the English as Second Language (ESL) or English as Foreign Language (EFL) context. It has been expressed that the interface between literature and language can be mutually beneficial and complimentary.

Many researchers in both L1 and L2 have strongly supported the advantages that learners can gain by incorporating literature into language. The importance of bringing literature into language development has been mentioned by Widdowson (1983), Brumfit (1983), Marley (1989, 1996), Carter and Long (1991), McRae (1991) and Lazar (1993, 1996). According to Carter and Long (1991: 3) "Literature expresses the most significant ideas and sentiments of human beings and teaching literature represents a means by which students can be put in touch with a range of expressions - often of universal value and validity." Fitzgerald (1993: 643) has remarked that literature can "expose students to a wide variety of styles and genres" and it is in literature that "the resources of the language are most fully and skillfully used" (Sage, 1987: 6). At the same time, mastery of the four skills cannot be achieved when literature and language are separated (Abulhaija, 1987). Furthermore, Gurnam Kaur (2003) and Savvidou (2004) have mentioned that the study of literature unconsciously develops the overall

competency in linguistics especially the knowledge of phonetics, morphology, syntax and semantics of learners.

English language teachers have to teach their learners to look for clues and signs, so that they can 'tease out' unstated implications and assumptions that can help them to understand literary texts that are replete with implicit meanings. As such this research adopts a methodological approach of using stylistics and literary devices which is defined by Carter (1995: 4) as a "process of literary text analysis which starts from a basic assumption that the primary interpretation procedure used in the reading of literary texts are *linguistic* procedures." Thus, the appreciation of literature by learners through language depends among other things on a complex interaction of factors related to the subject matter knowledge of literary devices, academic qualifications and expertise of English language teachers.

Research on the subject matter knowledge of teachers in the context of language teaching is limited (Freeman & Richards, 1996). However, research in second language and applied linguistics began in the 1990s and a great deal of research has been conducted since then to explore the subject matter knowledge of language teachers in applied linguistics (Freeman & Johnson, 1998; Meijer et al., 1999; Johnston & Goettsch, 2000; Borg, 2003). These studies have been important in enhancing the understanding of "the knowledge of teachers" (Fensternmacher, 1994a) and also the "knowledge base of teachers" which are developed through reflections and experiences (Meijer, Verloop & Beijard, 1999: 60).

Nevertheless, more research has to be conducted on the subject matter knowledge of teachers in applied linguistics especially in literary devices as there is still a lack of research in this area especially in the Malaysian context. Research has revealed that literary devices and stylistics can help to achieve the desired competence in the target language (Simpson, 1993; Zyngier, 1994; Manan 2000). Lazar, (1993: 35) reiterates that understanding "stylistic analysis is a useful way of revising grammar and vocabulary with students, and increasing their overall language competence." With the growing awareness of the importance on literary devices, interest in subject matter knowledge of language teachers in literary devices has become an important aspect of research. It has been on the increase after Shulman (1986) pointed out that subject matter knowledge is a "missing paradigm". Shuman's thoughts (1987: 12) are stated here as they echo previous studies for the purpose of this research:

> Practitioners simply know a great deal that they have never even tried to articulate. A major portion of the research agenda for the next decade will be to collect, collate and interpret the practical knowledge of teachers for the purpose of establishing a case literature and codifying its principles, precedents and parables.

More recent researchers have sought to isolate the achievement of teachers and assess how much their overall achievement can be associated with measurable variables like academic qualifications, expertise, subject matter knowledge, and understanding. To ignore all these factors would be to underestimate their significance among language teachers and "if a teacher is largely ignorant or uninformed, he can do much harm" (Conant, 1963: 93).

Presently research indicating measures of teacher quality based on a number of factors like qualifications and expertise are not many but they consistently reveal a positive

relationship between the achievements of learners and teacher quality (Greenwald et al., 1996; Strauss & Vogt, 2001). Many researchers have emphasized on the need to examine the subject matter knowledge of EFL/ESL teachers and the other constructs that influence it (Meijer, Verloop, Beijard, 1999). This study attempts to explore the influence of subject matter knowledge of literary devices, academic qualifications and expertise of English language teachers in explaining the literary texts that are included in the literature component.

1.1   Statement of the Problem

The research problem as a whole is viewed important on several theoretical and practical grounds as there is a need to examine whether the literature component is taught in accordance with the objectives (Diana Hwang & Mohd. Amin Ambi, 2007). The mastery of the literary texts by the English language teachers in the small 'l' that emphasizes on the–language aspect, depends on the interaction of oe a number of factors and they range from their subject matter knowledge, academic qualifications and expertise in the subject (Ganakumaran et al., 2003). Research informs us that the influence of teachers is the single most important factor in determining the achievement of learners that is cumulative and could have lasting effects on them (Sanders & Rivers, 1996; Collias, Pijak & Rigden, 2000). Many researches in the second language (Elbaz, 1981; Johnston, 1999; Meijer et al., 2001) emphasize that teachers are "suppose to possess a body of knowledge acquired through training and experience, which they rely on their work" (Meijer et al., 2001: 171). Subject matter knowledge, academic qualifications and expertise of English language teachers thus need to be investigated further (Elbaz, 1981) especially in the context of teaching the literature component using literary devices.

1.1.1 Differences in Academic Qualification among English Language Teachers

The phenomenon of academic qualifications is an important and recognized issue and according to Ingersoll (2000) this issue has been left untouched because of the lack of information. He mentions that "adequately qualified teachers especially at secondary school level ought to have background education and training in the subject they teach" (Ingersoll, 2000: 21). Robinson (1985) further reiterates that this problem based on academic qualifications has not been adequately addressed and only a few studies have attempted to investigate the effectiveness of teachers with subject-specific credentials.

It has been mentioned by Wayne and Youngs (2003) that there are only three studies that are subject-specific and are related to the degrees of teachers which include Monk-King (1994) and Goldhaber & Brewer (1996; 2000). Other researchers like Darling-Hammond (2000; 2002) and Hattie (2003) have also argued on the importance of qualified teachers. However, Walsh (2006) has refuted these claims by saying that linking certification and qualification can create difficulties and discourage teachers with personal ability from enhancing the profession. The mixed evidence regarding the effects of qualifications of teachers may partially reflect the idea that prior studies did not exactly indicate whether subjects taught were directly related to teacher qualifications.

In the Malaysian context, literature in English at the secondary level is taught by two categories of English language teachers. The first category of English language teachers has formal language qualification and consists of English major, English minor and TESL graduates. The second category of English language teachers has informal

language qualifications and consists of teachers who have completed the Post-graduate Teaching Programme or *Kursus Perguruan Lepasan Ijazah* (KPLI).
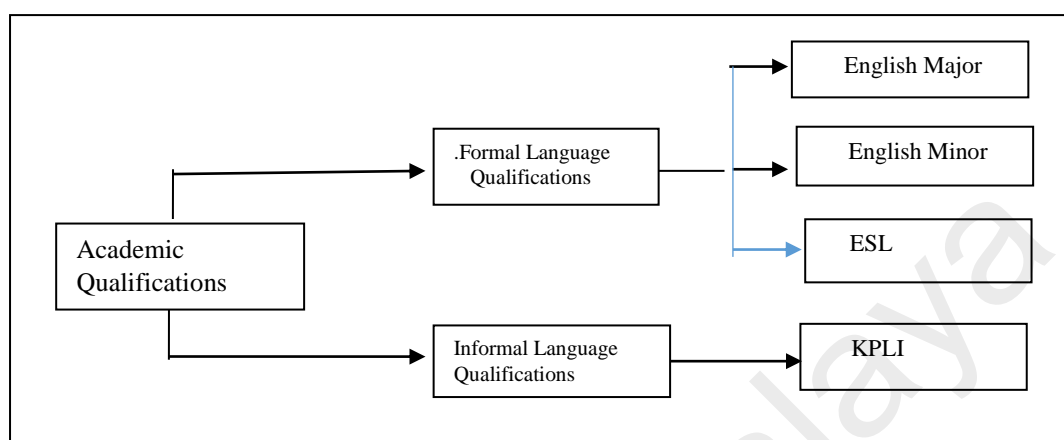
Figure 1.1   Academic Qualifications of English Language Teachers

The English language teachers in these two categories are shown in Figure 1. Those with formal language qualifications have degrees in English language or/and literature and are subject specialist and are also known as English language options. In this category are the English major language teachers who have undergone a degree programme that is fully literature based at undergraduate level. Their programme comprises a wide range of courses that deal with the different aspects of English literature, linguistics and introduction to stylistics and literary devices (Course Guide, Bachelor of Arts University of Malaya, 2009/2010 session; Course Guide Bachelor in Social Science, University of Science, 2009/2010; Course Guide, University Putra Malaysia, 2009/2010).

The next in this category are the English minor language teachers who have majored in other subjects like history, geography, media studies, commerce, economics, physical education and computer science but choose courses in literature as a minor discipline. The English minor language teachers are also called non-options and follow a literature

programme that is an elective at undergraduate level. The number of courses in literature chosen by this group is relatively smaller when compared to the literature majors.

Besides the English major and minor, there are English language teachers who have obtained a degree in the Teaching of English as a Second Language (TESL) from public and private institutions of higher learning. The main emphasis in this degree programme is the pedagogical approach to teaching the English language. However, there are courses in literature in English that are included in the TESL undergraduate programmes. The main objective of these literature courses is to provide exposure to the different literary genres and to equip future English Language teachers with literary knowledge.

The second category consists of English language teachers with informal language qualifications and they are not subject specialists in English language but are majors in other subjects like history, geography, commerce, physical education, economics and computer science (Khan, 2003). These English language teachers have undergone a one-year Post-graduate Teaching Programme or *Kursus Perguruan Lepasan Ijazah* (KPLI) in the Teaching of English as Second Language (TESL). At the same time overseas trained non-option graduates are also included in the KPLI/TESL Programme to reduce the shortage of English language teachers (Khan, 2003).The main objective of the KPLI programme is to provide sufficient pedagogical training to graduates from other disciplines, especially from local and foreign universities to teach the English language in secondary schools. A review of the syllabus in the KPLI/TESL programme was conducted in August 2000 and TESL became a 'major' discipline with the teaching

of literature in English as a 'minor' subject in it (Khan, 2003). The literature component offered in this programme deals with the appreciation of literary texts, understanding the patterns of language use in them and critical evaluation of issues in texts.

As discussed earlier, based on academic qualifications, there are four groups of English language teachers and they have pursued different literature programmes. It is difficult to say that these four groups of English language teachers have equally comparable subject matter knowledge of literary devices to teach the different genres in the literature component. Porter and Borphy (1988) have mentioned that those who had majored in a subject had strong subject matter knowledge. Studies conducted at the National Centre for Research on Teacher Learning at Michigan State University (1980) show that majoring in a subject is not sufficient to be efficient in it. Similarly, Kennedy (1991: 14) mentions that "majoring in an academic subject in college does not guarantee that teachers will have the kind of subject matter knowledge they need for teaching". Another research finding from the West on graduates who had undergone the "alternative quick-entry" courses showed that they were unable to compete with those graduates of traditional programmes (Grossman, 1989; Darling-Hammond, 1991). It was also pointed out that there were significant conceptual differences in the subject matter knowledge of the two groups that is the quick entry and the traditional (Newton-Newton, 1999). From the research evidence conducted in the west there seems to be a lack of consensus in opinion regarding the subject matter knowledge among those who major or minor in a particular subject.

Based on the discussion provided in the Malaysian context, there are four groups of English language teachers with different academic backgrounds from different

institutions of higher education who are involved in teaching the literature component. Prior studies conducted locally focus exclusively on English language teachers who teach the English literature component (Vethamani, 1991, 2007; Rosli Talif & Ain Nadzimah, 1994; Subramanian, 2003; Stephens, 2006; Diana Hwang & Mohd. Amin Embi, 2007; Ghani et al., 2007). Unfortunately studies investigating the influence of academic qualifications on the subject matter knowledge of literary devices of English language teachers are lacking.

The evidences from studies conducted abroad (Wayne and Youngs, 2003) on the subject matter knowledge of teachers indicate that 'in-field' teachers are more effective than 'out-of-field' teachers. In a research conducted by Goldhaber and Brewer (1996), it was found that teachers who were academically qualified to teach mathematics, were better than those with degrees in non-mathematical subjects. While others like Martin et al. (2000) and Wenglinsky (2000) have found that majoring in mathematics was not associated with teacher effectiveness. The present research is conducted to investigate to what extent a similar relationship holds true for English language teachers in the local context. Empirical evidence is required using local sample to show whether there are differences in the subject matter knowledge of literary devices among the four groups of English language teachers based on their academic qualifications.

1.1.2   Differences in the Expertise of English Language Teachers

The importance of expertise "as a defined endeavor is a relatively recent line of inquiry" (Varrrella, 2000: 44). As expertise is a new construct, Loughran (2006) and Rooney (2007) have mentioned that the success of learners depends on the expertise of teachers. Recent research on teacher expertise attempts to approach the subject of teacher

knowledge from diverse perspectives (Grossman, Wilson & Shulman, 1990). Further, they indicate that there are many dimensions that have been developed as a result of the exploration on teacher expertise and one of the dimensions is the relationship between novice, competent and expert teachers in a particular discipline. Berliner (1988) described the five stages of expertise development as follows:

- Novice (first year). They follow general rules that are context free.

- Advanced beginners (between two and three years). Their experience influences their behavior but they are unable to recognize what is important.

- Competent (fourth year). They are able to make conscious choices about what to do, set their priorities and follow plans. They take responsibility for what happens and do not have any emotional attachment to success and failure.

- Proficient (fifth year). They have the ability to predict the outcome of actions, are more analytical and can readily respond.

- Experts (after the sixth year). They know what to do, and where to be at the right time. They are able to accomplish their goals quickly, recognize meaningful patterns that can help to solve problems quickly and are optimistic.

Swanson, O'Connor and Cooney (1990) and Varrella (2000) say that expert teachers have ten years or more of teaching experience. It has been expressed by Swanson, O'Connor & Cooney (1990) that novices may have the knowledge comparable to experts in providing "quantitative" solutions to problems but they would still lack the "qualitative" completeness to provide solutions to problems of a mental nature. Competent teachers are those who establish their objectives, pick suitable methods to achieve these objectives and can ensure what is essential for their instructional practices from methodologies (Glaser, 1987; Bents & Bents, 1990). Later, research was extended into the area of teaching to show the differences in the specific nature of

knowledge between novices, competent and experts (Paterson & Clark, 1978; Leinhardt, 1983; Leinhardt & Smith, 1985; Leinhardt & Greeno, 1986; Magliaro & Borko, 1986; Patterson & Comeaux 1987; Berliner, 1988; Borko, Bellamy & Sanders, 1992; Kagan & Tippins, 1992 Bisset, 2001). All of these research studies indicated that differences exist between novices and experts.

Research on expertise between 1970s and 1980s was summarized by Glasser, Chi and Farr (1988) and their explanation was similar to that provided by Berliner of expert teachers. Many studies have investigated the differences between novices and experts in many areas especially within the context of information processing (Chase & Simon, 1973; Chiesi, Spillich & Voss, 1979; Chi, Feltovich, & Glaser, 1981; Chi, Glaser & Farr, 1988; Myles-Worsley, Johnson & Simmons, 1988; Block, Oakar & Hurt, 2002). Other research conducted by Paterson and Comeaux (1987) on novices and expert found similar differences in their teaching methods. Mach (1988) observes that experts are able to function in a detailed manner whenever necessary that allows them to make specific changes that are not found in novices. Livingston and Borko (1989) who investigated on novices and experts on aspects like planning, interactive teaching, and post lesson reflection between novices and experts pointed out distinct differences in each area between the two groups.

After reviewing a number of studies on teacher expertise, Palmer et al. (2005) provided guidelines in selecting teacher expertise. Apart from the number of years being an important criteria, expert teachers possess a large quantity of knowledge with an elaborate cognitive schemata for meaningful interpretations, capable of reflective decision making and are able to solve intricate problems with minimum errors and

maximum efficiency (Palmer et al., 2005, Christensen and Hewilt-Taylor ,2006. Ericsson, Whyte and Ward, 2007).

Other research studies conducted by and have reiterated that experience is essential and helps in developing expertise. McHugh and Lake (2010) have mentioned that experience and expertise are related with only a slight conceptual difference. They have explained that experience includes time in practice in a profession and allows the thoughts and ideas of practioners to be confirmed or rejected (ibid.). Wiseman (2012) argued that the novice and competent may be able to acquire the qualities of experts like the ability to understand problems and decide immediate solutions but their number of years may limit their ability to achieve the full potential as exhibited by experts in a specific domain. In a longitudinal study conducted by Bobay, Gentile and Hagle (2010) on doctors, it was found there was a conspicuous difference between the houseman doctors and specialists in their professional approach towards their patients. Hence, they concluded that the duration or number of years influenced their expertise in the profession (ibid.).

Research conducted in the Malaysian context include investigations on the influence of presage variable in teaching literature, preferences of students in learning the literature component (Huzaina A. Halim, 2006), approaches among English language teachers in teaching the literature component (Diana Hwang & Mohd. Amin Embi, 2007; Nadia S, 2008) and attitudes of English language teachers and students towards the literature component (Wan Kamariah, 2008). However, there is a scarcity of research conducted locally among novice, competent and expert English language teachers related to their subject matter knowledge of literary devices, understanding the functions of literary

devices and familiarity with the use of literary devices in teaching the literature component.

In the local context, those between one and five years of teaching experience are considered as novices and after that become experts (Diana Hwang & Mohd. Amin Embi, 2007). In a study on Malaysian history teachers, Aini Hassan (1995) points out that those with three years of teaching experience are considered as novices, between four and five years of teaching experience they become competent while those with six years or more are considered as experts. This study adopts the classification of Aini Hassan (ibid.) which is shown in Figure 1. 2.
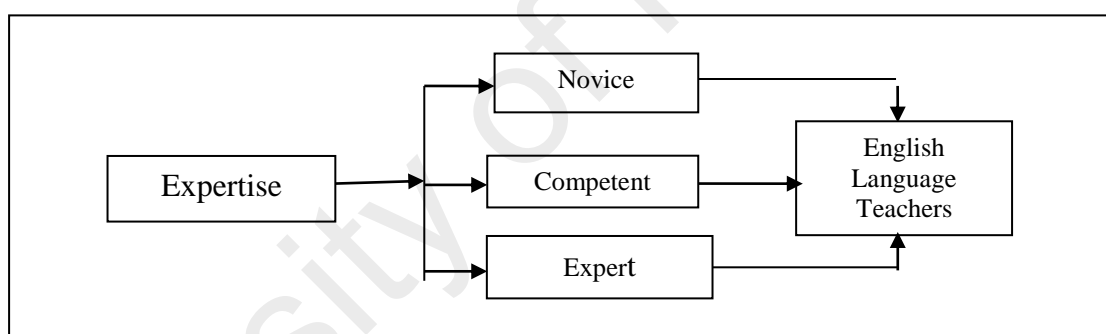
Figure 1. 2 Expertise of English Language Teachers

As mentioned earlier, the literature component is presently taught by four groups of English language teachers namely English major, English minor, TESL and KPLI and it can be assumed that within these four groups there exists all the three levels of expertise (novice, competent and expert English language teachers) based on the classifications proposed by Aini Hassan (2005). As discussed previously, these three groups of English language teachers have different subject matter knowledge of literature as a result of their experience. It can be hypothesized that there will be differences in the subject matter knowledge of literary devices, understanding of the functions and familiarity

with the use of literary devices across the three groups of expertise of English language teachers who were teaching the literature component.

1.1.3 The Importance of Literary Devices to Appreciate Literary Texts

Since 2001, the literature in English has been made into a tested component of the English language paper in two public examinations (PT3 and SPM). Research conducted locally "consider the literature component as relevant" (Subramaniam, Hamdan and Khoo, 2003: 72). Norlaila Awang (2001: 48) further adds that the inclusion of the literature component is a "good come back" and its purpose in the English language paper is to increase the literary awareness and develop the critical appreciation among learners so as to engage them meaningfully with the literary texts.

One of the objectives of the literature component is to "show awareness as to how language is used to achieve particular purposes" (Ministry of Education, 1999: 13) which is to help second language learners to read and understand prose and poetry for information or enjoyment. The manner in which language is used in a particular context is referred to as 'style' and when this concept of 'style' is studied using a linguistic methodology it becomes stylistics (Leech and Short, 1991). However literary devices are subsumed under the study of stylistics. As a linguistic method of analyzing language, literary devices focus on the different ways language is used to show how meaning is created in literary texts (Carter and Long, 1991). The language aspect of this component goes beyond the traditional objective which is to understand the "conventional synopsis" and other aspects of the literary text but the "texture" of it is left untouched (Rodger, 1983: 50). The other aspects would be the language and moral issues. Second language learners have a systematic knowledge of the English language,

and this provides them with a basis for literary analysis of literary texts (Carter and McRae, 1996). As a result of the language advantage among second language learners, they can be taught literary devices to analyse literary texts that can give them a fuller interpretation and better understanding of literary texts (Carter and McRae, 1996). The incompetent second language learners can be taught simpler devices like similes, alliterations and onomatopoeia and help them to become slowly aware of the literary devices.

The emphasis on how language is used in literary texts bring into the need for focus placed English language teachers' to have sufficient knowledge of literary devices in focus. A study conducted by Mahmud Husein Salih (1989) showed how linguistic knowledge especially in literary devices among English language teachers helped to enhance the knowledge of English semantics, phonetics, morphology, syntax and lexical items among learners. The findings of the study by Mahmud Husein Salih (1989) also corroborates with Wilkins (1977), John (1986) and Shabka (1987) on literary devices. Their studies collectively have shown a positive relationship between language in the texts and understanding them. Other research conducted abroad by Nagaraj and Yadugiri (1989) and Buckledee (2002) have also indicated similar positive influences with the use of literary devices in understanding literary texts. The positive influence of literary devices as revealed by these studies show that the use of literary devices among English language teachers to explain them as depicted in literary texts have benefited their learners when teaching literature.

While research conducted in Malaysia by Rosli Talif and Ain Nadzimah (*A Preliminary Study on the Preparation of Students for the Literature in English Programm*e, 1994),

Norlaila Awang (*Literature in Secondary Schools in the ESL Curriculum*, 2001), Subramaniam, Hamdan, and Khoo, (*Pedagogical Implications of the Incorporation of the Literature Component in the Malaysian ESL Syllabus*, 2003), Huzaina A Halim (*Student's Preferences in Learning the Literature Component of the Malaysian Secondary School English Language Syllabus,* 2006), Diana Hwang and Mohd. Amin Embi (*Approaches Employed by Secondary School Teachers to Teach the Literature Component in English*, 2007), and Wan Kamariah Baba (*An Investigation into Teachers' and Students' Attitudes Towards Literature and its use in ESL Classrooms*, 2008) have discussed other aspects of literature. These studies have not touched on subject matter knowledge of literary devices, familiarity with the use of literary devices or understanding of the functions of literary devices based on academic qualifications or expertise among English language teachers.

There is a consensus of views of researchers mainly from abroad who have shown the positive effects of using literary devices and there is limited research conducted locally as indicated by the literature gap. This study investigates the subject matter knowledge of literary devices of English language teachers to teach the literature component.

1.1.4 The Importance of Subject Matter Knowledge in Literary Devices

Many researchers like Sanders and Rivers (1996), Collins, Pajak and Rigden (2000) have remarked on the influence of teachers as the single-most important factor in determining the success of learners. Though academic qualifications and expertise have been assumed to be critical factors, subject matter knowledge has been considered to have a significant influence on teaching which "is not a matter of skill or competency alone" (Turner-Bisset, 2001; 11). Research conducted in the West on subject matter

knowledge by Shulman (1986, 1987), Wilson (1988), McDairmaid, Ball and Anderson (1990), McNamara (1991), Brown & McIntyre (1993) Irson, Mortimer and Halliam (1999) and Black et al. (2002) have shown a consensus of opinion on subject matter knowledge as a fundamental issue and key element in teaching. Others like Ball (1988), Lampert (1985) and Steinberg, Haysmore & Marks (1985) have reiterated that the depth in subject matter knowledge helps in greater conceptualization of the subject.

Current research on the subject matter knowledge of teachers and the success of learners provides sufficient evidence to show there is a link between them (Shulman, 1986; Wilson & Shulman & Rickert, 1987; Grossman, 1989; Borphy, 1989 and 1991; Clift, 1993). At the same time, research evidence obtained from the University of Pittsburg has further established that subject matter knowledge is necessary for teaching (Leinhart and Greeno, 1986; Leinhardt and Smith, 1985). Lampert (1988) suggests that providing pedagogical training alone is insufficient as teachers need to understand the content explicitly they are expected to teach.

The present emphasis on language in the literature component requires English language teachers to equip themselves with subject matter knowledge of the necessary analytical tools and not just with pedagogical strategies (Wong, 2003). As Carter (1996) states literary devices is an important analytical tool that can be used to understand literary texts from the language perspective. McRae and Boardman (1984) further reiterate that English language teachers need knowledge of the different literary devices and stylistic that include grammar, phonology, phonetics, lexis etc. in order to help learners read between the lines. An important question to be asked is whether English language teachers in the Malaysian context who teach the literature component have

adequate subject matter knowledge of literary devices to help second language learners understand literary texts.

It must be noted that the subject matter knowledge of literary devices among English language teachers may differ considerably from that of other subjects like history, geography, or science. This is because literature is a subject that involves the use of certain cognitive skills like responses, reflections including inferences, prediction, understanding and appreciating (MoE, Curriculum Development Center, 1999) Therefore, the subject matter knowledge of literary devices (facts, concepts, and organizing principles and procedures within the subject) of English language teachers needs to be considered separately from that of the other subjects. At the same time, by integrating the "substantive and syntactic structures" (Schwab, 1978; Shulman, 1987) of literary devices, they can help English language teachers to look into the explanations, interpretations, discussions and deeper analysis involved in the subject.

A review of the various local sources of records (Educational Planning and Research Division, University of Malaya and other local universities) shows there is still a lack of empirical research on the subject matter knowledge of literary devices of English Language teachers. Research conducted in areas related to literature in English include *Teaching Literature in ESL: The Malaysian Context* (Rosli Talif, 1995), *Literature in the language classroom: seeing through the eyes of the learner* (Gurnam Kaur, 2003), *Pedagogical Implications of the Incorporating of the Literature Component in the Malaysian ESL Syllabus* (Subramaniam, Shahizah Ismail Hamdan & Khoo, 2003); *An Investigation into the Creative Behaviour of English Teachers* (Joseph, 1998) and *Creative Teaching of Literature* (Govindasamy, 2004). It appears that apart from what is

available to the more interested English Language teachers, there is relatively a lack of research on the subject matter knowledge of literary devices in the Malaysian context.

This research has become more imperative as Boekaerts (1998: 87) reminds that "methods and practices are by definition culture bound and should be transplanted only with great caution." Therefore, research findings from abroad may not be suitable or generalisable to local situations. As most research findings are culture-bound, there is now a compelling need for research to be conducted using local samples to explore their subject matter knowledge of literary devices in local situations. However, as there is still a lack of research on the subject matter knowledge of literary devices among English language teachers in the local context, this study attempts to find out more of this phenomena.

1.1.5 Understanding of the Functions of Literary Devices

It has been pointed out that subject matter knowledge alone is inadequate, as the understanding of the core concepts also play an important role (Grossman, 1988; Lampert, 1986; Leinhart and Smith, 1985; Wineburg and Wilson, 1988; Norzilah Mohr. Zain and Rosini Abu, 2000). Research conducted abroad to evaluate the understanding of the subject matter knowledge of teachers has shown a positive relationship on the understanding of learners (McDiarmid, Ball & Anderson, 1990). This indicates that when teachers have an in-depth understanding of their subject matter they can transfer that knowledge to learners. Barnet (1994) has pointed out that understanding is a central concept in subject matter knowledge as it enables one to be flexible in ones application of ideas. Understanding is valued because it helps one to provide explanations and justifications that are more meaningful (Hartford, 1993). As such, it cannot be taken for

granted that appreciating literary texts will be improved merely by emphasizing on subject matter knowledge of literary devices of English language teachers.

Research conducted locally by Rosli Talif and Ain Nadzimah (*A Preliminary Study on the Preparation of Students for the Literature in English Programm*e, 1994), Subramaniam, Hamdan and Khoo (*Pedagogical Implications of the Incorporation of the Literature Component in the Malaysian ESL Syllabus*, 2003), Vethamani (*New Englishes, New Literature In English Challenges for ELT Practitioners,* 2003), Wong (*The Road not Taken,* 2003), and Rosli Talif and Rohaimi Noor (*Sociopolitical and cultural issues in Kris Mas, Jungle of Hope,* 2004) have focused their attention on language-based approaches in the understanding of literary texts. Apart from these studies in the Malaysian situation, others have focused exclusively on aspects like understanding of the thought process of teachers in teaching literature (Fauziah Ahmad, 2007) and literature instructions (Che Tom Mahmud, 2005), and the attitudes of teachers and students towards the use of literature in the ESL classroom (Wan Kamariah, 2008).

As the literature component needs a new approach through linguistic pathways that require understanding of the core concepts and ideas like the functions of semantics, syntax and lexical items. As the emphasis is on language awareness, understanding the core concepts and functions of literary devices that goes beyond subject matter knowledge can be useful in the objective interpretation of literary texts. As studies conducted previously show other aspects related to the teaching of the literature component, this study investigates specifically an important construct, that is understanding of the functions of literary devices of English language teachers. As

McRae and Boardman (1984) have remarked that literature-based teaching enhances the use of literature as an important resource in language acquisition. Though not commonly studied, this construct (understanding) performs a potentially important task as it can influence the teaching of the literature component by language teachers. As such further research is needed along this line to determine whether English language teachers have adequate conceptual understanding of the important functions of literary devices to help in their explanations of literary texts.

1.1.6 Familiarity with the Use of Literary Devices

Apart from the need to find out the subject matter knowledge and understanding of literary devices of English language teachers, familiarity with the use of literary devices has also been included as it forms an integral part of the two constructs (subject matter knowledge and understanding). Therefore, a pre-requisite to the effective implementation of any linguistic method is the familiarity of the subject among English language teacher. Familiarity with the use of literary devices has been included because research evidence tends to show that changes in instructional practices can take place when there is use of subject matter knowledge (Hillock, 1984/85). A study conducted by Parkey and Stamford (1995) showed that the use of subject matter knowledge indicated a better understanding of the concepts involved in the subjects taught. In the Malaysian context, there is a need among English language teachers to be familiar with the use of literary devices in literary texts so that they can further help learners to see and understand them in these texts. English language teachers have to be "explicit and self-conscious if they are to explain to naïve-students" (Kennedy, 1991: 7).

This research in the familiarity with the use of literary devices among English language teachers is in a particular domain that is literature in English. A review of literature shows that most of the studies on literature in the local context have been on other aspects of teaching literature. These studies have been conducted on the extrinsic factors like teacher thought process, instructions practices, teacher attitudes, and the preferences for literature among students (Che Tom Mahmud, 2005; Huzaina A Hamim, 2006; Wan Kamariah, 2008; Muthusamy et al., 2010).

Researchers who have investigated on teaching literature in English have preferred non–stylistic methods that have been focused on helping learners to understand the cultural complexities of literature (Gurnam Kaur, 2003; Rosli Talif, 1995). On the other hand, Malaysian researchers in their quantitative studies, have found that local English language teachers have made use of creative approaches such a language-based methods (Govindasamy, 2004) to teach literature. However, the use of stylistic methods and literary devices have become a standard practice in foreign language classes (Hall, 2005; Pope, 1995; 2005) that enables the exploring of literature through the analysis of the language (Carter and Stockwell, 2008). There has been hardly any research that has specifically explored the use of literary devices to explain the literary texts among English language teachers in the local context.

Unlike general English texts, literary texts for non-native speakers have been found to be difficult because of the syntactic complexity and ambiguity (Halliday, 2006). Furthermore, the need to understand literary texts in the literature component for major public examinations has exerted extra emphasis on English Language teachers to explain them in detail. Based on the explanation and reasons given above, an in-depth

study on how English language teachers cope with the language aspect is therefore considered significant and timely. The present study will investigate on the subject matter knowledge of literary devices, familiarity with the use of literary devices and understanding of the functions of literary devices among English language teachers involved in teaching the literature component.

Based on the earlier discussion on the academic qualifications and expertise, English language teachers who teach the literature component confront these challenges

  a) their subject matter knowledge of literary devices that provides a comprehensive knowledge base

  b) familiarity with the use of literary devices depends on how language teachers are able to distinguish the use of the various literary devices in literary texts and being able to provide explanations for their choices and

  c) to understand the functions of literary devices which is knowledge of the core concepts, definitions, meanings and ideas of the different literary devices that are usually found in literary texts

To this end, this study attempts to investigate how academic qualifications and expertise (independent variables) of English language teachers influence the subject matter knowledge of literary devices, familiarity with the use of literary devices and understanding of the functions of literary devices (dependent variables). The two independent and three dependent variables can be the catalysts in the effective development of the literature component. They are the threshold concepts that have been proposed in this study that warrant investigation. The paucity of research based on local samples and the difficulty in using the findings of research from abroad, provide the

main impetus and thrust for this study. This study goes beyond the issue of theoretical thinking that is supported by Schon (1987), Brown and McIntyre (1993) and Watkins and Mortimer (1999).

1.2   The Objectives of the Study

The issues raised in sections 1.1.1 to 1.1.6 such as differences in academic qualifications and expertise, the need for literary devices to appreciate literary texts, subject matter knowledge of literary devices, familiarity with the use of literary devices and understanding of the functions of literary devices among English language teachers point to insufficient studies and inconclusive results related to the main problems of this study. The lack of empirical evidence of the influence of academic qualifications and expertise on subject matter knowledge of literary devices, familiarity with the use and understanding of the functions of literary devices among English language teachers and the relationship between them needs to be investigated further.

Based on the problems discussed earlier, it is the intention of this study to investigate the influence of academic qualifications and expertise (independent variables) on subject matter knowledge of literary devices, understanding the functions of literary devices and familiarity with the use of literary devices (dependent variables) among English language teachers. The two independent variables are manipulated to provide the variability for this study. As such academic qualifications is divided into English major, English minor, KPLI, and TESL groups while expertise is divided into novice, competent and expert groups of English language teachers. The dependent variables are the focus of analysis, both qualitatively and quantitatively, in this study as they are the variables measured in response to the manipulation of the independent variables.

1.2.1 Research Objectives

The objectives of this research are as follows:

1. To determine the influence of academic qualifications and expertise on the subject matter knowledge of literary devices, familiarity with the use of literary devices and understanding of the functions of literary devices.

2. To determine whether there are differences in the subject matter knowledge of literary devices, understanding of the functions of literary devices and familiarity with the use of literary devices .among English majors and non-English major, TESL and non-TESL and KPLI and non-KPLI English language teachers.

3. To determine if any correlation exists in subject matter knowledge of literary devices, understanding of the functions of literary devices and familiarity with the use of literary devices among English language teachers that can help them explain literary texts.

4. To determine the interactive effects of subject matter knowledge of literary devices, familiarity with the use of literary devices and understanding of the functions of literary devices on the academic qualifications and expertise of English language teachers.

1.3 Research Questions

Based on the problem areas and research objectives that have been identified and discussed earlier four research questions have been designed to guide this study.

1. A. What are the influences of academic qualifications of English language teachers on their

    a. subject matter knowledge of literary devices,

    b. familiarity with the use of literary devices and

    c. understanding of the functions of literary deices.

    Ho_1 There is no significant influence of academic qualifications of English language teachers on their subject matter knowledge of literary devices, familiarity with the use of literary devices and understanding of the functions of literary deices.

    B. What are the influences of expertise of English language teachers on their

    a. subject matter knowledge of literary devices,

    b. familiarity with the use of literary devices and

    c. understanding of the functions of literary devices.

    Ho_1 There is no significant influence of expertise of English language teachers on their subject matter knowledge of literary devices, familiarity with the use of literary devices and understanding of the functions of literary deices.

2. A a. What are the differences in the subject matter knowledge of literary devices between English majors and non-English majors?

    b. What are the differences in the familiarity with the use of literary devices between English majors and non-English majors?

c. What are the differences in the understanding of the functions of literary devices between English majors and non-English majors?

Ho$_1$ There is no significant differences in the subject matter knowledge of literary devices, the familiarity with the use of literary devices and understanding of the functions of literary between English majors and non-English majors.

B. a. What are the differences in the subject matter knowledge of literary devices between TESL and non-TESL language teachers?

   b. What are the differences in the familiarity with the use literary devices between TESL and non-TESL language teachers?

   c. What are the differences in the understanding of the functions of literary devices between TESL and non-TESL language teacher?

Ho$_1$ There is no significant differences in the subject matter knowledge of literary devices, the familiarity with the use of literary devices and understanding of the functions of literary between TESL and non-TESL language teachers.

C. a. What are the differences in the subject matter knowledge of literary devices between KPLI and non-KPLI language teachers?

   b. What are the differences in the familiarity with the use literary devices between KPLI and non-KPLI language teachers?

   c   What are the differences in the understanding of the functions of literary devices between KPLI and non-KPLI language teachers?

Ho   There is no significant differences in the subject matter knowledge of literary devices, the familiarity with the use of literary devices and understanding of the functions of literary between KPLI and non-KPLI language teachers

3. A.   What is the extent of correlation between subject matter knowledge of literary devices and familiarity with the use of literary devices?

    B.   What is the extent of correlation between subject matter knowledge of literary devices and understanding of the functions of literary devices?

    C.   What is the extent of correlation between familiarity with the use of literary devices and understanding of the functions of literary devices?

    Ho_1 There is no correlation between subject matter knowledge of literary devices and familiarity with the use of literary devices, subject matter knowledge of literary devices and familiarity with the use of literary devices. familiarity with the use of literary devices and understanding of the functions of literary devices among English language teachers.

4.   What are the interactive effects of academic qualifications and expertise of English language teachers on

    a.   their subject matter knowledge of literary devices

    b.   their familiarity with the use of literary devices and

    c.   their understanding of the functions of literary devices.

    Ho_1 There is no interactive effects of academic qualifications and expertise of English language teachers on their subject matter knowledge of literary

devices, familiarity with the use of literary device and understanding of the functions of literary devices among English language teachers.

1.4   Significance of the Study

The findings of this study are important for their contributions to the theoretical and instructional practices of English language teachers who are involved in the teaching of the literature component. In terms of theoretical significance this study would be able to contribute to the existing body of knowledge in the use of literary devices to teach the literature component to second language learners. The results of the study can provide useful insights into the different aspects of the interactive nature of the subject matter knowledge literary devices, understanding of the different functions and use of literary devices of English language teachers. When language teachers are familiar with their subject matter, they are fluent with the other aspects related to it like the structure, organization, explanation and examples (Kennedy, 1990). Their knowledge can help them to discuss and reflect on the familiarity and understanding of the different literary devices in the literary texts. Their understanding of how language works would help to develop both competency in literary analysis and systematic awareness of the general organization of the language in literary texts. This form of objective knowledge growth among English language teachers that moves gradually through a process of logical reasoning and critical thinking can remove their false perceptions and ideas (Popper, 1976).

Langer (1992) has commented that there has been no major change in literature instruction and teachers have followed the traditional approaches in teaching literature.

The use of literary devices which is a form of "language-oriented analysis" that helps to "comprehend literary texts through a comprehension of their language structures" (Cummings and Simmons, 1983: 5) can provide the "why" and "how" to English language teachers to approach and explain literary texts linguistically. This approach based on literary device can be beneficial to English language teachers who are currently involved in teaching the literature component that emphasizes on the language aspect and requires of them to equip themselves with analytical tools to understand literary texts (Carter, 1996).This method of analysis using literary device can provide language teachers with "a 'way-in' to a text and also established … linguistic terms to help them discuss and support the views that they may have of these terms" (Simpson, 1993: 4). This form of language analysis of literary texts based on literary devices makes them more objective, less impressionistic and less subjective.

In the Malaysian context, this research would inform on how English language teachers are teaching the literature component in their English language classes. As one of the objectives of the literature component is to show an awareness as to how language is used, English language teachers need to develop skilled linguistic strategies for maximum comprehension of literary texts. This research would provide information on the use of literary devices, which is a new approach that can be used to teach the literature component. A clear empirical evidence of the subject matter knowledge of literary devices, understanding the functions of literary devices and familiarity with the use of literary devices, based on the academic qualifications and expertise of English language teachers will provide important and crucial information on the needs of those who are involved in teaching the literature component. By understanding their needs, suitable forms of modules, notes and worksheets based on literary devices can be

prepared by the relevant authorities according to the different abilities of the English language teachers.

By looking at this research from the perspective of instructional practices, among English language teachers, the differences in their subject matter knowledge of literary devices, familiarity with the use of literary devices and understanding the functions of literary devices based on the academic qualifications and expertise of English Language teachers can be remedied. From the results obtained in this research, necessary remedial courses in literary devices in particular and linguistics in general can be initiated for English language teachers. This form of remedy can alleviate their difficulties in teaching the literary texts contained in the literature component. More importantly the findings of this study would be able to convey to the English language teachers their actual status of teaching the literature component based on the language objective. This study would also be able to identify or predict among the English language teachers those who are not conforming to the language objective and hence immediate attention could be devoted to enhance their awareness of the importance of the language objective of the component.

Although, the English language paper does not appear to be difficult, teachers need to understand the a poem, short story or a novel completely before they can help learners to answer questions based on a particular text. One of the novels for the 2011 SPM English Paper was *Catch us if you can.* The question set on this text was as follows:

Which part of the story do you like most? Give reasons for your choice with close reference to the text. (15 marks)

The English language teachers need to explain the whole text clearly for students to answer the above question. As language is an integral part of the text, it has to be explained thoroughly to enable students to select any section they choose to answer.

Although the language in the novel is easy to understand as the author has used a simple style to narrate an escape adventure, it contains numerous literary devices that need to be explained to help learners understand and answer questions on the novel. Thus, the language teachers need to be equipped with subject matter knowledge, familiarity and understanding of the various literary devices to explain the numerous literary devices. Some of these are as follows:

Irony that involves different situations through which Rory and Granda had to go through hardship to escape the law.

Symbols include caravans, hospitals, Christmas trees and old folks home.

Imagery that shows Granda pounding the table to relieve his anger.

Hyperbole to show the nature of both Rory and Granda when they were thrown into a new world after they had left their home

Simile to indicate the life they were living after leaving their home was something out of a ghost story.

Repetition to show Rory and Granda were retreating further and further into a world of their own after leaving their own home.

When learners understand the novel contextually and linguistically, they can provide answers to any situation that may contain a few literary devices. For example, a situation on friendship may contain more than one literary device and understanding them helps to provide acceptable answers. A reasoned response from the learners depend on their understanding of the language.

The results of this study can be helpful in removing the misconceptions among the English language teachers regarding literary devices as a useful linguistic tool in the literature class. Linguistically based research on literary texts have immensely widened the scope of literary devices to include other aspects of language like meaning, context and communicative implications. By strengthening the knowledge of literary devices English language teachers, a new platform can be created to help them read literary and non-literary materials critically, to know how meanings are made by understanding in detail the literary devices in them (Freeman, 1970, 1981; Leech and Short 1981; Chapman, 1982; Toolan, 1990). Language teachers can use their knowledge of literary devices as "a useful way of revising grammar and vocabulary with students and increase their overall language awareness" (Lazar, 1993: 35). In addition Gower (1986), has commented that detailed familiarity with the nature of the language gives greater insight and awareness to linguistically complex texts that may require a different set of strategies to understand much unlike general texts.

A clear empirical evidence of the influences of academic qualifications and expertise on the subject matter knowledge of literary devices, understanding of the functions and familiarity with the use of literary devices among English language teachers will provide explicit information of the needs of those who are directly involved in teaching the literature component. Furthermore, the findings of this study can provide important and useful insights regarding English language teachers who are involved in teaching the literature component to others beyond the teaching fraternity like academicians and ministry personnel. From the evidence obtained, they can understand the importance of subject matter knowledge of literary devices that is predominantly concerned with textual analysis and interpretation in which the primary focus is assigned to language (Simpson, 2004).

Many of the past studies related to the literature component have been conducted with students in the Malaysian context (Rosli Talif and Ain Nadzimah, 1994; Gurnam Kaur, 2003; Khan, 2003: Diana Hwang and Mohd Amin Embi, 2007; Wan Kamariah Baba, 2008). However, in this research it is an advantage to examine academic qualifications and expertise of English language teachers based on their subject matter knowledge of literary devices, familiarity with the use of literary devices and understanding of the functions of literary devices and specifically limited to Malaysia. Hence, this study would be able to expand the much needed knowledge in this area and help to improve and develop understanding and familiarity of literary devices among English Language teachers.

Furthermore, the evidence obtained in this research could also enlighten the Ministry of Education generally and specifically the Teacher Education Division (TED) as to what needs to be reviewed in the objectives of the literature component so that it would be current and it would be in accordance with the demands of the language policy in Malaysia. The TED could further design new modules, teaching files and worksheets to compensate for the shortcomings identified in the instructional practices involved in teaching the literature component. Subsequently, new literature programmes could be developed based on literary device as a new approach in teaching the literature component.

1.5   Definition of Terms

The important operational terms used in this research revolve around the three dependent variables (subject matter knowledge of literary devices,

understanding of the functions of literary devices and familiarity with the use of literary devices) and two independent variables (academic qualifications and expertise). Additionally, this research attempts to examine all the variables in a particular subject, by restricting them to literature in English within the Malaysian context. To ensure terms used in this research are interpreted consistently, the following terms are operationally defined as follows:

Subject matter knowledge of literary devices is the content knowledge, information, ideas, skills that a teacher has at his/her command or disposal at any specific moment that underlines his/her actions (Carter, 1990). In other words, it is the knowledge of a field of study and the course of action required to attain the desired objective. According to Grossman, Wilson and Shulman (1990), there are four dimensions of subject matter knowledge that can influence instructional practices. They are content knowledge, substantive knowledge, syntactic knowledge and believes about the subject. According to them content knowledge is the "stuff " of the discipline, substantive knowledge is the framework used to organize the facts and concepts of the discipline, syntactic knowledge consists of how new knowledge is added to the discipline while believes can influence knowledge and it is affective, personal evaluation, subjective and disputable. According to Bisset (2001: 11), "substantive knowledge underpins and informs syntactic knowledge and both of these inform beliefs." This form of knowledge consists of all that a person knows and believes that it is true in some form of objective manner (Alexander, Schallert & Hare, 1991). The use of subject matter knowledge in this form which is declarative is different from that used in epistemology that indicates a form of justified truth and beliefs that are universal in nature.

Understanding of the Functions of Literary Devices to the knowledge of the core concepts, definitions, meanings, ideas of these literary devices that are found in literary texts. The understanding of these concepts related to the different literary devices enables teachers to understand the language in the four literary genres namely novels, short stories, poems and dramas. Brown, Collins and Harris (1978) have remarked that those who understand have better knowledge and this helps in the active participation of discussions and dissemination of knowledge. By understanding the core concepts of literary devices teachers can explain, interpret and justify their answers by providing examples related to the literary texts. The understanding of the essential facts of literary devices enables teachers to transfer them to new and different situations (McTighe & Self, 2014).

Familiarity with the Use of Literary Devices. Familiarity is a metacognitive skill that requires one to have prior knowledge and understanding before it can be applied to appropriate situations (Wang & Palincsar, 1990). Familiarity with the use of literary devices is associated with the awareness of the use of these devices in literary texts. At the same time language teachers are able to provide explanations for their choices of these literary devices. When these devices are well understood by language teachers, they facilitating better use, as these devices have become a part of their network of mental representations. Therefore, familiarity depends on how much one has understood the subject matter that helps in better use.

The inter-relationships of the three dependent variables namely subject matter knowledge of literary devices, familiarity with the use of literary devices and the understanding of the functions of literary devices help in the explanation of the literary

texts from the language perspective as this is the primary objective of the literature component. English language teachers need to be familiar with these three concepts as they can immensely contribute to the language development and appreciation of literature.

Besides the three dependent variables explained above, there are two independent variables namely academic qualifications and expertise that are explained below.

Academic qualifications refer to qualifications obtained from tertiary institutions. In the context of this study academic qualifications refer to graduates with degrees from either local universities or from abroad. They could have majored in a subject like English Literature or other subjects like geography, history, physical education, and commerce. They could have taken minor in a subject that is synonymous to an elective. A minor takes elective papers in a particular subject to fulfill certain requirements. Apart from the minors, the non-English majors could have undergone post-graduate training programme (KPLI) in the teaching of the English language and literature that equips them with the necessary theoretical knowledge of literature in English. Others could have also obtained a TESL degree in the teaching of English as a second language.

Expertise is a continuum that has five different stages. It begins with the novice and ends with the expert. In between are the advanced beginners, competent and proficient. A novice is at the beginning stage of the acquisition of skills and knowledge and strictly follows rules of the profession (Tynjala, 1999). An expert has a high level of knowledge that combines both practical and theoretical knowledge in the profession (Tynjala, 1999). According to Swanson, O'Connor and Cooney(1990) expertise is associated with

teaching experience. In this research expertise is divided into three groups, that is, novice, competent and expert (Aini Hassan, 1996).

Literary devices provide a "methodology of linguistics to study the concept of style in language" in a literary text (Leech, 1988). It attempts to examine in detail how meanings are shown in the internal structures of literary texts. According to Carter and McRae (1996) analysis using stylistics and literary devices can help second language learners to develop interpretive skills to read between the lines of what is written. Subject matter knowledge of literary devices enables a "principled analysis of the language that can be used to make our commentary on the effects produced in a literary work less impressionistic and subjective" (Gover, 1986: 126).

Literature in English refers to writings of a large number of non-native writers who use English as their medium of expression in the different genres. This term is distinguished from English literature that denotes the writings of English men and women. The study of literature in English in Malaysian secondary school is mainly the small "l" that emphasizes the use of literature as a resource to enhance language learning. This is different from the study of literature with the big "L" that focuses on the literariness of the text and looks into elements such as plot, characterization, theme, point of view and critical analysis as the main points of understanding. Experts in the field of literature like Coolie and Slatter (2001), Carter and Long (1991), Lazar (1993) and Maley (2001) have written of literature as a resource as opposed to literature as a study.

Literary texts here refers to the four genres that make up literature and they are novels, poetry, short stories and dramas. All the four types of genres (novels, short stories,

drama and poems) are included in the literature component. The writers of the literary texts in the literature component are a combination of Malaysian and English writers. The texts used are either original works in English or translated from the Malay language into the English language.

Interactive effects inform how two independent variables function at different levels and affect a dependent variable. By using a two-way ANOVA, one can test whether levels of first independent variable affect the dependent variable in the same way across the levels of the second independent variable. In this research the independent variables are academic qualifications and expertise and the dependent variables are subject matter knowledge of literary devices, familiarity with the use of literary devices and understanding of the functions of literary devices literary devices. The two-way ANOVA is used to determine if there is any interaction by the two independent variables (academic qualifications and expertise) on the dependent variable (subject matter knowledge of literary devices).

1.6   Limitations of the Study

A few limitations were encountered due to the nature of the study.

There were different groups of English language teachers based on the academic qualifications and expertise. In academic qualifications there were four groups (English major, English minor, TESL and KPLI language teachers) while in expertise there were three groups (novice, competent and expert English language teachers) involved in this study. It is assumed every English language teacher has equally comparable subject

matter knowledge of literary devices, familiarity with the use literary devices and understanding of the functions of literary devices to teach the literature component.

The data for the questionnaires, worksheets and interviews were collected after the regular schools hours. The English language teachers had to stay back to answer them. Their mental and physical exhaustion after teaching could have to some extent affected their concentration when answering the questionnaires and worksheets.

1.7   Delimitations

The study was conducted on English language teachers in one district in the state. and did not involve the other districts mainly because of financial constraints and administrative difficulties. A larger sample involving all the English language teachers in the state would enable better generalizability of the results.

The survey as a data gathering instrument is limited by the number of questions and there is a possibility of inaccurate responses by respondents. The set of questions may be difficult to some respondents or may not be consonant with the respondent's beliefs about professional reality. At the same time the instrument employs a Liket scale and has the tendency to encourage polarity and may not reflect the complexity of issues in it.

In the interviews only poems were used mainly because they were chosen by the District Education Office. The two poems (*Nature* and *Leisure*) contained most of the literary devices and the English language teachers would be able to focus and provide their answers. The other genres like the short stories, drama and novel may consume

more time as long passages have to be given to extract responses related to the different literary devices.

The worksheets were long and exhaustive and contained all the different genres. The respondents may have found them taxing time consuming. The respondents may have been overwhelmed by the many pages in the worksheets as they involved all the four genres. There might have been a loss of concentration that could have resulted in incorrect answers.

1.8   Summary

This introductory chapter presents an overview through the description of the

background of the study, statement of the problem, research objectives, research

questions, hypotheses, significance of the study, definitions of terms limitations and

delimitations. The literature review related to the research questions is in Chapter Two.

In Chapter Three the Theoretical Framework, research design employed to conduct the

study with particular attention to methodology and techniques applied to collection of a

data and analysis is discussed. The results of the study are presented in Chapter Four in

the form of data and findings generated are analysed through the application of the

research design.

Chapter Five provides the discussion of the findings of the study and conclusions

related to the research questions. The concluding chapter also addresses the implications

of the findings.

CHAPTER TWO

LITERATURE REVIEW

2.0   Introduction

This chapter provides an account of the various developments that have place in the English language within the Malaysian education system, how the different government policies affected the status of the English language and subsequently affected the position of English literature. Further, this section includes the various measures initiated by the Ministry of Education in Malaysia (MoE) to include the literature in English component in the English as a second language (ESL) syllabus for the secondary schools. This is followed by an account of the importance of literature in the study of language.

The other subsequent sections provide an account of the importance of linguistic knowledge and the significance of literary devices in understanding literary texts. The final section describes the important variables of this study. They are academic qualifications, expertise, subject matter knowledge and its relationship to literary devices, understanding of the functions of literary devices and familiarity with the use of literary devices. This section also deals briefly with Popper's theory that will be described in detail in Chapter 3.

2.1   English Language in Malaysia: An Overview

The English Language has had greater status and wider role than any other foreign languages in Malaysia. Through its colonial legacy it has emerged as one of the "associate" official languages widely used in this region. It functions as an official language in Brunei, India, Hong Kong, Philippines and Singapore, while it is used

widely as a foreign language in Thailand and Indonesia for communicating with other countries of the world. As Kachru (1990: 5) remarks:

> It is now well recognized that in linguistic history, no language has touched the lives of so many people, in so many cultures and continents in so many fundamental roles and with so much prestige, as has the English Language since the 1930s.

Commenting on the same issue Knowles (2004: 28) mentions "The received wisdom is that English is in such a dominant position that its role as the world language is assured forever". In Malaysia, the presence of the English Language in the Malay Peninsula, Sabah and Sarawak began in the late eighteenth century and lasted until the mid-twentieth century. The development of the English language can be attributed to two reasons and they are imperialism and voluntary acceptance (Asmah Hj. Omar, 1994). During the colonial era, English language was highly respected and had a prestigious status as it was the language of administration, government, commerce and business. As such knowledge of English and an English medium education were important factors for social mobility and career opportunities (Asmah Hj. Omar, 1975; 1992).The multiethnic communities in this country were encouraged to learn the English language.

At the beginning of the nineteenth century missionaries and private secular schools were established for the learning of the English language. It was during the colonial era that the English language was vigorously used at all levels of the Government and commercial sectors. At the same time it was also the language of the media. As a result of this a small group of locals emerged who could speak the English language better than their own mother tongue. Asmah Hj. Omar (1992) referred to this situation as "a new first language". According to her the English language was not the first language of those who used it as it is to the native speaker and at the same time it was not even a second language as in the present context. Crystal (1997: 58) estimates that two percent (375,000) of Malaysians use English as their first language.

The *Razak Report* (1956) that was introduced just before independence has had a pervasive influence on the Malaysian education system. The Report stressed the goals of nation building and national unity, given the country's multilingual and multiracial population. Although the English language still dominates internationally because of its "functionalist perspective", its position and role in Malaysia has diminished after independence in 1957. Following independence there was a political need to change the role of the English language. There was a strong desire for national identity that stressed on "a society loyal to the nation, sharing common goals and aspirations" (Foo & Richards, 2004: 230). The national language was seen as a pivotal tool after independence for the development of nationhood and a means of unifying the heterogeneous population (Moses and Lew Tan Sin, 2005). However, it took almost a decade to complete the institutionalization of Malay and its use in both education and administration.

The spirit of the *Razak Report* was clearly embodied in the subsequent educational reforms like the *Rahman Report* (1960) and the Language Act (1963/67). The *Rahman Report* (also known as the Report on Education) stressed on the steady change from English to Malay, and further curtailed the role of the English language in Malaya and later Malaysia. This would mean the national language, *Bahasa Melayu* (subsequently changed to *Bahasa Malaysia)* became the medium of instruction in all schools and the English language would remain as a single subject. Apart from the *Rahman Report* (1960), the position of the English language was distinctly defined in the Malaysian constitution in Article 152 but this was superseded by the National Language Act 1963/67. In 1967 the Language Act was passed and it relegated the English language to a second language from an alternative official language. There was a later Amendment

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to this Act in 1971. Following this Amendment, the English language lost its official status in Malaysia but today it is accepted as "a strong second language". An acceptable explanation of the term "second language" is provided by Asmah Hj Omar (1983: 3):

> English is given the designation 'second language' in terms of the importance in the education system and international relations and it is second to Bahasa Malaysia. Here we see that the term has nothing to do with the acquisition of language by speakers in a temporal context, viz a language acquired after the mother tongue nor does it take into consideration the role it plays as a medium of instruction in the school and university where one would expect a second language to have a fair allocation of the school subjects which will use it as a medium viv-a-vis the national language.

The passing of the Malay Enactment Bills in 1974 resulted in the gradual transition from English to Malay as the medium of instruction in all schools. The Bills also unified both Malay and English medium schools. English as a language of power and prestige lost its position as the medium of education and language of administration after the country gained independence. The English language was replaced by *Bahasa Malayu* (Malay Language) in all formal matters.

After 1978, English was no more the medium of instruction in public schools and by 1980 all institutions of higher education used *Bahasa Malaysia* as the medium of instruction (Lowenburg, 1991, Saran Kaur, 2014). The process of implementation in schools was done in stages and by 1978 all subjects in Form three (third year in secondary schools equivalent to grade nine) and by 1980 all the subjects in Form five (fifth year in secondary schools, equivalent to grade eleven) were taught in *Bahasa Malaysia*. This was extended to Form six (pre-university). By 1983 the medium of instruction in all national schools was in *Bahasa Malaysia* and English Language has remained as a single subject taught in all national schools. Presently, English language remains a compulsory second language in both primary and secondary schools and a pass in this subject is not mandatory. In 1979, the English Language Renewal

Committee was formed by the Curriculum Development Centre (CDC) to conduct a needs analysis on the structural-situational method that emphasized on oral methods in teaching the English Language. This Committee found that the contents of the structural-situational syllabus to be wide in scope and teachers concentrated only on grammar and neglected the communicational aspects. This led to the emergence of a new class of students who passed their English Language paper and continued their tertiary education without being able to use the English Language productively in a communication situation (Pandian, 2003). This is because the English Language syllabus in secondary schools was "forever reflecting international changes and the rise in structural-situational approach to language teaching" (Rajaretnam & Nalliah, 1992: 12; Fazad & Sharifian, 2009).

Based on the Cabinet Committee Report of 1979, the national education system was revamped. In 1980 the communicative language syllabus made its debut in Malaysia and it was introduced into the upper secondary school syllabus. This syllabus was designed by the Curriculum Development Centre of the Ministry of Education (Pandian, 2001). The Cabinet Committee also highlighted the importance of English as the language of science and technology and its relevance to a progressive nation like Malaysia. In fact the importance of English language was pointed out as far back as 1971 by Asmah Hj Omar (1979: 26), an authority on language planning in Malaysia who observed:

> The reality of the present day Malaysian situation indicates that English in social, professional interaction among those in the government services and even in the business world, except in foreign–based commercial teams and diplomatic corps has decreased very much in volume and is progressing towards its non-existence very rapidly.

In order to prevent further slide in the English Language, the New Primary School Curriculum (KBSR) and the Integrated Secondary School Curriculum (KBSM) were

introduced in 1983 and 1989 respectively. The KBSR was developed for the primary schools, for children between the ages of seven and twelve. An important aspect of the KBSR English Language syllabus was the infusion of the four skills that is reading, writing, listening and speaking. These skills would be incorporated into activities such as games, simulation, songs and projects that made use of the English Language in contextualized and realistic situations. The common content of the syllabus provided sufficient opportunities for discussions and other activities, imitating real life situations that made language learning "more realistic and authentic" (KBSM, 1981: 81).

The KBSM English language syllabus was skilled based, encouraging the use of the four skills in a common approach. The lessons were conducted by integrating the four skills in order to achieve a cumulative development of skills (Ministry of Education, 1989). Hornberger (1996: 455) highlights this interactive relationship and points out that "the language and literacy development does not necessarily proceed in a linear sequence from a receptive to productive skills but may begin at any point and proceed cumulatively."

The objectives laid down in both the KBSR and KBSM were not carried out in the classrooms but the conventional methods still prevailed (*Berita Kuriculum,* 1999). The findings of the *Berita Kurikulum* also revealed that the intense focus on examinations undermined the communicative approach that was clearly defined in both syllabi. Rajaratnam and Nalliah (1992: 21) also commented that the KBSM had left out elements like learner autonomy, studying and thinking skills. The reason for this oversight was because the syllabus was developed in a short time in response to the Cabinet Committee Report in 1979. In response to the findings of the *Berita Kurikulum*, the Self Assessment Learning (SAL) system was introduced. The main

objectives of this system were to enable learners to take charge of their own learning at their own pace and time, using organized learning materials and equipment (SAL, 2000).

The importance of the English Language has become more evident over the last decade as a result of globalization, Internet facilities and the economic boom. Presently, national leaders are encouraging the learning of the English Language and are actively promoting it as they believe it is no more a threat to national security. Several attempts have been made towards "re-establishing English" (Asmah Hj. Omar, 2007) and new policies have been introduced to allow for the use of the English language to teach technical and science subjects (Ramayah & Menon, 1994).

The current attempts to improve the English language proficiency of students (Bakri Musa, 2003) and the priority given towards the language is because of the desire to make Malaysia the regional hub of education, development of the multimedia super-corridor and the creation of the K-based economy (Subramaniam, 2003). The K-Economic Master Plan that was designed by the Institute of Strategic and International Studies (ISIS) has been approved by the government. Pandian (2003; 292) states that "The advent of the age of Information Communication Technology and the K-Economy is a boom to the continued survival of English in Malaysia." The teaching and learning of the English language has become more vigorous in the new millennium. It has now become the medium of instruction for science and mathematics at all levels in the Malaysian Education system (Saran Kaur, 2005).

This new emphasis to teach the English language can create many difficulties and controversies. However, the onus is placed on English language teachers to discover

new ways to change their old pedagogical ideas and practices. These new challenges to English teachers requires of them (English teachers) to change their conventional methods that emphasizes on 'didactic' to 'inquiry' methods of teaching. This may require English language teachers to learn methods that promote higher order of thinking based on their subject matter (Anderson, 1989; Zhou & Leydesdorff, 2016).

2.2 Development of Literature in Malaysian Schools: An Overview

This section provides an account of the developments related to literature in English at both the primary and secondary levels. The first section deals with the reading programmes that were introduced at primary level. The second section provides an account of the changes that finally led to the emergence of the literature component which became a tested section of the English language paper at secondary level.

2.2.1 Literature in English in Malaysian Primary Schools

The importance of literature for children has been recognized and it has been used for the development of the first or second language (Ghosn, 2002). He provides four reasons for the use of literature in ESL or EFL at primary school levels and they are "literature provides a motivating, meaningful context for language learning," it "contributes to language learning," can "promote academic literacy and thinking skills," and "function as a change agent" (ibid., 2002: 173).

Literature in primary schools in Malaysia had been in the form of extensive reading progammes and these were used to instill the reading culture and develop independent language literacy (Subramaniam, 2003). The first programme was the New Zealand Readers Programme (NZRP) that was introduced in the 1970s to Primary 4, 5, and 6. The texts used were mainly foreign as there was a lack of suitable local texts. This programme was not structured as such could not be well implemented at primary level.

At the same time, there was no proper record of books used by the learners. This programme did not meet with much success.

The next programme that replaced the NZRP was the World Bank Reading Programme (WBRP) that was introduced in the 1980s. The objectives of the WBRP were similar to that of NZRP. However WBRP went a step further as it aimed at enhancing the general knowledge in accordance with the development of the nation. Books with local themes were included in the reading list and they were graded according to the complexity level of the learners.

In 1988 another reading programme was introduced, named *Nadi Ilmu Amalan Membaca* (NILAM). This programme functioned at two levels. The first level was called JAUHARI and its main intention was to develop the reading culture. This was a compulsory level for all primary school learners after they had mastered the basic skills. To motivate the learners to read extensively rewards were given as incentives. The second level was to encourage sustained reading among learners. The NILAM programme combined the primary and secondary classes, especially Primary 1, 2, and 3 and Secondary 1, 2 and 3. This reading programme was better structured and it was integrated into the language syllabus. As this programme did not have a specific reading list, reading materials in schools resource centres and libraries were used. Reading records were kept in order to monitor the progress of readers.

The last reading programme was the Contemporary Literature and Extensive Reading Programme for English Language in Primary Schools (CLERP). Although this programme had its beginning in the 1970s, it was more contemporary in nature (Subramanim, 2003). There were two programmes contained in this reading programme. The first was the Contemporary Literature programme (CLP) that used

fictions as a foundation course. The second was the Extensive Reading Programme (ERP) that targeted Primary 4, 5 and 6. The objectives of both programmes were to develop the reading culture and eventually encourage independent learning and knowledge acquisition (Subramaniam, 2003). The books in this programme were written in the 1990s with themes that would be of interest to young readers. This programme has been under the supervision of The Curriculum Development Centre that identifies suitable texts to be included in the programme.

In 2003 the literature component was extended to the primary schools when a new literature programme was introduced which was the Contemporary Children's Literature (Gurnam Kaur, Chan & Sarjit Kaur, 2005). In 2004, the Malaysian Cabinet decided that the Contemporary Children's Literature (CCL) be introduced in the Primary school especially in Years 4, 5, and 6 to enhance learners English language proficiency. The CCL programme was intended as a platform to expose learners to literature that would enable them to understand other societies, cultures, traditions and values. This exposure can help them to grow spiritually and emotionally. At the same time, the literature programme would enhance the linguistic development of learners (Gurnam Kaur, Chan`& Sarjit Kaur, 2005). The main intention of the CCL programme was to be a continuation of the Structural Reading Programme (SRR) introduced for Years 1 and 2 and a continuum of learning of the literature component introduced in secondary schools.

The main objectives for introducing the CCL programme by the Ministry of Education were as follows:

- To provide enjoyable and highly interesting materials in English
- To enhance English language proficiency among learners

- To encourage cultural understanding especially in the Malaysian context

- To improve the cognitive skills of learners.

- To enrich language and vocabulary context of learners

- To inculcate the reading habit in learners

The CCL programme which has three phases namely the Pre Reading, While Reading and Post Reading, has been specially designed to keep record of learners' progress especially their reading and understanding of the literary texts. Furthermore, the language teachers are required to enlighten the learners on the language use and literary aspects depicted in the novels.

2.2.2   Literature in English in Malaysian Secondary Schools

English literature was an academic subject during the British rule of Malaya and after that for a short period during the post-independence when English language was the medium of instruction. The change in the medium of instruction "saw the drastic decline in Malaysia in the study of literature in English over the years although it used to be a relatively popular subject among English medium students during the 1960s and 1970s" (Rosli Talif, 1995: 12). With the implementation of *Bahasa Malaysia* as the medium of instruction numerous complaints were received by the authorities regarding the poor standard of English among secondary school students (Pillay, 1998, Saran Kaur, 2014).This view was also expressed by others like Mohamad Salleh (2004: 2) who said that secondary school students have "severe English language proficiency problems as well as those who could barely manage…despite many years both at primary and secondary schools…where English was a compulsory subject."

After the change in the medium of instruction, it was through the English language reading programmes that literature was used in secondary schools (Subramaniam, 2003). Similar to the primary schools, two reading programmes were introduced. The first was the English Language Reading Programme (ELRP) that was introduced in 1979 under the initiative of the Schools Division of the Ministry of Education. By 1983 the ELRP was extended to all the secondary schools nationwide. The short term objective was to encourage learners to read independently and extensively all the books provided in the programme. The long-term goals of the ELRP were to help teachers with various techniques of teaching literature to low proficiency learners and provide opportunities to them to read the graded texts according to their abilities (Vethamani, 1991). However, this programme was an unstructured reading programme that was found to be generally ineffective hence it was phased out (Mukundan, 1993).

In 1982, a seminar was organized on the teaching of literature in Malaysia by the Association for Commonwealth Literature and Language Studies (MACLALS). Participants at this seminar discussed the many problems English language teachers faced in their attempts to control the decline in the standard of teaching literature in English. The main problems faced were:

   a. the perception that English literature and British literature were the

      same

   b. the lack of emphasis on literature with a small "l" as compared to
      the   literature with a capital "L" that deals with traditional
      classics and

   c. there was no teaching of literature in Form Six and this should be encouraged,
      (British Council, 1983).

The introduction of the KBSM Syllabus in 1988 marked the watershed for literature in English as it showed the urgency of the Ministry of Education to incorporate literature

in English at secondary school level. This was the first attempt to introduce literature in secondary schools. The infusion of literary elements was explicitly laid out in the objectives of the KBSM English Language Syllabus. This objective was mentioned in the circulars sent out by the Ministry of Education in 1988 *(Surat Pekeliling Ikhtisas, Bil.17)* and 1989 (*Surat Pekeliling Ikhtisas, Bil 5*). Following this directive, the Class Reader Progrmme (CRP) was introduced into the KBSM Syllabus in 1991/1992 and became fully operational in 1993. It marked the return of literature to the secondary schools and used texts that were abridged and/ or specially written. The purpose of the CRP was to help second language learners to improve their language proficiency, develop reading skills, and encourage interest in extensive reading among learners. (Pandian, 2003). The first phase of the CRP began in 1992 and ended in 1995 while the second phase started in 1995 and ended in 1998.

The second language learners encountered several problems with the CRP texts (Subramaniam, 2003). According to Rosli Talif (1995), readers of the CRP faced problems like comprehension difficulties because of the differences in cultural background, the texts were loaded with literary language that was unsuitable to the second language learners and their level of competence in the English language hampered their comprehension and appreciation. Nevertheless, the English language teachers were encouraged to exploit the texts in the CRP to the maximum by providing challenging tasks to the learners (Gurnam Kaur, 2003). As the CRP was not a tested component of the English language paper, it did not have much impact in enhancing the level of English language among secondary school learners (Subramaniam, 2003). Wan Kamariah Baba (2008) has further commented that the CRP had the potential for good reading if the English language teachers had been given the time and means to implement it fully.

In 1999 the Ministry of Education made a significant change in the English Language Teaching (ELT) policy (Kementrian Pendidikan Negara, KPN/ Jabatan Pendidikan Negeri JPN, 2000). It endorsed a working paper for the implementation of Literature in the English Language (LiL) programme. The Class Reader Programme (CLP) and the English Language Reading Programme (ELRP) were suspended indefinitely. However, they formed the background to the present LiL programme that was later developed into a tested literature component and was incorporated into the English Language paper for secondary schools. This tested literature component was to be assessed in two public examinations. Based on the interviews conducted on English language teachers by Norlaila Awang (2001: 48), it was found that the inclusion of the literature component was a "good idea" and a "good move" by the Ministry of Education. This positive move reflected the seriousness of the authorities in enhancing literary education in the Malaysian context.

Following this move, the inclusion of literature in English as an integrated component of the English language paper was conducted in three phases. The first phase was conducted in 2000 when the literature component was included in Forms One and Four English language syllabus. A year later (2001) the literature component was introduced to Forms Two and Five and in 2002 it became a component of the Form Three English language paper. At the same time the literature component is to be assessed in two major public examinations, that is in Form Three (Lower Certificate of Education) and Form Five (Malaysian Certificate of Education).The attempt to include the literature component in the English Language paper and in two major public examinations indicated a serious commitment by the Ministry of Education (MoE) to improve the standard of English language. At the same time, the literature in English language

component intends to achieve the objectives of the National Education Philosophy (NEP), which is to develop learners who are intellectually, spiritually, emotionally and physically enriched with noble ideas.

The literature in English component in the Malaysian ESL context has attempted to bring together the traditional paradigms of literature such as content, resource and language (Leech and Short, 1981; Carter and Long, 1991; McRae, 1991; Carter and McRae, 1996). This new attempt makes the literature component in the Malaysian context different from the previous efforts to include the use of literary texts in the ESL context. One of the objectives of this component is "to show awareness of how language is used for particular purposes" (Ministry of Education, 1999: 13) to learners as depicted in different literary genres, registers and narrative studies. Language teachers can use the literary texts in the component to help learners to acquire language skills such as reading between lines to understanding ambiguous and vague language (Delanoy,1997) and show examples of different patterns of language use and structures (Maley, 2001).

In the Malaysian context where the emphasis is on the small "l", the teaching of literature is for the understanding of the content, forms and awareness of how the language is used in literary texts. The literature component provides greater exposure and consciousness towards the authentic use of the English language when the language teachers can introduce basic stylistics and literary devices and their functions to the learners (Subramaniam, 2003).

Given the changed situation after the introduction of literature as a tested component in the English Language Paper for secondary schools, it is crucial that attention is given to

the teaching of this component. There is now a need to provide deeper knowledge and understanding of the language in the literary texts while keeping in mind the fact that many English language teachers presently teaching this component "have little or no formal instruction to literature as a subject or in the methodologies of teaching literature" (Subramaniam, 2003: 37). The appreciation of literary texts like novels, short stories, drama and poetry looks into the different ways of how particular language forms and styles can be used to show human experiences (Finch, 1998). The English language teacher has now emerged as an important link between the literary texts and the learners who may not be able to cope with the language demands of the literature component unless they are helped by their language teachers.

2.3   The Need for the Literature Component

The literature component has been important in English as a second language in many parts of the world where literary works of novelists, poets and playwrights in the English language have been included for language development. There is a renewed interest in the study of literature shown by both the academia as well as policy makers and the arguments they have provided are also supported by Coolie and Slater (1971, Wan Kamariah Baba, 2008). They reiterate teaching literary texts and other genres expose learners to different linguistic varieties such as lexical and syntactical items, subtle and complex forms of grammar and idiomatic expressions (ibid.). An important function of literature is that it explores the resources of the language (Coolie and Slater, 1991). In the Malaysian context where English is the second language, the literature component has a valuable place by virtue of its indisputable functions. This idea has also been reiterated by Mahmud Salih Husin (1989) who informs that language teachers can acquaint their learners to linguistic forms through literature.

The need for the literature component has become essential in view of the emphasis given to the use and understanding of the English language. There are many reasons for the teaching of the literature component and a few reasons are:

.   a. Literature provides valuable language experience (Moody, 1971; Carter, 1986; Coolie and Slater, 1991),

b. Literature contributes to the holistic development of learners (Mukherjee, 1976; Horner, 1983; Kamarudin, 1988) and

c. Literature as a resource for language learning (Eagleson & Kramer, 1976; Maley, 1989; Nesamalar et al., 1995).

The three reasons are similar to other reasons that have been suggested for the teaching of literature to ESL/EFL learners. Carter and Long (1991: 2) have proposed three models for using literature in language education and they are the *Language model, Personal Growth model* and the *Cultural model.* They have suggested that the three models do not function exclusively but they overlap especially the Personal Growth and Language models (ibid.). Although the names given to the models by Carter and Long (1991) may be different, they are similar to Lazar's (1993) approaches. Lazar has also stressed on another three approaches that are useful when teaching literature in second language classes namely language-based approach, literature as content and literature for personal enrichment (ibid.). When these models by Carter and Long (1991) and approaches by Lazar (1993) are viewed critically, the language and personal growth models are interdependent and complementary (Carter and Long, 1991). They attempt to bring about greater unity between language and literature. Widdowson (1975) aptly remarks that teaching literature has the power to enhance the learner's individual responses to language use. In terms of language use, literary texts provide genuine examples of a wide variety of styles at different levels of language difficulty. As literary texts are subjected to different interpretations and meanings, the teachers'

understanding of them can also differ. As Hirvela (1996) explains that responses are personal as they are concerned with the individuals' opinions and feelings of the text.

One of the objectives for the introduction of the literature component in the Malaysian context is "to show an awareness of how language is used to achieve particular purposes" (Ministry of Education, 1999; 13), to learners. The language teachers can use the authentic materials in literary texts to help learners internalize the lexical and syntactical features of the target language (Hill, 1986). Coolie and Slater (1987: 5) also echo that literature provides a situation in which "individual lexical and syntactical items are made more memorable." Ibsen (1990) argues that authentic materials such as newspapers, menus and letters that are being used in the communicative approach represent survival English and does not provide meaningful learning of the language. Hence, he recommends literary texts as representing authentic use of the target language (ibid.). Coolie and Slater (1987) have also reiterated that literary texts are valuable authentic materials as they provide genuine and undistorted language that can be used in the language classrooms. This idea is reflected by Cummings and Simmons (1983), and Carter and Long (1987) who mention that language competence can be obtained from the study of literature. This "comprehensible input" as Kreshen (1982) calls it can be obtained from literary texts. As literature is mainly a study of the language in use, therefore it cannot be separated from language (Widdowson, 1975).

In the Malaysian context, a rationale has been established for the inclusion of the literature component. The reasons for this rationale are that literature provides a valuable complement to authentic materials which provide genuine language use in classrooms (Ibsen, 1990; Coolie and Slater, 1987; Hill, 1986) provides elements of good writing (Hill, 1986; Gwin, 1990), introduce learners to the culture, history,

traditions and conventions of the target language (Carter & Long, 1991) and "develop the structural awareness of language that provides the linguistic knowledge" (Widdowson, 1978: 3). At the same time English language teachers with linguistic knowledge can show the different levels of the use of grammatical rules that can make learners proficient in communication (Widdowson, 1978). The introduction of the literature component provides opportunities for the use of language-based approaches like stylistics and literary devices to explain literary texts (Subramaniam, 2003). As the literature component consists of texts that are examples of good language use, English language teachers are placed in an interactive role, to work with the learners to show how language is used in these literary texts (Brumfit and Carter, 1986). The literature component provides an opportunity for the extensive use of literary devices in English as Second Language (ESL) context that can enhance linguistic knowledge like the understanding of phonology, syntax, lexis and semantics (McRay, 1991).

2.4 The Importance of Literature in the Study of Language

Duff and Maley (1990) wrote in the introduction to their book, *Literature* that "In the last five years or so there has been a remarkable revival of interest in literature as one of the resources available for language learning." The Chinese and Japanese learnt more of their culture and language from their literature and other classics while Latin works were a basis of study for a long time (Hoffer, 1993). Mahmud Husin Salih (1989) has mentioned that language acquisition takes place with the use of literary texts and has shown the role of literature in relation to the competency of language skills and the interface between literature and linguistic knowledge. His study revealed that second language learners had benefited from the study of literature and their knowledge of slinguistic abilities had improved from the study of literature. This evidence clearly shows the positive role on language derived from teaching literature to second language

learners. The forms and structure of language can be understood through the study of literature that helps to shape life imaginatively. Widdowson (1975:73) quoting Levis has defined the study of literature as an important subject because "it trains in a way no other discipline can, intelligence, and sensibility together, cultivating sensitiveness and precision of response." He further adds that the learner's skills to respond to language can be developed form the study of literature.

To understand implicit meaning, language teachers can use literary texts to "tease out" unstated assumptions and implications as these texts are often rich in multi-layered meanings. According to Lazar (1993) this form of understanding helps to develop interpretative skills and sharpens awareness of language usage. She further cites as an example that in a poem learners can often encounter words that have figurative meanings which are beyond the literal meanings shown in dictionaries. This situation provides opportunities to discuss and enhance vocabulary of the language. This idea is also mentioned by Sithamparam (1990) who stresses that the use of poetry reinforces language awareness. She further adds that poetry being an important literary genre, helps to understand rhyme patterns and through repetition and recitation, learners can pick up language patterns unconsciously. Lazar (1993) claims that by internalizing vocabulary structures and intonation, learners can get a better understanding of the language and this unconsciously improves their overall language proficiency. Apart from Lazar (1993), Maley (2001: 181) also expressed that literature is useful in many other contexts. He puts forward four different ways that literature can be useful in language classes. They are as follows:

    a. emphasis on teaching literature against the emphasis on teaching language.

    b. pragmatics (language learning) against the analytical/academic focus (intellectual purposes) and

c. stylistics (linguistic emphasis) against the literary critical emphasis (post-modernism, new criticism etc.)

d. studying literature against the learning how to study literature

The objectives of using literature in point (a) deals with the distinct ways of how to teach literature, meaning that literature is studied for its literariness and subject matter but teaching language means literature is only used as a resource in teaching. Similarly, the objectives of using literature in point (b) are equally clear. At one end, the aim is primarily on language learning purposes, and at the other end is the "academic analysis of literary texts" (Maley, 2001: 181). Point (c) is related to the mode of "analysis carried out whether it is stylistics; seeking to understand the ways in which language is deployed to achieve aesthetic effects, or primary literary-critical, using aesthetic criteria" (ibid.). A stylistic analysis of literary texts using literary devices is assumed to be objective while literary criticism is subjective. In point (d) the emphasis is on the distinct ways of how to approach literature and the studying of literature itself. According to Maley these points do not stand individually but are combined (ibid.).

English language teachers can make use of the functions suggested by Ghosn (2002: 173) which is to show the importance of literature in the language class She says literature can be an agent of change, contribute to academic literacy and thinking skills, provides a meaningful context for second language learning and enhance language learning by encouraging vocabulary development.

2.4.1 Literature as an Agent of Change

It may be a difficult task for language teachers to expose their learners to literary works of other cultures as the latter may lack the cultural insight to understand them. However Lazar (1990) points out that literary texts can provide learners with a "tantalizing glimpse of another culture". Learners become aware of a world that is different from

their own. They view things differently and begin to see from other peoples' perspective and this helps them to become aware of their attitudes towards life. The language teachers can make use of literature to show "how different people are finding out how alike in some ways we are" (Coolie and Slater, 1993: 2) that can inculcate the spirit of tolerance and consideration towards others from different cultures. Learners can transcend their own narrow views when they sympathize and "become aware of the needs and fears" of people from other cultures (Bredella, 2004: 378.).

When language teachers widen the visions of learners they may be able to understand the differences and provide guidance to arrive at acceptable interpretations. The importance of background literary knowledge is also stressed by Widdowson (1992: 115) who informs that it is important but should not be overestimated. He further explains that the language teachers should encourage the reading of literary texts and then provide the necessary cultural background knowledge as "it is not a precondition but a consequence of interpretation (ibid.)." He reiterates that the language teacher should be cautious and decide carefully what amount of cultural knowledge is adequate for learners to interpret text successfully. Hence, literary understanding and cultural awareness can be used to complement each other.

2.4.2   Literature Contributes to Thinking Skills and Academic Literacy

Several eminent scholars have pointed out the importance of thinking skills and academic literacy from reading literary texts. Lazar (1993) suggests that literary texts can enhance intellectual activities. Zyngier (1994a: 4) maintains that literary texts are valuable in language education as they are "intellectually stimulating in building meaning the reader reconstructs or recreates what he or she thinks the writer is trying to communicate." As Brandt (1990) states by examining inferences, learners can develop

their own thinking about plots and characters and make predictions of what might happen in the following chapters. Hence, by making use of literature, English language teachers can provide numerous opportunities for their learners to become independent and self-reliant thinkers who are able to use language and literature to ennoble their lives (Hayhoe & Parker, 1990).

The use of literary texts by English language teachers acts as a catalyst for developing interaction between the texts and learners. The language teacher encourages tacit learning between the learner and the text with activities like textual analysis and intensive reading. By encouraging this form of interaction between the text and the learner some form of thinking takes place, like evaluation, justification and problem solving (Beach, 1993). This idea is further commented by Hirvela (1996) when he says that literature develops thinking skills because its strength lies in its suggestive power. This fact is also echoed by Maley (1989) who stresses that literary texts can encourage thinking skills as literary reading requires concentration, analysis and later evaluation of the text.

2.4.3   Literature Provides Meaningful Context for Second Language Learning

The importance of literature in language development has been indicated by several scholars. Hill (1986) has mentioned that literature presents examples of real life language in different situations and this provides models for communicational practices. Widdowson (1983a: 33) has remarked that "literature is more stimulating and it sets up conditions for a crucial part of language learning." However, language teachers find it difficult to get learners interested in textbooks and non-literary texts because they are not highly regarded and at the same time "they don't feel they must

read-on. There is no plot, there is no mystery, there is no character: everything proceeds as if communication never created a problem" (Widdowson, 1983: 33). It is through literature that language teachers can provide aesthetic experiences that can give the joy of "playing with sounds, rhythm and meaning" (Zyngier, 1994b: 97) to learners when they manipulate the language in literature. Literature provides examples of authentic situations to language teachers that can help to examine the intricacies of grammar and this can enhance their knowledge of the language in literary texts. When they are familiar with these types of language structures, language teachers can easily recognize them in other contexts especially in daily conversations. The awareness of these types of language skills can make them more competent with the language.

Besides the advantages provided by Ghosn (2002), Bredella (2004: 376-378) provides another four values for using literature in language classes. They are contribution to stylistic analysis of literary texts, aesthetic-pedagogical reasons, contribution to foreign language learning and inter-cultural understanding. Bredella notes that if literature is to play an important role in helping to develop language competency then emphasis should be given to obtain an insight into how language functions in literary texts and in this respect stylistics and literary devices play an effective role (ibid.). As for aesthetic-pedagogical reasons, he informs that literature provides an absorbing and pleasurable reading experience (ibid.).

This fact alludes to what Rosenblatt (1978) has mentioned about 'efferent and aesthetic' reading: efferent reading is reading for information and aesthetic reading allows for the emotional interaction to explore more about the text. The last point in using the text for intercultural understanding makes it an agent of change (Ghosn, 2002). As Or (1995; 185) suggests "If we put literature into a proper perspective, we

should be able to realise that, far from being alien and impractical, in its very nature it embodies qualities that can be positively exploited for the ends of language teaching."

2.4.4 Literature Enhances Language Learning by Encouraging Vocabulary Development

Literary writing contains different linguistic items and suitable contexts for learners to practise their vocabulary they have learned. Literature provides a medium that can "create an acquisition-rich environment in the classroom context" (Ghosn, 2002: 175). At the same time, literary texts can help to show how language is used in these texts. If learners are to produce correct interpretations, they will have to pay careful attention to its use that will in turn improve their language awareness. Carter remarks (1982: 12)

> Literature is an example of language in use and is a context for language use. Studying the language of literary texts as language can therefore, enhance our appreciation of aspects of the different language systems of language organization.

At the same time, Lazar (1994) emphasizes that literature is a useful tool because it can be used in different ways to develop learners especially those who are weak to improve their grammar and knowledge of vocabulary. Literary works can be used for language activities such as multiple-choice questions, guessing meanings of words from contexts and cloze passage that can be used in daily language lessons. Literature provides language teachers with sufficient opportunity to carry out stimulating language activities. Language teachers need not use literature only for teaching but use it to create awareness and the development of the language. Aebersold and Field (1997) claim that literary texts should serve a functional purpose of teaching the language whereby its use would be justified.

2.5 The Importance of Linguistics as a Source of Knowledge for English Language Teachers

What is put forward in this section argues that language teachers who overlook the importance of linguistic knowledge and applied linguistics, may lack the general or abstract knowledge that is useful for them. It has been said that language teachers need knowledge of the language that is different from knowledge of the academic nature of linguistics. *Linguistics* has been referred to as the systematic study of language and reading literary texts is a form of language exercise within the language domain (Cummings and Simmons, 1983). Larsen-Freeman (1990) has pointed out that linguistic theory has been an inadequate theoretical base for second language teachers. However, Halliday (1982) has indicated that the need for knowledge in general linguistics for English language teachers is essential. Brumfit (1983) and Van Luer (1992: 96) who further confirmed that "We do not teach linguistics because it is there, but because it helps to solve language problems in real life tasks." It has been pointed out that applied linguistics does not have a complete system that can be useful for English language teachers, so it cannot provide all the answers that can be of practical help to them (Larsen-Freeman 1990; Brumfit, 1995). However, English language teachers with linguistic knowledge can apply that knowledge and skill in the context they are involved without much difficulty.

Furthermore, it has been stressed that linguistics and applied linguistics should be included for language teachers as they work with and through language. Given the importance of linguistics, Raegan (1997) stipulates that it is necessary to have knowledge of linguistics as well as be familiar with applied linguistics as they are crucial as a knowledge base for the language teachers. Fillmore and Snow (2002) claim that language teachers should know answers to questions like: "Why is English spelling

complicated?" and "What are the ways in which lexicon is acquired and structured?" Raegan (1997) has also emphasized that language teachers should be familiar with other aspects of language like literacy, components of language, language acquisition and TESL methodologies.

2.6   Models in Teaching Literature

Carter and Long (1991: 2) have suggested three models that can be useful in the teaching of literature. They are the 'Cultural model, 'Personal Growth model' and the 'Language model'. They have mentioned that these three models are not mutually exclusive but overlap each other. However, these models proposed by Carter and Long (ibid.) share similarities with the models of Long (1991) and Maley (2001).

The 'cultural model' is a teacher-centered approach and the knowledge obtained by the learners is directly from the teacher and the literary text is considered to be a product and a source of information regarding the target culture. This model examines the different aspects of a novel mainly from the social, political and historical perspectives. Little attention is focused on the language in the text as no extended language work is done on the text. Carter and Long (1991: 2) have described this model that:

> enables students to understand and appreciate cultures and ideologies
> different from their own time and space, and to come to perceive traditions
> of thought, feeling and artistic form within heritage the literature of such
> culture endows.

By applying the 'cultural model' in teaching literature, learners are introduced to the universality of ideas of a specific culture, that is different and also encourages the understanding of other cultures and ideologies in relation to their own. This model emphasizes on the values of literature as a catalyst that can develop cultural awareness and promotes sensitivity towards other cultures among learners.

The 'personal growth model' helps learners to "achieve an engagement with the reading of literary texts…to which students carry with them…a lasting pleasure in reading…[and] helping them to grow as individuals" Carter and Long,1991: 3). This model stresses ~~on~~ the emotional benefits and personal enjoyment obtained by the readers from literary texts and slowly develops them into mature and progressive individuals. When reading literary texts learners are personally involved with the text and this helps to create a lasting memory. With the help of this model the potential influence of literature can be achieved from reading literary works through classroom instructions. There is less focus on the language aspect as the 'personal growth model' provides for the development of the readers' personal evaluation and judgment of literary texts.

In the 'language model' literary texts are used as examples of certain types of linguistic forms such as literary devices, stylistic patterns, direct and indirect speech and figurative language. Carter and Long (1991: 2) have indicated this model exposes learners to "subtle and varied creative uses of language" in literary texts and more importantly "help students find ways into a text in a methodological way." Therefore, this approach attempts to assist learners to discover independent, systematic and logical methods into a text by extensive knowledge of the language in the literary text. The learners may eventually attain literary competence.

The use of this model is also encouraged on the principle that literature is taught for other aspects like the development of grammatical structures, vocabulary and close examination of language structures in literary texts. Accordingly, learners respond to literary texts and improve their general knowledge and awareness of the target language. However, Savvidou (2004) comments that this model attempts to focus more

on the linguistic aspect making it mechanistic and rigid, closely following the language activities prepared by the teacher.

The 'language model' proposed by Carter and Long (1991) displays similarities with the 'language-based approach' of Lazar (1993) and the 'four common ways' by which literature can be taught in a language classroom by Maley (2001: 181). Lazar (1993: 23) mentions that the study of the language in literary texts will help to "integrate language and literature syllabus more closely." She further reiterates that "detailed analysis of the language of the literary texts will help students to make meaningful interpretations…[and] at the same time, students will increase their general awareness and understanding of English." Others like Brumfit (1985) and Duff and Maley (1990) have also supported Lazar's opinion and have mentioned the integration of literature as it can develop learner's proficiency and knowledge in the target language by using literature texts.

Maley (2001; 181) mentions that literature is studied in many ways and contexts and suggested four ways of using literature in a classroom:

   a. focus on teaching language and focus on teaching literature

   b. language learning purposes (pragmatic focus) and academic/analytical purpose (intellectual purpose).

   c. linguistic orientation (stylistics) and literary critical orientation (new criticism, post-modernism, post colonialism, etc.)

   d. learning how to study literature and studying literature

In point (a) the focus of teaching language means literature is only used as a teaching resource and the focus of teaching literature implies literature is a subject and is studied for its literariness. In point (b) the objective of using literature is also different. The main focus is essentially for language learning while academic purposes is related to "academic analysis of literary texts." Point (c), concerns the method of "analysis

carried out, whether it is primarily stylistics; seeking to understand the ways in which language is deployed to achieve aesthetic effects, or primarily literary-critical, using aesthetic criteria." A stylistic method of analysis of literary texts is objective, based on evidence obtained from the text but literary criticism is based on subjective criticism. In point (d) Maley (2001) mentions of the differences between finding ways of how to approach and study literature. However, he reminds that these four ways of using literature cannot be used in isolation and have to be combined but depend on other intervening factors like the language competency of the learners, syllabus requirements and examination purposes.

According to Lazar (1993) the different approaches and models can be idealized versions of the many strategies and methods that are employed in teaching literature or developing materials suitable for teaching literature. In real situations, teachers may employ a wide range of strategies that may be suitable for their situations and objectives.

2.7   Stylistics and Literary Devices

As mentioned in the literature component there is a "need to show as to how language is used" (MoE, 1999: 13) to enable learners to understand language in the different genres. Presently, there is a "growing recognition that the integration of language and literature can be of mutual benefit in the context of foreign or second language education (Carter, 1992: 17). In order to integrate effectively the learning of literature, English language teachers need a method that can help learners to analyse literary texts and understand them. It is also important that the chosen method can help learners to achieve their objectives of acquiring competency in the target language.

Writers employ different methods or techniques in their works to add texture, excitement and energy to their narratives to get the attention and imagination of the readers. Literary devices are techniques that are extensively used by a writer to embellish their writing and they contribute to the esthetic enjoyment among readers of literary works. The knowledge of stylistics among English language teachers can help them to understand these literary devices in order to explain them as used in literary texts. Understanding of stylistics as an analytical tool of literary texts was advocated by Widdowson (1975). He further contended that stylistics was an analytical method and not a discipline as it can gradually help learners to progress "from either English language or literature towards literary criticism or linguistics." (ibid: 5). According to Short (1996: 1), "stylistics spans the borders of two subjects: literature and linguistics" and Stockwell (2002) agrees that stylistics is a bridge discipline as it contains the characteristics of both, linguistics and literature.

Thornborrow and Wearing (1998: 7) explain that stylistics was concerned with "how meaning" in texts was created through the linguistic choices of writers. It meant meaning was inherent in the language in literary texts. They further added that presently the understanding of meaning in the literary texts depends on the different techniques such as literary devices and the interpretation of these structures by the readers (ibid.). The focus of stylistics has also changed from "an attention on the texts or words on the pages" to an analysis of the text in relation to its social context (Hal, 1989: 31). However, Thornborrow and Wearing (1998) maintain that stylistic analysis is still concerned with the contextual elements that play an essential role in the interpretation that could lead to the possibility of developing many valid and acceptable meanings from texts.

Carter and Simpson (1989: 14) have reiterated that stylistic analysis is more concerned with "beyond the level of sentence" and examined "broader contextual properties of texts which affect the description and interpretation." This idea is also supported by Thornborrow and Wearing (1998) who have mentioned that any discussion of a literary text should be objective and not based on subject impressionist values. They further explained that the idea of objectivity in stylistic analysis was to differentiate between literary criticism and stylistics. Thornborrow and Wearing (1998: 5) state that literary criticism involves a close reading of literary texts and "selecting features from it to comment on and analyse" in an attempt to evaluate "how good or bad a piece of literature was." Therefore, literary critics were criticized because of their judgmental attitude "based on the criteria when selecting and analyzing any text." Thornborrow and Wearing (1998: 5) have mentioned that "literary criticism was involved in explicit value judgment" that depended on the selection of particular criteria that influenced their textual evaluation by the critics. They (ibid.) further added the objective evaluation of literary texts using stylistics "provided a less intuitive, less personal technique of analysis…which would depend on observable facts, the language of the text and a scientific discipline to interpret them: linguistics." As stylistics depended on the scientific discipline of linguistics, its approach to textual analysis was based on a set of devices that were considered to be authentic and objective for textual analysis (Simpson, 1993).

In supporting the stylistic method of analysis, McRae and Clark (2004) pointed out that literary critics selected any criteria of their choice when commenting on a selected literary text, thereby providing distinctly different interpretations of the same text. Thornborrow and Wearing (1998: 5) argued that "anyone approaching a text and conducting the same stylistic procedure ought to arrive at the same result." Therefore, a

close reading of a literary text for analysis involved "selecting features from it to comment on" in an attempt to appraise "how good or bad a piece of literature was" (Thornborrow and Wearing 1998: 5).

Another reason for the growing popularity of stylistics is the use of different devices to elucidate the meanings of the diverse linguistic patterns used in literary texts. This method of analysis leads learners to discover "layers of possible meanings and any irregular linguistic patterns within a text" which may not be detected if other approaches are used (Clark and Zyngier, 2004: 340). With the help of these different devices, English language teachers can state the interpretations and "provide support for a particular view of the work under discussion" (Short, 1995: 53) When teachers are familiar with the different literary devices, they can understand the text by not only focusing on "what a text means, but also how it comes to mean" (Short, 1996b: 6).

Recent studies have focused their attention on pedagogical stylistics because of its eclectic nature as it "has come to be used as a significant teaching tool in language and literature studies for both native and foreign speakers of English" (Wales, 2001: 373). In general pedagogical stylistics can be considered as the study of literary texts with a focus on the language elements in these texts (Tan, 2004). Discussing on the differences between stylistics and pedagogical stylistics, He points out that pedagogical stylistics is more concerned with textual matters related to words in a page and in stylistics other extra-textual issues like socio-cultural and historical circumstances may play a part in the examination of literary texts (ibid).

It is similar to stylistics "as one of the ways in which literary texts can be approached" (Carter, 1982: 10). Clark and Zyngier (2003) mention that the practices and theory

employed in pedagogical stylistics are similar to the theoretical framework within stylistics. They further added that the teaching resources are mainly derived from stylistics. Nevertheless Clark and Zyngier (2003) point out there are some subtle differences between the two and the differences are denoted in the purpose and functions of undertaking the analysis. Stylistics is predominantly concerned with textual analysis and interpretation and the focus is assigned to language (Simpson, 2004). Pedagogical stylistics is aimed at using stylistic activities within the classroom context to encourage learners develop language, and cultural awareness in readings all types of texts whether literary on non-literary (Short, 1985). However, Thornborrow and Wearing (1998: 5) maintain that stylistic analysis "depended on observable facts, the language of the text and a scientific disciple to interpret" literary texts that involved different literary devices like metaphors, alliteration, imagery and pun. The close observation of the language features in the literary texts can help learners to enhance and promote greater knowledge of their language awareness (Toolan, 1998).

According to Clark and Zyngier (2004) pedagogical stylistics in a second language classroom based on the various stylistic devices is suitable as it enables learners to concentrate on the language of the text and the diverse meaning generated as a result of the interpretations. English language teachers can provide useful insight into the language elements in literary texts that can help learners "to say with some precision what it means to them, how it means what it means, and why the text is liked or disliked" (Brumfit & Carter, 1986: 4). With the help of the various literary devices within stylistics, teachers can show how language works to develop competency and a systematic awareness of the organization of language. As Widdowson (1996: 140) writes "stylistics renders an essential service to language learning…the learner…will

have acquired an awareness of the language functions…he will have developed an awareness of literature as language."

Several studies conducted in the west have shown the positive influence of stylistics and literary devices. Rubina (2001) had shown in her study that the use of stylistics and literary devices, had made learners become independent readers. According to her learners were able to understand literary texts better and arrived at the messages the authors had intended. She further explained they were able to provide their own personal or subjective responses to the language aspect as a basis for reading and appreciating authentic literary texts (ibid.).

In another study conducted by Sarala (2012) it was revealed that knowledge of stylistics especially stylistics and literary devices had enabled the respondents to understand, interpret and enjoy poetry. She further indicated that the insights gained from stylistic analysis of poems and other literary texts empowered learners. From her study she stated that the stylistic analysis enabled learners to make meaningful interpretations of the text and also acquire awareness of the language in general

The results of a study conduct by Inyang (2000) were similar to an earlier research conducted by Bestman (1995) that revealed teachers who adopted linguistic and stylistic techniques had helped to enhance knowledge skills and ability that facilitated better understanding of literary texts. Another study by Dagoli (2000) also provided similar results that indicated traditional methods did not promote better understanding of many language skills. The research conducted by Inyang (2009) used two groups of learners. One group was taught using stylistic and literary devices while the other used traditional methods. He found learners taught with stylistic and literary devices had

achieved significantly better understanding of the language in literary texts than those taught with traditional methods. As such he attributed their understanding to the "stability and clarity of anchoring of ideas that the stylistic and literary devices provided" (ibid.: 8).

In the Malaysian context, Manan (2000) had discussed the importance of stylistics as a technique that could help develop the critical skills of students studying literature in ESL classes. From her study she reported that it was important to teach learners to "go beneath surface impressions" in order to discover the meanings which are located at deeper levels. She further advocated a language based critical pedagogy or a stylistic procedure be taught on how to study the language of literary texts.

The findings of the study conducted by Diana Hwang and Mohamad Amin Embi (2007) reported that the stylistic method was the third popular method used by English language teachers in teaching the literature component among urban secondary schools. Their study revealed that information based and paraphrastic activities were more popular among language teachers. They further commented that stylistic activities that were based on identifying linguistic features, discussing different meaning of language structures of a text and identifying adjectives and adverbs that described characters in novels were sparingly used among language teachers as they were time consuming. The study conducted by Wan Kamariah Baba (2008) revealed that a stylistic based approach with the help of literary devices to teach literature in ESL classes enhanced the understanding of the language in literary texts. However, she observed that in order to optimize the effect the stylistic technique should be combined with communicative tasks. English Language teachers can use the stylistic approach as a systematic method of textual analysis as it offers a useful exposure to revise grammar and expand

vocabulary in a class. The learners by understanding how language works, can develop stylistic competence and a systematic awareness of the organization of language.

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2.8   Academic Qualifications of English Language Teachers

This section of the literature review attempts to provide an account of the importance of academic qualifications and how it is related to the subject matter knowledge of English language teachers. *Academic qualifications* in this research refers to the educational qualifications attained by the English language teachers who are involved in teaching the literature component. It can be categorised according to the highest academic qualifications they have achieved namely Diplomas, Bachelor's or Master's degrees. A number of studies have focused on various aspects of teachers namely teacher professionalism (Lusch & O'Brien, 1997), identifying the functions of teachers (Munoz et al. (2000), effective instructional methods of teachers (Analoui, 1995) and changes in professionalism of teachers (Hargreaves & Fullan, 2000). A consistent finding in research literature tends to show that teachers are important and there is a great variation in their effectiveness across teachers (Sanders & Rivers, 1996; Rivkin, Hanushek & Kain, 2005; Kane, Rockoff & Staiger, 2006) Several recent research with good data and designs have shown how different academic qualifications of teachers influence learners (Goldhaber, 2006, Kane, Rokoff & Staiger, 2006; Clotfelter, Ladd, Vogdor, 2006; Harris & Sass, 2007; Boyd et al., 2008).

Researchers namely Darling- Hammond (2000) and Hattie (2003) have emphasized that well qualified and prepared teachers have more impact than any other variable like class sizes, or the background of learners. The importance of teacher quality is also emphasized by Goldhaber (2002) who remarks that it is the most important factor or variable. Others like Sanders and Rivers (1996) and Collias, Pajak and Rigden (2000)

have singled out the influence of qualifications of teachers as the most important factor in enhancing the development of learners. Developing research on teacher qualifications tend to show that a substantial portion of differences can be attributed to the qualifications of teachers or their practices (Rice, 2003; Ingvarson el al., 2004). Lafayette (1993) reiterates that there is a strong correlation between the subject matter knowledge of the language teacher and learning outcomes. He argues that a command in the subject matter gives the language teacher confidence to meet the requirements that can ultimately affect their performance (ibid.). Fuller and Clark (1994) have remarked that what matters is the knowledge of the subject of teachers.

Researchers like Darling Hammond (2000) have reiterated and persistently mentioned that highly qualified and well prepared teachers have more impact than other factors (Darling Hammond, 2000, 2002; Hattie, 2003). Ingersoll (2000: 21) informs that teachers at secondary school level should be "adequately qualified" and they should "have background educational training in the subject they teach."

Many researchers have studied various factors that are related to teacher qualifications and characteristics that are associated with their performance. Some of the factors that have been studied are: intellectual or academic ability, pedagogical knowledge, teaching experience and academic subject matter preparation. Presently researchers have focused on teacher qualifications and performance and measured it against the achievement of learners as the single most important factor (Goldhaber, 2002). A number of studies have examined the different ways in which highest the academic qualifications of teachers correspond positively with the achievement of learners (Betts, Zau & Rice, 2003). Rice (2003) found that teachers who had an advanced degree in the subjects they taught had greater impact on their learners. A meta-cognitive analysis

conducted by Greenwald, Hedges and Laine (1996) revealed that in 50 percent of their studies there was a significant and positive relationship between the qualifications of teachers (especially among those having a master's or not having a master's degree) and the achievement students. Goldhaber and Brewer (1996) indicated that an advanced degree that was specific in the subject taught indicated higher achievement among learners. The research conducted by Goldhaber and Brewer (2000) and Wilson, Floden and Ferrini-Mundi (2001) revealed that those with degrees demonstrated a better grasp of subject matter and had an impact on their learners' achievements. The positive correlation between teacher qualifications and student learning outcome has been very marked especially in mathematics (Monk & King, 1994; Fuller, 2000; Fuller, 2005).

A large scale survey conducted in the United States in 1999, that was based on the key indicators of English teachers of the Florida state survey, indicated that one-quarter of the English teachers had neither a major nor minor in English (Koppich, 2004). Based on the key indicators of this survey, most of them were still able to teach well in the subject. This indicates that teachers can still be successful at teaching the subject without acquiring academic knowledge in it, and this fact makes it doubtful that subject matter knowledge in the specific subject is essential in teaching. Another research was conducted by the Florida Educator Accomplished Practices that involved twelve practices that were directly related to subject matter knowledge. From the result it was found that the professional teacher had only a basic understanding of the subject he/she taught. Others like Wenglinsky (2000) and Greenberg, et al. (2004) have said that knowledge obtained from postgraduate qualifications at Masters or higher level were not significantly related to students' achievement. There is also evidence to show that teachers with little academic knowledge can be successful in the area of second language teaching as shown by the research conducted by Andrews and McNeill

(2005). They revealed that teachers were able to perform well although they still lacked high levels of academic qualifications (ibid.).

The prevalence of out-of-field teaching (teachers involved in teaching subjects for which they had received minimal training or education) has emerged as a critical but unrecognized problem (Robinson, 1985) mainly because of the lack of accurate information (Ingersoll, 2001). There are a variety of measures used to justify out-of-field teaching (Ingersoll, 2000)) and has been called education's "dirty little secret" (Ingersoll, 2003: 5). The existence of the phenomenon of out-of-field teaching has been of particular concern to those who have supported teacher qualification and quality to ensure professional standards (Darling-Hammond, 2002; Ingersoll, 2003). Other researchers have revealed that out-of-field teaching is detrimental as it attempts to conceal the problem of teacher shortage in many critical areas (Thomas & Raechelle, 2000; Weber, Wooden & Marks, 2006). It has also been pointed out that the practice of out-of-field teaching produces negative and inequitable results (Darling-Hammond, 2002; Ingersoll, 2003; Ingersoll & Curran, 2004).The importance of academic qualifications and the issue of out-of-field teaching has received a lot of attention in recent years (McConney & Price, 2009. However, there is little empirical evidence in literature to show the impact of out-of-field teaching has on teachers (McConney & Price, 2009).

Thus, the research base on academic qualifications and subject matter knowledge is not highly conclusive. Even in subjects where teachers had specific knowledge (mathematics) its impact may depend on other factors like context of the classes taught; and courses taken by the teacher (Monk & King, 1994). It has become difficult to distinguish how subject matter knowledge is related to qualification as research on it is

still in progress. This indicates that academic qualifications may be different from practical teaching. However, it has been pointed out that verbal ability (explaining, questioning, answering and providing directions) and subject matter knowledge were the two most important teacher qualities (Paige, 2002) but research has not provided a distinction between quality of teaching and teacher qualifications (De Luise, 2008). This research on the academic qualifications of English language teachers and their subject matter knowledge of literary devices may provide further evidence on the importance of this issue and fill the gap in research in the local context.

2.9 Expertise of English Language Teachers

Research in trying to understand the nature of expertise and its different forms like novices competent and experts have been in progress since mid-1990s and they have been conducted by experts like Leinhardt and Greeno (1986. The differences between novices, competent and experts especially in their subject matter knowledge, instructional practices, information and familiarity of routines and management of lessons revealed how these groups performed and used their knowledge (Berliner, 1986). Attempts to study the differences between the different groups have encountered problems, namely in the methods that were used for the identification of novices, competent and experts, the difficulty in differentiating between their experience and the knowledge system used to investigate and understanding expertise (Berliner, 1986). It has been mentioned by Palmer et al. (2010; 15) that the "most common indicator associated with the development of expertise has been that of experience, usually defined as years of experience." Munby, Russell and Martin (2001) consider research on novice-expert teacher as a subset of knowledge use and acquisition. It has been mentioned by McHugh and Lake (2010) that expertise is further enhanced by sound education that enables the acquisition of skills.

Research to investigate the differences in the thinking and knowledge and knowledge of the different groups was conducted at the Learning and Research Center at the University of Pittsburgh by Leinhardt and Smith (1985) and Leinhardt and Greeno (1986). These researchers revealed that the subject matter knowledge of expert teachers was more complex and multidimensional when compared to novices. Others like Munby, Russell and Martin (2001) viewed research on novice and experts as a subdivision of knowledge acquisition, use or practice. However, Berliner (2002) informs that there is still a lack of scientific knowledge regarding expertise.

Attempts to conduct research into expertise that is a relatively new field of inquiry has been well described by Berliner (1986, 1987, 1988). It has been expressed by Schepp et al. (1998) that the most prevalent method of studying expertise has been to compare the activities and performances of novices and experts. According to Berliner (2000), the five stages are novice, advanced beginner, proficient, competent and expert. Each one of these five stages is marked by distinct features The novices are also inflexible, focus directly on the objectives, conform to rules, learn higher order of questioning and the reinforcement of ideas that enables them to gain experience (Berliner, 2000). Although research has shown differences between novices and experts in various disciplines, not much research has been conducted to show how one moves from a novice to an expert (Berliner, 2002). Berliner's (2002: 111) "development continuum" that is based on the general model of the "stage theory" of Dreyfus and Dreyfus (1986: 6), has five stages through which a novice goes through to become an expert.

The novice is a first-year teacher who is a "greenhorn" or a "new recruit" into the profession (Berliner, 2000: 108). The planning of novices are less efficient, less

elaborate and they tend to focus on superficial features of problems (Livingston & Borko, 1989). Carter et al. (1988) have indicated that novices do not have sufficient experience to provide exact interpretations because their schema is not well developed like that of experts. Berliner (1986) states that novices in many disciplines have literal views of situations. As novices are first year teachers they are less experienced with limited knowledge (Boyd et al., 2008).

The Knowledge Growth in a Profession Project conducted at the Stanford University (Steinberg, Marks & Haymore, 1985; Shulman, 1986, 1987; McGraw, 1987; Grossman, 1987a, 1987b, 1987c; Wilson &Wineberg, 1988) to find out the part played by subject matter knowledge in instructions among novice secondary schools teachers indicated that they relied more on what they had majored in universities to help them develop their own lesson strategies. Later, research was conducted to show the difference in 'craft knowledge' and its content-specific nature between novices and experts (Petterson & Comeaux, 1989; Borko, Bellamy & Sanders, 1992). Other researchers focused on different aspects like structures or schemata of knowledge, problem solving or thinking processes of these two groups of teachers (Mumby, Russell, Martin, 2001). They also pointed out that novices paid attention to superficial features while experts could rely on their pool of knowledge that was well organized (ibid.).

After gaining experience, in the second- and third- year the novice moves on to become an advanced beginner which is a developmental stage. The advanced beginner is able to see similarities across contexts and develops strategic knowledge that informs him when to abide or abandon certain rules (Berliner, 2002). At this stage, verbal knowledge and experience tend to merge. According to him the advanced beginner is

also in the learning process, developing his own classroom strategies and is inflexible in behavior.

Many third-and fourth-year teachers become competent (ibid.). Based on Berliner's (2002) research, the competent group is characterized by two features. First, they make cautious decisions of what they intend to do. At the same time they could set their targets and select the methods to attain these targets. Berliner (2002) points out, teachers at this stage are capable of making instructional decisions based on the teaching context and students. Second, they could take control of the situation in which they were placed.

It is only a small number of teachers who become proficient in the fifth year. The proficient teacher has insight, knowhow and awareness and the large amount of experience gained throughout enables him/her to recognize similarities and differences (Berliner, 2002). At the same time, the proficient teacher is intuitive, critical and analytical.

After the fifth year, only a few teachers become experts. Researchers have labeled teachers as experts when they fulfill certain criteria especially in solving problems they encounter (Mumby, Russell & Martin (2001). Research analyses has shown the important components that constitute expert knowledge (Borko et al., 1992; Bereiter & Scardamalia, 1994; Eraut, 1994; Etelapelto & Light, 1999). Although there are differences in their terminology, expert knowledge is basically divided into three components: 1) formal knowledge, (2) practical knowledge, and (3) self-regulative knowledge.

According to Tileston (2004) formal knowledge is also known as declarative knowledge and embodies concepts, principles, ideas and theories associated with subjects and the ability of teachers to use them depends on their deep understanding of their subject matter. Ellis (2009) in his seminal research reveals that the use of formal knowledge requires high awareness of the ability to use that knowledge in practical situations as in teaching. Chi and Ohlsson (2005) and Bowless (2011) have remarked that formal knowledge is the dominant form of knowledge, depends on the individual's subject knowledge and develops with the level of expertise. Bowless (2011) has mentioned the density of formal knowledge among experts is greater in a particular domain and helps them to understand problems differently than the competent or novice teachers. English language teachers need adequate formal knowledge that includes their subject matter knowledge and understanding of literary devices that can assist them to explain the different genres of literary texts.

Practical knowledge or procedural knowledge as explained by Hiebert (2001) consists if deep knowledge of procedures in the form of steps and rules that are sequential for solving problems. At the same time practical knowledge indicates not only what is known but the manner in which one executes these steps logically to arrive at desired conclusions. He further reiterates that if practical knowledge is to be successful, then those involved should possess subject knowledge and critical understanding of the forms and functions of the subject to ensure results (ibid.). In the research conducted by Hiebert (2001) with mathematics teachers, he revealed that there were marked differences in the procedures followed by skilled and expert teachers compared with the unskilled or the novice and competent teachers. His results showed the expert teachers with their deep procedural or practical knowledge were familiar with the steps and functions involved in solving mathematics problems. Their practical knowledge was

also well supported by their subject natter knowledge that enabled them to solve intricate problems with minimal difficulty. The novice and unskilled teachers used standard procedures as their practical knowledge was superficial. From the research Hiebert (2001) concluded that expert teachers were able to provide solutions that best matched the conditions of the problems based on their superior practical knowledge. The need for practical knowledge among English language teachers is essential as it enables them to be familiar with the form and functions of literary devices to explain the literary texts with confidence.

Self-regulative knowledge is the difference in knowledge structure among the novice, competent and expert teachers and is important as it involves subject matter knowledge (Schoenfield, 2010). Grossman (2009) informs that self-regulative knowledge provides the knowledge and understanding of problems and may give-up challenging tacks because they feel their innate ability as inadequate for the task. He further revealed that experience was an essential factor that improved self-regulative knowledge. This idea was also supported by Schoenfield (2010) when he expressed that experts with their superior knowledge are able to control and manage learning situations and accept failures as signals to modify the strategy. Besides that, experts who have high self-regulative knowledge are able to analyse and solve problems quickly as they are familiar with the different steps to a solution while the competent are able to pursue the problem and complete it but take a longer time. Therefore, self-regulative knowledge has a vital role as it determines the manner in which experts, competent and novices perform their tasks.

It has an important role as it forms the essence of professional knowledge. The second component which is practical knowledge is also termed as procedural knowledge and is

an important trait of teacher learning (Bartels, 2006). It is personal, implied and based on intuition. Self-regulative knowledge is used to control and gauge the actions of experts based on their reflective and meta-cognitive skills.

Expert teachers are characterized by their domain-specific knowledge, how that knowledge is organized and its implied nature and Carter (1990) adds that they have extensive curriculum knowledge that enables them to apply that knowledge to particular cases. Bereiter (2002: 384) reiterates that the content-specific nature enables "experts in any field to have both a great deal of knowledge gained through experience and a readiness to take problems." His views on experience enhancing knowledge is also shared by Hawkins, Stancavage and Dossey (1998), Rivkin, Hahushek and Kain (2005), and Rosenholtz (1986). Contrary to these positive findings, research conducted by Hanushek (1997), Martin et al. (2000) and Wenglinsky (2000) found that experience was not a significant or deciding factor.

In the research conducted by Earthman, (1992) and Peskin (1998) differences have been found in the manner of the responses between novices (college freshmen) and experts (graduates) in English. Earthman (1992) who identified differences between novices' and experts' initial responses to short stories and poems was based on the reader-response framework. By using the think-aloud protocols, he found that novices (college freshmen) were interested in a single right answer, attempted to arrive at the answer within a short time, did not revise their initial ideas and could not understand well difficult passages. In contrast, Earthman (1992) pointed out that experts (graduates in English) were able to make better inferences from literary texts than novices, often revised their answers, approached their texts with an open mind and were able to use

their prior knowledge and contents in the texts to obtain their meanings and interpretations.

Peskin (1998: 252) also used the think-aloud methods from the psychological perspective to compare novices (undergraduates and high school students) and experts (graduates in English). Among the differences he discovered were novices used general comprehension methods like re-reading to understand difficult poetic language and "when meaning broke down, most… had access only to very general reading strategies and experiences in the comprehension of prose." According to Peskin (1998), when experts faced difficult and unclear passages, they did not use comprehension but commented on "how" language was used in the passage. The experts also concentrated on the wordplay especially on the binary oppositions and structures that provided useful clues to understand the meaning of the language.

In the local context Aini Hassan (2005) has mentioned that based on expertise, the history teachers were divided into three groups namely novice, competent and expert. It was further mentioned that the expert teachers were better as they had greater conceptual understanding of subject matter knowledge. This study adopts the same classification for English language teachers based on the number of years. The present study was undertaken to explore the differences among novice, competent and expert English language teachers in the subject matter knowledge of literary devices familiarity with the use of literary devices and understanding of the functions of literary devices among English language teachers as mentioned in Chapter 1, section 1. 1.

This section deals with the development and nature of expertise. Researchers cite Berliner's guidelines (1994) in their selection of the samples in expertise. The section

also provides the characteristics, skills, and knowledge base that distinguish experts and novices who exhibit superior performance for representative tasks in their domain. The knowledge base of experts is also differentiated by their formal knowledge (declarative knowledge), practical knowledge (procedural knowledge) and self-regulative knowledge.

2.10   Research on Subject Matter Knowledge: An Overview

Research into the subject matter knowledge teachers began in the early 1979s when it was mainly related to the investigation of the decisions and planning of teachers and was conducted by researchers who looked into information processing through different strategies like thinking aloud and interviews (Yinger, 1986.) Research at this time also attempted to investigate differences into novices and experts in their thinking processes (Carter, 1990; Schempp et al., 1998). Research at this time focused on the exploration of thought processes of teachers that is what they planned and how they conducted their instructional practices (Freeman & Johnson, 1998) and it was also referred to as 'teacher knowledge research.'

There was a shift in the 1980s from the prescriptive to descriptive research that focused on teacher education (Grossman, 1990). Review on teacher education stressed on research conducted on subject matter knowledge that became an important aspect of knowledge base for teachers. It became a new area of research among important researchers like Shulman (1986, 1987a); Barnes, (1989); McDairmaid, (1989); Grossman, (1990); Fennema & Franke (1992); Ferguson & Womack (1993) and Fenstermacher (1994). Later, researchers especially in the 1990s recognized that teaching was a complex cognitive skill as it was influenced by other external factors

like practical knowledge, beliefs, values and their teaching environment of teachers (Freeman & Johnson, 1998).

There were two major projects of in-depth studies on subject matter knowledge of teachers. The first under the supervision of Shulman named "Knowledge Growth in a Profession'" (KGP, 1984-1987) at the Stamford University and the other at the National Center for Research on Teacher Learning (NCRTL, 1991) at the Michigan State University. The KGP research programme was conducted to discover how knowledge develops in teaching and how teachers can change their understanding of subject matter to help learners (Grossman, 1988). The important ideas that emerged from this research were related to the subject matter knowledge of teachers and the importance of prior knowledge (Grossman, 1988). Apart from subject matter knowledge, pedagogical content knowledge also emerged as an important component for understanding subject matter knowledge. Grossman and others like Shulman emphasized that the results of this research should be further developed especially on how subject matter applies to classroom instructions.

The NCRTL programme was mainly to examine the knowledge of mathematics teachers but what developed form this programme can be applied to other subjects. Ball (1988) discovered that mathematics teachers were able to provide correct answers but not explanations as to how to arrive at correct answers probably because of a lack of pedagogy. He stated that there was a need to learn more about how teachers in general can enhance their understanding of their subject matter to teach better. These research focused on teachers and the findings provided a framework to teachers as to what they have to know and understand in order to teach better.

Another research was conducted by McDiarmid and Wilson (1991) who worked on an alternate method programme for mathematics education. This research indicated that the method was not important but the teachers' subject matter preparation and knowledge were more important. In another research conducted by Leinhardt and Smith (1985) on expert and novice teachers' subject matter knowledge of mathematics revealed contrasting levels of understanding of their subject matter knowledge. The researchers found a complex linking of meaning and understanding of fractions. While the novices lacked deep understanding of the structures that lead to their inflexible instructional approaches, the experts were able to provide elaborate and meaningful explanations to their learners. Hence, it was stated by Leinhardt and Smith (1985) that there was a need for domain specific knowledge as an important foundation for good teaching.

2.11 What is Subject Matter Knowledge?

It may not be easy to define the phrase "subject matter knowledge" for anyone to understand. In attempting to define "subject matter knowledge" of pre-service mathematics teachers, Ball (1988b) has mentioned:

> Subject matter knowledge, although attracting increased attention (Shulman,1986), is presently mired in a morass of differing conceptions and definitions. (Ball, 1988a),..[we] deal directly with one aspect of prospective teachers' subject matter knowledge-substantive knowledge-and, more subtly with a second–their knowledge of mathematics (Ball, 1988b: 6).

Conant (1963: 93) has emphatically mentioned that "if a teacher is largely ignorant or uninformed he can do much harm." This fact was further reiterated by Shulman (1986: 5) when he said that "a person who presumes to teach subject matter knowledge of that subject to children must demonstrate knowledge of that subject matter prior to teaching." Subject matter knowledge for the preparation of teachers for any discipline has been explained by Shulman (1986), Hill, Dean and Geoffery (2005) and McNeil

(2011) as knowledge that is defined by the options that represent the different aspects of knowledge. Research work on the subject matter knowledge of teachers has been a new area and literature on it is still growing. When commenting on this knowledge base, Barnes (1989) said that the decisions of teacher have to be well grounded in his/her subject matter knowledge. According to Kennedy (1990: 3) subject matter knowledge refers to a "set of skills; for others it means a set of ideas or concepts; for still others it may mean a way of reasoning about certain kinds of problems."

The importance of subject matter knowledge has also been alluded by Borphy (1988; 1991) when he noted that teachers who have an abundance of subject matter knowledge that is readily accessible, can teach dynamically and present their knowledge in diverse ways, respond readily to student's questions and encourage critical thinking in their discussion. Subject matter knowledge has become important although recent research has paid much attention to pedagogical content knowledge (Carter & Doyle, 1989: Fieman-Nemser & Parker, 1990, Ball, Thames & Phelps, 2008). As Norrel (1994) and Anderson, & Hounsell (2007) have mentioned subject natter knowledge is essential to teaching because it influences what and how teachers teach knowledge of disciplinary structures that might influence how they present their subject to their learners. He further adds that teachers have to be well equipped with their subject matter knowledge so that they can make decisions on what and how to teach and the types of materials that can be used for lessons. Further, Connelly et al. (1997: 674) claims that "Teachers' knowledge is an essential component in improving educational practice." Moje (2007) further adds that the disciplinary knowledge relevant for any option consists of:

   a.   subject matter knowledge that is considered expert knowledge,

b.   knowledge that is generated in response to their daily needs in teaching,

c.   knowledge that is used in everyday life and

d.   different ways of producing knowledge.

Schwab (1964), Shulman(1986) and Moje (2007) when describing subject matter knowledge claim it consists of content, substantive and syntactic knowledge of a discipline. They defineed content knowledge as factual knowledge and important concepts that are essential for instructional practices (ibid.) When teaching literature, English language teachers need content knowledge of the important literary figures, their works and the main ideas, concepts and themes in their works. The substantive structures "of a discipline include the explanatory frameworks or paradigms that are used both to guide inquiry in the field and to make sense of the data" (Grossman, Wilson & Shulman, 1989: 29). The substantive structures are the methods of inquiry like the formalistic approach or New Criticism, reader response or transactional approach, schema approach, literary stylistic approach, new historicism approach, biographical approach, and language–based approach that can provide a general knowledge of the underlying principles that can be used to understand literary works. Knowledge of substantive structure is gained during undergraduate studies and it has important implications as it influences ones instructional practices. Syntactic knowledge is the way in which research moves forward from interpretation to conclusion and depends on how the principles and evidence can be applied to bring about new knowledge into the discipline.

Synthetic knowledge is necessary for the development of subject matter as it emphasizes on reasons, meaning and connections specific to the field or subject (Darling-Hammond, 2006). This knowledge leads to the establishment of truth and

validity. For example, good grammar consists of a set of rules for determining what is right or wrong in spoken or written language. When synthetic knowledge is ignored there will be wrong aspects associated with language. Therefore, language teachers need to be knowledgeable of the synthetic structures of grammar so as not to leave learners unsure of grammatical rules of the language.

Farnham-Diggory (1992) divided knowledge into five categories. These five categories are not hierarchical but interdependent and they are declarative knowledge, procedural knowledge, conceptual knowledge, analogical knowledge and logical knowledge. Of particular importance to language teachers are declarative and procedural knowledge.

Declarative knowledge is mainly factual and can be obtained from teachers by learners. It refers to all the information that is purely factual and is transmittable knowledge that teachers want the learners to know at the end of the lesson. As mentioned by Farnham-Diggory declarative knowledge does not indicate or refer to the meaning but only to the transmission of facts as information regarding a topic (ibid.). According to Tilestone (2004) declarative knowledge is what the teachers would like to impart to their learners in order to help them later to perform any required task.

Apart from declarative knowledge, procedural knowledge also plays an important role. Research on teaching tends to show that having an abundance of procedural knowledge is essential and helps in teaching (Johnson, 1994; Carter et al., 1987; Calderhead & Shorrock, 1997; Tsui, 2003, Evagrow, et al., 2015). Procedural knowledge refers to what the language teachers want the learners to do as a result of the leaning. The importance of procedural knowledge has been shown by Leinhardt and Greeno (1986) and Evan and Ball (2009) in their study among experienced teachers who were

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characterized by a variety of instructional methods or routines. Procedural knowledge is essential for English language teachers who teach literature given its importance in understanding the complexity of literary texts. By using the literary devices, the language teachers can provide a different way of looking into the language aspect of literary texts. By equipping themselves with procedural knowledge of literary devices, it helps them to find out which literary devices work and what do not when they confront literary works. As Farham-DIggory (1992) comments by having knowledge of these concepts and understanding them well, language teachers can become versatile after numerous exercises and practice. With procedural knowledge of the different stylistics devices, language teachers can use that knowledge to interpret poems to show the learners its real meaning. Literature teachers can show how the different literary devices work together to provide better understanding. Thus, procedural knowledge is of great importance to English language teachers. In addition, Farn-Diggory (1992) revealed that declarative knowledge (formal knowledge) and procedural knowledge (practical knowledge) were also important for teachers. Declarative knowledge consists of concepts and principles and deep understanding of the subject (Tilestone, 2004). This form of knowledge is essential for teachers to teach the subject. Procedural knowledge consists of the different steps and methods relevant for teaching the subject (Hiebert, 2001). This form of knowledge enables English language teachers to be familiar with the use and understanding of the functions of literary devices to teach the literary texts.

In this study, the definition provided byMoje (2007) subject matter knowledge is used as it refers to the content knowledge *per se* in the minds of English language teachers. This knowledge is personal and related to the context of the subject and depends on the academic qualifications and expertise of English language teachers. This form of

content knowledge encompasses the substantive structure that represents the concepts and principles and the syntactic structure that helps to justify and validate facts in the subject domain.

This research attempts to find out the subject matter knowledge of stylistics among English language teachers who are presently involved in the teaching of the different genres in the literature component. In the light of this research, it is necessary to see whether there are differences in the subject matter knowledge among English language teachers who are presently teaching the literature component. It is assumed the different groups namely English major, English minor, TESL and KPLI language teachers have sufficient subject matter knowledge of literary devices as they have completed academic courses in literature provided by the different institutions of higher education.

Subject matter knowledge for the preparation of teachers has been explained by Shulman (1986) and Hill Dean and Geoffery (2006) as essential knowledge and defined by the options that represent different aspects of knowledge. Shulman (1986), and Moje (2007) have mentioned that subject matter knowledge consists of substantive and syntactic knowledge. Substantive knowledge consists if the explanatory framework that helps to guide inquiry in the field (Grossman,Wilson, & Shulman, 1989: 29) like the Formalistic Approach, New Criticism and Reader Response Approach. Syntactic knowledge leads to the establishment of validity in the subject. English language teachers need to know good grammar to determine what is right and wrong in written or spoken language).

2.12 Importance of Subject Matter Knowledge in the Context of Current Literary Changes

Since 1985, researchers like Clandinin (1985), Lampert (1985; 1990), Ball and McDiarmid (1990), Grossman, Wilson and Shulman (1990), Leinhardt (1990) and Darling-Hammond et al., 2005) have critically examined the importance of subject matter and have recognized it as pivotal to instructional practices. This construct (subject matter knowledge) has been implicated with instructional practices at all levels of teaching because of its dynamic nature (Lyons, 1990). For instructions to be effective one should be knowledgeable in his/her subject matter and be aware of the misconceptions that may arise among the learners and interfere with their (learners) understanding of the content (Porter & Borphy, 1988; Rusznyak, 2011). Literature on the subject matter knowledge of teachers produced in Canada and the United States have emphasized its importance as crucial and as a key factor in instructional practices and learning (Malakolunthu, 1999; Kitchen & Petrarca, 2013). Based on the research evidence provided, it shows that subject matter knowledge, skill and understanding of teachers have an important role in enhancing the teaching of a subject (Shulman, 1983; Sykes, 1999; Kuntz, et al., 2011).

It has been stated that subject matter knowledge entails more that acquiring facts and delivering them later (Connelly, Clandinin & He, 1997; Ball, Rowan & Ball, 2005). In stylistics, the literary devices and concepts require explanations and multiple examples. Thus, English language teachers have to be prepared to use their subject matter of literary devices to explain, interpret, discuss in a manner that has value for learners. If subject matter is removed or isolated from instructional practices or activities, it can remain out of reach for students and may be difficult to understand (De Luise, 2008). As Young and Muller (2010), mentions the subject matter knowledge of teachers and

their thinking can be used to help learners develop new ideas to solve problems. English language teachers should have conceptual understanding of stylistics and be prepared to explain these devices for the benefit of the learners. For example, to teach literary devices successfully to second language learners who may be less sophisticated in their English language, requires new and easily accessible ways to teach it. English language teachers with sufficient knowledge and understanding of the subject matter of literary devices may be able to provide adequate explanations. As Qhobela, et al. (2014) point out teachers with inadequate subject matter knowledge and understanding may not be able to critically evaluate the substance and authenticity of a given text. As such teachers who lack subject matter knowledge can adversely affect their class instructions (Grossman, Wilson and Shulman, 1990).

The literature component that has been introduced is a tested section in the two main public examinations (PT3 or Ninth Grade Assessment Examination and SPM or Eleventh Grade) has been included "to show as to how language is used for particular purposes" (MoE, 1999: 13), To teach the component English language teachers need to scrutinize and analyse the language in the literary texts and show the learners how language has been used. The learner's understanding of the language in literary texts helps them to realize that stylistic knowledge can be helpful and interesting (Short, 1996). Apart from fulfilling the needs of the examination, the learners may find reading these literary texts interesting and rewarding as stylistics help to increase their knowledge of the language that could be relevant when they face other literary texts.

Research literature tends to support the importance of subject matter knowledge that is required to make a shift from conventional to constructivist methods of learning. In order to provide instructions in new ways especially in second language classes,

teachers need to understand the relationship among these different aspects of subject matter. The knowledge and understanding of stylistics and literary devices among English language teachers' could inform their use in the second language classrooms.

2.13   Popper's Theory and Knowledge Development

Popper's theory strikes at the essence of knowledge development. It explains from where knowledge comes and later develops into a dynamic force. Any form of research related to the development knowledge of teachers requires a framework that shows an understanding of how they come to know. Many researchers have described the different divisions of the knowledge of teachers while others have mentioned of what teachers know, how that knowledge develops, how it is used and for what that knowledge is used. There are strong similarities between these studies and the conceptualization of knowledge of teachers by Fennema and Franke (1992; Education Conference in Belize; 2015) as they are related to the teaching of mathematics. However, it is essential to find out how knowledge develops.

The important ideas contained in Popper's theory are the identification of a problem (P), a theory is suggested as a tentative solution (TS), the theory is implemented to eliminate the errors (EE) and by eliminating the errors new problems can be discovered.

2.14   The Notion of Understanding the Functions of Literary Devices

The construct 'understanding' commonly denotes a variety of mental structures and processes. Nickerson (1985: 217) views 'understanding' as "connecting of facts, the relating of newly acquired information to what is already known and the weaving of bits of knowledge into integrated and cohesive whole." The linking of ideas and

information to form a whole is an important feature of understanding (Hounsell, 1984). According to Barnet (1994) and Bain & Miral (2006) understanding is a central concept and mental state that provides flexibility in application, helps further learning and also develops critical abilities. McTighe and Self (2014) have mentioned that understanding enables one to explain, interpret, transfer and apply ones knowledge in new situations. It can be seen that understanding is different and includes knowledge that goes beyond the mere possession of knowledge.

The influence of understanding has become increasingly important because of the dynamic nature of knowledge. However understanding has not been a spontaneous cognitive activity among teachers, as such it does not have a high priority among teachers (Sandberg & Bernard, 1997; Anderson & Hounsell, 2007). Furthermore, teachers tend to have their own perceptions, abilities, skills, attitudes and beliefs that could influence their thinking and understanding. The subject matter knowledge of teachers can be further enhanced by their depth of understanding of the relevant subject and teach their own area of specialization with greater confidence (Newton, 1999; Ball, 2008). Newton further remarks that the importance of understanding can be minimized if the subject taught has to be examined as a combination of limited understanding and memorization can help the learner to pass examinations (ibid.).

Brown, Collins and Harris (1978) have remarked that those who understand have a different level of knowledge as it involves the active participation of the person. It has been stated that in-depth understanding and subject matter knowledge are closely linked (Fadzilah Abdul Rahman & Zuraini Jusuh, 2012). Understanding is further explained by Hiebert and Carpenter (1992; Cofre, et al., 2015) who say that a fact or idea is understood if it becomes a part of a network of representation and the level of

understanding of a fact depends on the strength or links it makes within this network. As understanding is an active process, it needs computational ability to connect ideas to what is already understood and known so as to make the whole process more cohesive (Nickerson, 1985; Darling Hammond, 2006: McNeil, 2011).

The issue of understanding has become important because of the claim that is made on itself. It has been said that teachers who understand their subject matter well are able to transfer or use it in new structures that can help in the achievement of learners. Although achieving an understanding of something may be difficult, it is an indicator of the quality of learning (Newton, 1999 Ball, 2008). Achieving an understanding of one's subject matter is essential and cannot be overlooked, as it implies the ability in one to recognize the faculty of reasoning that enables one to be a careful, discerning and critical reader (Nickerson, 1985; Darling Hammond, 2006).
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When English language teachers understand the functions of the various literary devices, they can explain, interpret and justify their answers by providing examples from the related literary texts. With their understanding of the functions of the literary devices they can use them by adapting what they know to other texts. Hence, understanding of the essential facts   of literary devices enables teachers to transfer them to new situations (McTighe & Self, 2014).

2.15   The Notion of Familiarity with Use of Literary Devices

The notion of familiarity with use of literary devices is often associated with understanding and is linked to subject matter knowledge. The idea of use has become an important aspect of instructional practices as the ability to use what one knows depends on how much of the subject matter has been understood by the individual.

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Much of the research conducted in this area is related to metacognitive skills that require the use of subject matter knowledge based on one's thought process (Brown, 1978: Liu, Liu & Wang, 2015). Further studies conducted by Brown and others (Brown et al., 1978; Luft, et al., 2013) show that those with high metacognitive ability tend to show more spontaneous use of their skills and knowledge. Competent and expert teachers are familiar and able to use their knowledge in different ways with confidence (Wang & Palincsar, 1990; Martinez, 2014). In this respect familiarity with the use of literary devices among English language teachers can be viewed from two perspectives. They are planning and self-monitoring

The research conducted by Stough and Palmer (2003) have revealed that there are differences in the manner experts and novices use their knowledge. This is further supported by Palmer et al. (2010) and Gorijian, Parviz and Aalipor (2013) in their study that mentions experts think and use their knowledge differently compared to the novices. As experts are familiar with their knowledge-base which is structured differently, they tend to access and use it efficiently compared to the novice (Berliner, 1994). Others like Errison, Krampe and Tesch-Romer (1993; Palmer et al., 2010) have argued that it is the practice or use of knowledge in a specialized field which is crucial for the development of expertise. As such the familiarity and constant use of knowledge among experts in their domain makes them better than the novices. As novice teachers lacked sufficient knowledge they were unable to monitor, plan and use their knowledge efficiently compared to experts (Owing et al., 1980; Palmer et al., 2010).

2.16   Summary

This chapter has presented an overview of the position of English language in

Malaysia. It also contains the development of literature and the literature component

within the Malaysian context. The chapter has also outlined the theoretical assumptions

underpinning subject matter knowledge of literary devices, familiarity with the use of

literary devices and understanding of the functions of literary devices which are

important constructs of this study. Besides that, this chapter carries a comprehensive

background description of stylistics and literary devices, academic qualifications and

expertise that have helped to guide the development of the instruments of this study

CHAPTER THREE

METHODOLOGY

3.0   Introduction

This chapter begins with the Objective Knowledge Growth Framework based on
Popper's theory that guides the growth of professional knowledge among teachers.

This research follows a qualitative and quantitative method of data collection and
contains several sections. Discussions in this chapter focus on the research area,
research instruments, the sampling criteria for the questionnaires, worksheets and
interviews, the validity and reliability of the instruments. This chapter will also discuss
the research method, data collection and analysis procedures, and the pilot study.

3.1   Theoretical Framework

The knowledge-in-practice for teachers has been extensively examined by several
researchers like Shulman (1987), Schon (1995), Cochran- Smith Lythe (1999), Dean
and Geoffery (2005), Moje (2007), De Luise (2008) and Barry (2010). Many theoretical
models have been put forward by researchers like Pajak (2003) and Britton and
Anderson (2010) to explain knowledge-in-practice for teachers that forms the most
essential knowledge and is perceived as subject matter knowledge. This study looks into
specific aspects of knowledge-in-practice by proposing the Objective Knowledge
Growth Framework (OKGF) which is based on Popper's theory that helps to guide the
development of professional knowledge among teachers. Thus, if practising teachers are
to understand and develop their professional knowledge, perhaps they ought to follow a
framework that would help and provide guidance by showing the methods they follow
to solve the problems they have set out to solve. Furthermore, the framework would
provide teachers with the opportunity to understand their professional knowledge based
on the assessment of their needs. The use of the OKGF allows teachers the autonomy to

identify their own weaknesses or errors inherent in their knowledge that need to be addressed and allows them to be cautious of the taken-for granted assumptions of the nature of the use of knowledge.

Popper (1979) considered learning to be a constant process of problem solving, a process that can be succinctly described through the visual scheme he presented as indicated in Figure 3.1.

P $\longrightarrow$ TT $\longrightarrow$ EE $\longrightarrow$ P1
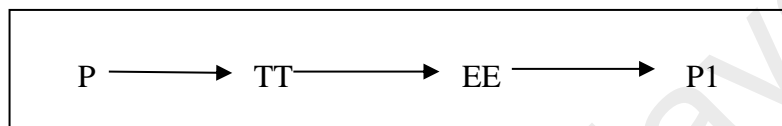
Figure 3.1   First Phase of Popper's Theory

In this scheme P represents a first noticed or encountered problem. These problems are the starting points for learning or the beginning of the knowledge building process and they can be anything that one is engaged in (Popper, 1979).

After the recognition of a problem situation, the next stage in Popper's theory is the formation of a tentative theory (TT) that is proposed to solve the problem or resolve the discrepancy. Although described as a tentative theory, Popper had envisioned that any form of solution that purports to solve a problem that admits testing through practice can be accepted in principle as a tentative theory (Schon, 1995). In a study conducted by Chitpin and Evers (2010) their proposed their TT was the UbD Design Standard Stage 2 that used a variety of assessments to obtain evidence of the learning of students and if one assessment tool did not provide the answer required, then a subsequent assessment was used.

When there is evidence that the desired result is not obtained in a situation, it is an indication of the presence of errors or discrepancies that the TT chosen has not been efficacious in solving the problem. In fact, the TT that is supposed to overcome the

problem has created difficulties, thereby resulting in errors. The elimination of errors (EE) is the critical examination of the tentative theory that has been "put to the test" in a real situation to determine whether it will be successful. Based on their research findings, Chitpin and Evers (2010) have mentioned that any single assessment cannot provide authentic results of the real situation as there may be inherent weakness that can lead to errors or problems. They have suggested further assessments be conducted in order to solve the problem and remove recurring errors inherent in the first assessment (ibid.).

Danielson (2002) has mentioned that the identification of problem begins with a situation that needs immediate attention. Based on the discussion in this study, the problem is to investigate the subject matter knowledge of literary devices of English language teachers who are presently involved in teaching the literature component. There are also other factors that influence the subject matter knowledge of literary devices like the familiarity the use and understanding of the functions of literary devices among English language teachers. This problem is further compounded as a result of the differences in their academic qualifications and expertise among English language teachers.

The English language teachers' expectations are also driven by a tentative theory (TT). A tentative theory as indicated by Popper (1997) helps to solve the problem and as mentioned by Chitpin and Evers (2010) there are different forms of assessments can be used to solve problems. In this research different instruments as forms of assessment were used to investigate and find out more of the nature of the problem which was to understand the subject matter knowledge of literary devices of English language teachers. There were three methods of assessment that were used namely

questionnaires, worksheets and interviews to obtain an objective indication of the level of subject matter knowledge of literary devices among English language teachers.

The different types of assessment forms or instruments that were used were systematic attempts to examine the subject matter knowledge of literary devices of English language teachers based on their academic qualifications (English major, English Minor, TESL and KPLI) and expertise (novice, competent and expert).. The analysis of the questionnaires may reveal the disparity in the subject matter knowledge of literary devices among the different groups of English language teachers. Therefore, it may be necessary to narrow the gap and eliminate the errors (EE) inherent in their perceptions of subject matter knowledge of literary devices. In order to bridge the gap and narrow the difference, another form of assessment like the worksheets and interviews were used to understand further their subject matter knowledge of literary devices among the different groups of English language teachers.

The OKGF can be helpful to improve the professional knowledge through assessment by continuously understanding the problem, tentative theory and the elimination of errors. The data from the different forms of assessment which are the instruments namely questionnaires, worksheets and interviews can offer helpful insight and provide pragmatic approaches to overcome the problems, minimize the errors and lead to the development of professional knowledge that, in turn may promote the utilitarian use of the research process (Biesta & Burbules, 2003). A major strength of the OKGF process is that the various problem-solutions and the error elimination aspect that help to develop knowledge can contribute to the development of theoretical knowledge through practical application (MacKeracher, 2004).

3.2   Research Site

There is evidence to show that research on teachers has been conducted in the Northern Peninsula Malaya especially in the states of Penang, Kedah and Perlis (Susan Yong and Aminah Ayob, 2005; Siri Sena Banu et al., 2006 and Nooridah Yakob et al., 2012). It is the intention of the researcher to conduct this study in an area with a fair distribution of English language teachers. Additionally, a fair distribution of academically qualified English language teachers with sufficient expertise would be beneficial in understanding how they perceive the literature component.

3.3   Sample of the Study

It is pertinent to define the population on which this research was conducted so that the results and findings obtained would be representative of the population under study (Cohen & Manion, 1980). A district was chosen randomly out of the eleven districts in the state of Kedah which is located in the north of Malaya. Figure 3.2 shows the state of Kedah in Malaysia and Figure 3.3 shows the Kulim District.

Figure 3.2   Map Showing State of Kedah in Malaysia

Figure 3.3   Map Showing Kulim District in the state of Kedah

The random selection was done according to the method mentioned by Mills, Gay and Airasian (2009: 124-128). The eleven districts in the state are shown in Table 3.1 and one district was selected for this research.

Table   3.1. Districts in Kedah (Source: District Education Office)

1	Kubang Pasu	7	Sik
2	Padang Terap	8	Kuala Muda
3	Pokok Sena	9	Baling
4	Kota Star	10	Kulim
5	Pendang	11	Bandar Baru
6	Yan		

All the districts were arranged in consecutive numbers from 01 to 11 and each district had the same number of digits as the others. An arbitrary number from the list was selected. The district that was selected with the help of officers at the state education office was Kulim. The target population of this research consisted of all the English

language teachers in the district and the researcher focused on this population of English language teachers. Using the research questions as points of reference, the sampling criteria and procedure was done with these factors in mind: geographical location of schools, academic qualifications and expertise of English language teachers.

A sufficiently large sample is necessary in order to use inferential statistics. It is imperative that the sample size is large enough to reduce the magnitude of variation or error. According to Creswell (2003), if the sample size is large enough, the mean of the samples would be distributed normally and therefore, the mean of the sample would reflect the mean of the population. A sufficiently large sample can reduce the standard error of the mean which means the larger the sample, the more representative of the population it would become (Burns, 2000). According to Isreal (2003), a sample size of about 200-400 is needed for inferential statistics especially analysis of variance. This study used cluster sampling in order to choose the sample that consisted of all English language teachers in the chosen district. According to Isreal (2003) cluster sampling involves the entire population, and is most suitable for a population of about 200. He further reiterated that in this sampling, the entire group is sampled so as to reduce sampling error and each individual's data in the sample was included.

Other similar studies to in Malaysia that were based on the same sampling technique was by Bastione (1980), who conducted a study on the perceptions of moral education among teachers in selected schools. She drew her sample based on a similar sampling method from a district in Johor that consisted of all the 130 teachers who taught the subject. Another method that was used to determine the sample size for this research was based on the studies conducted by researchers who had published sampling tables (Sullivan, 2001; Sekaran, 2003; Neuman, 2006) which revealed that a study can be

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conduct with a sample of about 200. The samples from the above studies provided a guideline in determining the typical sample size that the present study should opt for in order to generalize the findings to all the English language teachers in the state. In order to compensate for unexpected non-responses and incomplete data, the number for each confidence level must be increased by 30% (Israel, 2003). Therefore, for a 90% confidence and ± 10% precision level a research needs a sample of approximately 120-126. Hence, it is then considered that a sample size of 200 is acceptable.

3.4   Research Instruments

The research instruments for this study were questionnaires, worksheets and interviews that were employed to investigate the subject matter knowledge of literary devices, familiarity with the use of literary devices and understanding the functions of literary devices to explain literary texts among English language teachers. These are metacognitive constructs involved in explaining literary texts. The research instruments for the proposed study were developed based on the variables shown in Figure 3.4. The interviews and worksheets were analyzed qualitatively while the questionnaire was analyzed quantitatively using statistics.
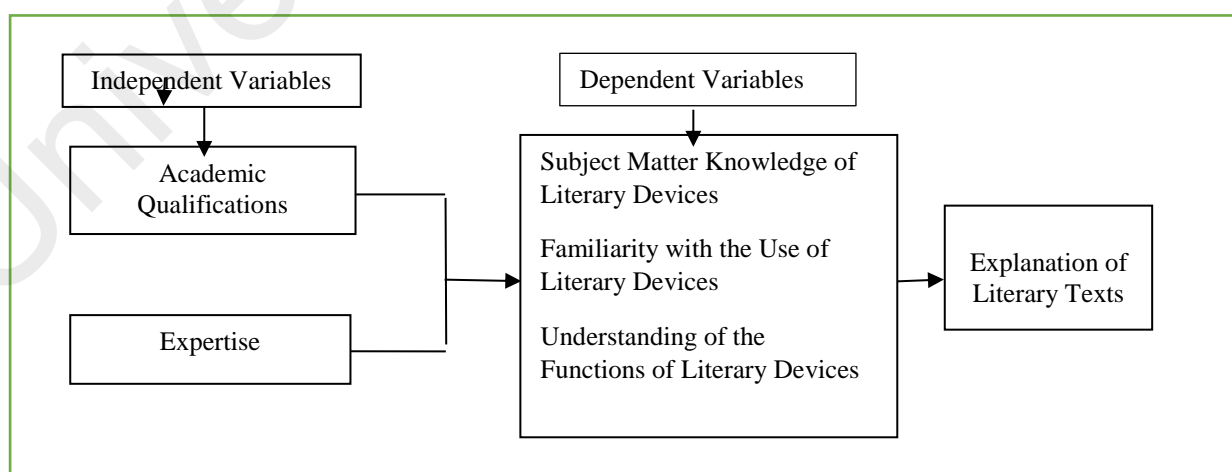
Figure 3.4 Variables Influencing Explanation of Literary Texts among
English Language Teachers adapted from McCrindle &
Christensen (1995:168)

3.4.1 Questionnaires

A questionnaire (Appendix C; p 375.) was used to investigate the subject matter knowledge of literary devices, familiarity with the use of literary devices and understanding of the functions of literary devices of English language teachers. It was prepared after intensive and careful perusal of the existing references on subject matter knowledge and stylistics and literary devices.

The items in the questionnaire address subject matter knowledge of literary devices of English language teachers. The questions are intended to gauge the perception that these teachers have of the knowledge of literary devices to teach the literature component. According to Oppenheim (1995), using questionnaire is an effective way to measure knowledge (p.128). Therefore, a questionnaire was designed to understand the subject matter knowledge of literary devices among English language teachers.

The different items on the subject matter knowledge were developed after going through the research of several eminent researchers like Shulman (1987) Ball (1990) McDairmid and Carter (1990), Grossman, Wilson and Shulman(1990) Nowlin (1991), Simon (1993), Wesley, (1993), Praxis (1993), Chalarkid (1994), Tirosh (2000) who have contributed immensely to the field of subject matter knowledge.

In order to prepare the literary devices content of the questionnaire (Appendix C, p. 375), the references used were from Widdowson, (1975), Fowler (1975), Short and Clandinin (1991), Simpson (1992), Horton (1994), Short (1996b), Clark (1996), Weber (1996), Leech and Short (1981), Jacobson (1987), Manan (2000), Verdonk (2002) and Clark and Zyngier (2003). The questionnaire was also prepared after reading through

other research in the Malaysian context such as *Teaching literature in ESL: The Malaysian context* (Rosli Talif, 1995), *The Curriculum specifications for the literature component in the English language curriculum for secondary schools* (Ministry of Education, 1999), *Linguistic pathways in the study of literature in the Malaysian ESL context* (Subramaniam, 2003), *The incorporation of the Literature Component in the Malaysian ESL syllabus for secondary schools: A study of pedagogical implication.* (Fauziah Ahmad, 2003), *Literature instruction in selected rural schools in Perak* (Che Tom Mahmud, 2005), *Approaches employed by secondary school teachers to teaching the literature component* (Diana Hwang & Mohd. Amin Embi, 2007) and *An investigation into teachers' and students' attitudes towards literature and its use in ESL classrooms: A case study at a matriculation centre in Malaysia* (Wan Kamariah Baba, 2008).

There are thirteen questions in the questionnaire related to subject matter knowledge of literary devices. An extensive reading of several important sources on stylistics and literary devices was undertaken to identify the terms in this section. These questions were adapted to suit the present questionnaire From Widdowson (1975) Questions 17, 19, 21 and 22 were developed. Questions 18 and 23 were adapted from Short and Cladinin (1991). The next three questions (20, 2 and 27) were adapted from Simpson (1992). The last three questions (24, 28, and 29) were developed from Clark and Zyngier (2003).

The instrument also consisted of worksheets (Appendix G, p. 386) that investigated the next component which is familiarity with the use of literary devices. The conceptualization of familiarity in this study is objective familiarity that depends on the teacher's awareness that is required for recognizing the literary devices in the different

genres (Ismeal Ali Ibrahim, 2015). Studies reporting on advantages of familiarity of literary devices have indicated that prior knowledge of the texts is an important element (Alptekin, 2016). Familiarity is another construct that is associated with subject matter knowledge and being familiar with the content enables teachers to disseminate knowledge effectively (Heck, 2008). Other researchers on familiarity like Read (2000) and Mcvee, Dunsmore and Gavelek (2005) have stressed that familiarity works along a continuum ranging from not familiar to detailed familiarity. The familiarity of stylistics and literary devices that are evidence of language forms can facilitate in comprehension and detailed analysis of literary texts (Xiao-hui, Jun Wei-hua, 2007). Another factor that was necessary for high familiarity of literary devices depended on the comprehension of the text that is being used by teachers (Chong, 2016). The different literary texts contain numerous literary devices and some of the common ones are puns, metaphors, alliterations, personifications, similes, imagery and onomatopoeia and language teachers need to have comprehensive familiarity of these devices. At the same time they need to provide explanations for their choices of these devices.

Several references were used to prepare the list of devices for this section on familiarity. Some of them were *Language and literature: an introduction in stylistics* (Carter, 1982), *Stylistics and the teaching of literature* (Short, 1983) *Texts, Extracts and Stylistic Texture* (Guy Cook, 1991), *Linguistic pathways to the study of literature in the Malaysian ESL context* (Ganakumaran, 2003), and *Approaches employed by Secondary School teachers to teach the literature component in English* (Diana Hwang and Embi Mohd. Amin, 2007), Based on the reading of these texts, the different literary devices were selected for this section.

. The questionnaire attempted to elicit detailed information on the following:

a. the demographic and educational background of English language teachers involved in teaching the literature component from Forms One to Five.

b. the influence of academic qualifications and expertise on the subject matter knowledge of literary devices familiarity with use of literary devices and understanding of the functions of literary devices among English language teachers.

c. the significant differences in the subject matter knowledge of literary devices, familiarity with use of literary devices and understanding of the functions of literary devices among English major, English minor, TESL and KPLI (Post-graduate Teaching Programme) language teachers.

d. correlations between subject matter knowledge of literary devices, understanding of the functions of literary devices and familiarity with the use of literary devices.

e. interaction effects of academic qualifications and expertise on subject matter knowledge of literary devices, understanding of the functions of literary devices and familiarity with use of literary devices.

3.4.2 Worksheets

Apart from the questionnaires, worksheets (Appendix G, p. 386) were used to uncover the answers to the research questions posed in Section 1.3 of this study and attempted to compliment the questionnaire. This is the second qualitative method used to investigate the subject matter knowledge of literary devices, familiarity with the use of literary devices and understanding of the functions of literary devices of English language teachers. The content of the worksheets were not designed to test the English language teachers instead they attempted to elicit their subject matter knowledge of literary devices, familiarity with the use of literary devices and understanding of the functions of literary devices. As these worksheets were meant to elicit more information from English language teachers, they could be considered as a tacit form of a test. According to Cohen, Manion and Morrison. (2007: 414-418) such tests are one of the powerful forms of research instruments for collecting data because they share the same features

apparent of non-parametric and researcher-produced tests. The worksheets designed in the form of tests were for a specific sample and meant for individual contexts. The objectives and purposes were designed for the specific needs of the researcher in a particular situation.

As there were different groups of academically trained English language teachers with different levels of subject matter knowledge of literary devices, familiarity with the use of literary devices and understanding of the functions of literary devices, the choice of literary devices used in the worksheets were reasonably simple. The respondents did not have to possess extensive knowledge of literary devices and linguistics. The worksheets focused predominantly on the common literary devices found in the different genres of the literature component such as poems, short stories, dramas and novels. The respondents were introduced to literary devices that were easy to understand and respond to but gradually they were sensitized to particular literary devices in the selected literary texts from the literature component. In Worksheet One, the questions are general like explain meanings of certain phrases, familiarity with the rhyme and giving examples of literary devices in the poem *Leisure.* In Worksheet Two and subsequent Worksheets, the questions are focused on subject matter knowledge, familiarity and understanding of the literary devices.

In short, these worksheets attempted to provide tasks to the English language teachers to respond by focusing on the different literary devices in the prescribed texts based on the literature component. The worksheets concentrated on some of the common literary devices found in the literary texts and are shown in Table 3.2.

Table 3.2   List of Literary devices for Worksheets (Adapted from Wan Kamariah Baba, 2008: 103)

1	Alliteration	6. Foregrounding	11. Metaphor	16. Personification
2	Ambiguity	7. Hyperbole	12. Metonymy	17. Pun
3	Anaphora	8. Imagery	13. Onomatopoeia	18. Rhyme
4	Anticlimax	9. Irony	14. Oxymoron	19. Satire
5	Climax	10 Lexis	15 Paradox	20 Symbol

The literary devices listed in Table 3.2 were selected as they represent some of Pope's common devices in analyzing literary texts (Simpson, 2004). Toolan (1998) also mentions that these devices are useful for exploring and introducing stylistic and literary analysis to novices. The subject matter knowledge of literary devices, familiarity with the use of literary devices and understanding of the functions of the different literary devices of the English language teachers could be established when they respond to the different literary texts.

These worksheets had incorporated some of Pope's ideas of 'textual intervention'. In the text '*Textual Intervention',* Pope (1995) mentions that:

> "The best way to understand how a text works …is to change it: play around with it to intervene in it in some way… and then to try to account for the exact effect of what you have done." (p. 1)

In other words, Pope (1995) points out that readers (English language teachers) have the opportunity of making changes to the texts based on the principle of textual intervention. He stresses that teachers can intervene in the construction and deconstruction of texts "from the merest nuances of punctuations or intonations to total recasting in terms of genre, time, place, participants and medium" in order to understand them better (ibid.). In Worksheet One, Question 1.1, teachers were required to explain the different literary devices. By doing so they can understand the meaning of the poem and at the same time their subject matter knowledge is also assessed.

The literary texts in the literature component recommended by the Ministry of Education were used to prepare the worksheets. The list of texts prescribed for the

literature component is shown in the Appendix A (p.372) and the worksheets were prepared from this list to illustrate the different literary devices shown in Table 3.2.

The worksheets were not confined to a specific genre such as poems, but included other genres like short stories, novels and dramas. It is pertinent to mention here that the stylistic approach is one of the approaches besides New Criticism, Structuralism and Reader Response that can be used to understand literary texts. In other words, apart from looking at the literary texts from a linguistic aspect, there are other methods that can be considered when explaining literary texts such as themes, cultural references and plots which are not within the scope of this research.

For this study, the worksheets were prepared by referring to published sources and also by carefully studying and searching through the different examples and activities provided by experts, scholars and researchers on stylistics like Widdowson (1975; 1992; 1996), Carter and Long (1991) Leech and Short (1981), Maley and Duff (1989), Lazar (1993; 1994), Pope (1995), Short (1996a; 1996b), Toolan (1998), Manan (2000), Zyngier (2002), Clark and Zyngier (2003) and also the suggestions provided by Bes, Burke and Stockwell (2002). The worksheets were developed with specific reference to Short's (1996b: 41-43) concept of stylistics 'upside down' where stylistics complexities were 'softened up or made simpler.' Some of the ideas for the worksheets that were taken from these references were modified to suit the recommended texts in the literature component (Appendix A). These references provided the guidance and acted as the starting point for the development of the worksheets for the four different genres namely poems, short stories, dramas and novels.

The researcher had identified certain characteristics for selecting the sample like pertinent academic qualifications, experience in teaching the literature component, heads of the language panel and those with higher degrees in the subject. Reasons for emphasizing these criteria were they would enable the researcher to maximize sampling diversity to widen the phenomenon under study and to identify a wider range of teachers (Patton, 1990). These criteria were set up to ensure that participants involved in the worksheets would understand, and purposefully contribute to the interest of the researcher. The number of teachers selected for the worksheets depended on the total number of English language teachers in each school.

The worksheets provided a practical and methodological approach of integrating literature in language learning. Also they allow the language teachers to decide whether a stylistic approach to literary texts is suitable, relevant and applicable for their instructional needs. More importantly, the worksheets attempted to find out the influence of academic qualifications and expertise on the subject matter knowledge of literary devices, understanding of the functions of literary devices and familiarity with the use of literary devices of the English language teacher.

3.4.3 Interviews

Interviews are a major source of qualitative data that could be used to understand a problem or situation that is being studied (Merriam, 1988). According to Lincoln and Guba (1985: 273) "[a] major advantage of interviews is that it permits the respondent to move back and forth in time to reconstruct the past, interpret the present, and predict the future, all without leaving a comfortable chair." The semi-structured (Appendix K, p 402) interviews that were used in this research included questions that were designed to draw out opinions and views of selected English language teachers (Creswell, 2003). In

semi-structured interviews information that was obtained was "guided by a list of questions or issues to be explored" (Merriam, 1988: 74).

The objective of the semi-structured interview questions was to probe deeper and get more insight into the subject matter knowledge, familiarity with the use of literary devices and understanding of the functions of literary devices among the English language teachers. Although the semi-structured questions were prepared in advance, there was flexibility and follow up questions to the answers of the participants. These semi-structured interviews were conducted at the convenience of the participants and availability during the research. Although these semi-structured interviews were useful for the researcher to talk to the participants directly, there were difficulties involved such as the participants' "uneasiness with being recorded [which was] drawback" (Merriam, 1988: 81). Further, one has to remember that "all information obtained from participants has been selected, either consciously or unconsciously, from all that he or she knows" and "[w]hat you get in an interview is simply the participant's perceptions" (Merriam, 1988: 84).

In order to collect data for the semi–structured interviews certain criteria were followed to ensure the respondents selected would be beneficial to the researcher. Purposive sample was used to select the respondents from each cluster namely rural, semi-urban and urban, as the researcher required those who were most suitable for the interviews (Creswell & Clark, 2007; Gay, Mills & Airasian, 2009). Wiersma (2000) states that the logic in selecting a purposive sample group is based on information-rich cases that can be studied in-depth. All members of the population were equivalent data sources, but those selected were believed to be information rich cases. The respondents were chosen based on their expertise, relevant academic qualification and experience so that their contributions to the research would be meaningful (Creswell & Clark, 2007). Those

selected formed the focus group for the semi-structured interviews that provided the qualitative data for the interviews.

3.5   Validity of the Research Instruments

Validity is an important component that is used in assessing the quality of the instruments in a research (Vogt, 2007). The validity of an instrument is the degree to which the measured value indicates the characteristics it is intended to measure and reliability refers to the degree with which repeated measurements or measures done under identical circumstances can yield the same results (Lewis, 1999).

A method that can be used to show validity is through methodological triangulation (Lincoln & Guba, 1985; Descombe 1998; Silverman, 2001). This research used methodological triangulation as a means to ensure its validity as three different research instruments namely interviews, worksheets and questionnaires were used instead of one, to show that the findings of the research were valid. An exclusive dependence on one instrument could lead to bias and there might be a distortion in the views of the researcher regarding the area of investigation. The combination of two different methods namely qualitative and quantitative, could give rise to concurrent and content validity (Cohen, Manion & Morrison, 2007). Concurrent validity can be demonstrated through methodological triangulation (Cohen, Manion & Morrison, 2007). In order to show concurrent validity the data obtained from one research instrument must be substantially correlated with the data obtained from the other research instruments.

3.5.1   Validity of Questionnaires, Worksheets and Semi-Structured Interviews

In qualitative and quantitative methods there are three forms of validity namely construct, criterion and content. Content validity, as used in this study, refers to the

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degree with which the content of the questionnaire covers the extent and depth of topics it is intended to cover and is a useful concept when evaluating research instruments (Lewis, 1999; Gay, Mills & Airasian, 2009).

Content validity is the representativeness or sampling adequacy of the content of the worksheets and questionnaire. It combines both item as well as sampling validity and is a true reflection of the content domain (Gay, Mills & Airasian, 2009). For example an instrument designed to measure knowledge of literary devices would have item validity if all the items were relevant to literary devices but poor sampling validity if all the items were only on one aspect of literary devices such as similes, imagery or personification. As such the instrument should cover a wide range of literary devices.

As this questionnaire was adopted and adapted from different sources by the researcher, an important aspect of it was content validity. Gronlund (1998: 202) mentions that content validity is "a measure of determining whether the sample is representative of the larger domain of tasks it is supposed to represent." The items in the questionnaire should explore more information concerning qualifications, subject matter knowledge, expertise and experience of teachers (ibid.). Another issue related to validity was the degree to which this research could be generalized either to a larger population (external validity) or to similar situations. Are the findings of this study generalizable beyond the scope of this research? (Yin, 2003) Although this research was conducted in a district and might be limited in terms of generalizability, Lincoln and Guba (1985) pointed out that generalizations could be achieved when the interpretations could be made comparable and transferable to other similar empirical contexts. Thus, the generalizability of this research would depend on to what extent significant factors such as academic qualifications, expertise, and experiences were similar to those found

elsewhere. Although this research was conducted in a district with English language teachers, the findings could still be generalized because the respondents are representative of a wider population of English language teachers in the state. The findings of this study could be applied to the larger English language teacher population as they have similar educational background, language courses, training (locally and overseas) and language proficiency level (Wan Kamariah Baba, 2008).

Content validity of the questionnaire, worksheets and semi-structured interviews were examined by experts in the field of language and literature. These English language lecturers who are experts in language and literature were asked to determine the content validity of the questionnaires, worksheets and semi-structured interviews. These experts were asked to determine whether the questions matched the objectives of the study and they were not leading or biased. An 80% agreement among the experts would be a determination of the validity of the questionnaires, worksheets, worksheets and semi-structured interviews. Information obtained from the experts for the questionnaires, worksheets and semi-structured interviews would guide the protocols for the actual research. Further, the semi-structured interviews, worksheets and questionnaire were pilot tested.

3.6   Reliability of the Research Instruments

Reliability "is the degree to which a test consistently measures whatever it is measuring" (Gay, Mills & Airasian, 2009: 158) and can be measured numerically to indicate the consistency of the instrument. In qualitative and quantitative research the meaning of reliability differs (Cohen, Manion & Johnson, 2007). In quantitative research there are three types of reliability: stability, equivalence and internal consistency. In this research, the instruments were tested for internal consistency to find out the extent to which the items were consistent individually and within the test (Gay,

Mills & Airasian, 2009). There are four reliability tests to show internal consistency of the instrument: Cronbach's alpha, split half (Spearman Brown correlation), test-retest and Kuder Richardson. For this research, the main instrument which is a questionnaire was tested using the Cronbach's alpha coefficient. A high reliability coefficient or index equates to a high reliability and a low index indicates low reliability. The test-retest method was used to establish the reliability.

3.6.1 Reliability of the Questionnaires, Worksheets and Semi-Structured Interviews

According to Silverman (2001) methodological triangulation can be used to address reliability. As this research used three different instruments to investigate the responses of English language teachers, a high agreement of the data collected from these three instruments could provide a more reliable interpretation of the data. The researcher used methodological triangulation as the basis of reliability in this research. Survey questionnaires and worksheets (quantitative method) were used with English language teachers, and the results obtained from them was supported by the findings from the semi-structured interviews (qualitative method). The reliability of the worksheets was established by using the test-retest method while the reliability of the questionnaire was tested statistically using Cronbach's alpha coefficient. A reliability score that is close to 1.00 would mean a high reliability level and contains minimum error variance, indicating that the measurement errors are small (Hair et al., 2006).

In this study, the worksheets were developed by referring to published resources such as Lazar (1993), Pope (1995), Short (1996a) and Toolan (1998). These references acted as guidance and starting points for the development of the worksheets. The worksheets were adopted with specific reference to Short's (1996b: 41-43) concept of stylistics

'upside down' where stylistics complexities were 'softened up or made simpler'. Some of the ideas from these references were used as examples to develop the worksheets (Appendix G, p. 412) for the recommended texts in the literature component

One way to ensure reliability in interviews is to conduct interviews that follow a fixed format of questioning for each respondent (Silverman, 1993). It is important to maintain consistency in the words used during interviews as they play an important role and changes in the words could reduce reliability of interviews (Oppenheim 1995). He further reiterated that bias would set in when there were alterations in wording that could seriously undermine reliability (ibid.). Silverman (1993) reiterated that every interviewee had to understand the questions in the same manner. Interviews were conducted to investigate the subject matter knowledge of literary devices, understanding the functions and familiarity with the use of literary devices in order to obtain a more objective picture of the complex reasoning of the English language teachers. Data provided by these interviews would provide further evidence and support the responses in the worksheets and questionnaires. In order to establish the reliability of the three instruments namely the semi-structured interviews, worksheets and questionnaires, a pilot study was conducted.

3.7 Data Collection and Procedures

The data collection procedure for the questionnaires, worksheets and semi-structured interviews are described below.

3.7.1 Sampling Procedure for Questionnaires

The reason for the choice of English language teachers was because they have been involved in the teaching of the literature component in English since 2000. It has been more than a decade since the literature component in English component was introduced

into the secondary schools. This component has since become a tested section of the English language paper in two major public examinations in secondary schools. They are the *Pentaksiran Tingkatan Tiga* (PT3, Form 3 Assessment, Ninth grade) and the *Sijil Pelajaran Malaysia* (SPM, Eleventh Grade) Examinations. One of the objectives of the component is to show how language is used in the literary texts. As put forward by Simpson (1993: 3) "[a] text is a linguistic construct and we process it as a linguistic construct." The linguistic-based analysis of literary texts requires English language teachers to be knowledgeable in literary devices.

The first step in the data collection process was to obtain a letter of approval from the Educational, Planning and Research Division (EPRD) of the Ministry of Education (Appendix R, p. 427). This is the normal procedure when anyone intends to conduct a research that involves schools which comes under the purview of the Education Ministry Subsequently, permission was obtained from the State Education

Department (SED) where the researcher intended to conduct the research and a district was randomly chosen from the eleven districts in the state. The random choice was conducted with the help of the officers in the SED according to rules laid down by Gay, Mills and Airasian (2009). After the district had been identified, permission was sought from that particular District Education Department or *Pejabat Pendidikan Daerah*

(PPD) to conduct the research. The English language teachers from this chosen district were the target population. The sampling procedure for the questionnaire was carried out according to Figure 3.5.

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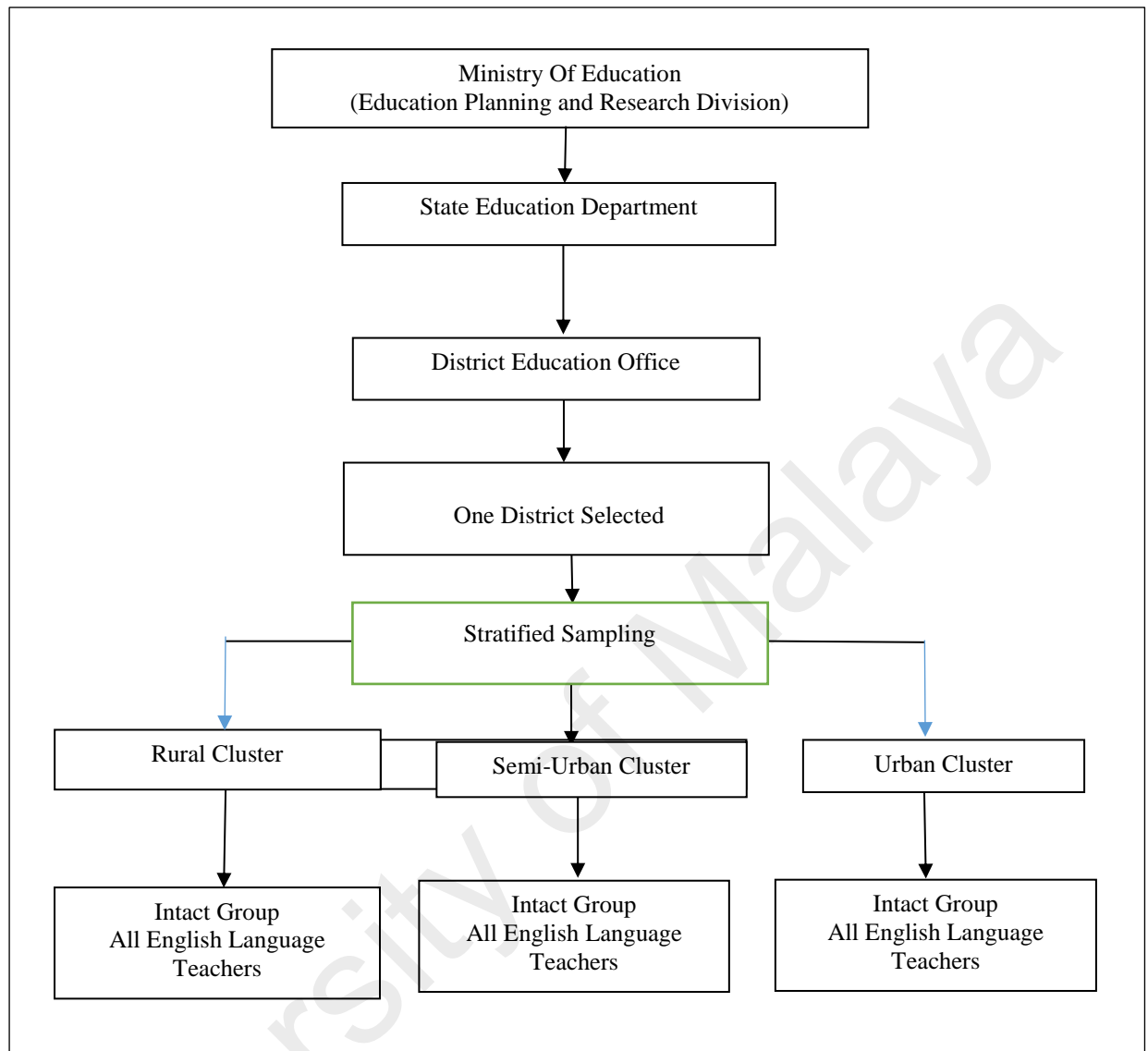
Figure .3.5 Sampling Procedure for Questionnaires

In order to conduct the actual research the secondary schools in the chosen district (Kulim) were divided into three strata based on the geographical location. These three strata formed three subgroups namely urban, semi-urban and rural. This form of stratified sampling into subgroups ensured approximately equal representation of academically qualified English Language teachers with expertise in each subgroup (Gay, Mills & Airasian, 2009). Stratified sampling was also used by other researchers like Kamsiah Osman, Lilia Halim and Subahan M. Meerah (2006) in their study though in a different subject.

According to the PPD officers, secondary schools within a radius of five kilometers from the main town were considered as urban schools, those within a radius of six to ten kilometers were considered as semi-urban while those beyond ten kilometers were considered as rural secondary schools. Based on this classification, the secondary schools were assigned to each subgroup. Each subgroup of English language teachers formed a cluster sample as it has similar characteristics like academic qualifications, school facilities like libraries and expertise (Gay, Mills & Airasian, 2009).

By *cluster sampling* is meant that the researcher selects intact or whole groups of English language teachers who have similar characteristics instead of individuals to conduct the research (Cohen & Manion, 1994; Gay, Mills & Airasian, 2009). According to many social science researchers (Cohen & Manion, 1994; Gay, Mills & Airasian, 2009; Neuman, 2006; Creswell, 2003; Babbie, 2005) cluster sampling is suitable for population that is fairly large or widely dispersed, as simple random sampling would pose administrative problems and other inconveniences**.** This form of cluster sampling was also followed by other researchers in the local context like Tajalarapin et al. (2009) and IIkechukwu et al. (2010) and was used in this research mainly because the number of English language teachers in the district was small. A sufficiently large sample was required for inferential statistics. As the number of English language teachers in each secondary school was also small, cluster sampling ensured all the English language teachers from the target population were involved in answering the questionnaires. Cluster sampling was used in this research as it could also increase the probability of sampling as each one in the population is selected for the sample (Gay, Mills & Airasian, 2009). The cluster sampling procedure usually involves less time and expenses and is generally convenient (Cohen & Manion, 1980; Gay, Mills & Airasian, 2009).

Following the selection of the sample, permission was sought from the various school principals so as to meet the English language teachers in each cluster. The researcher met all the English language teachers from each school after school hours or during weekends, and explained the purpose of this study. This arrangement would not disrupt the normal teaching procedure in schools. The questionnaires were distributed and they were collected immediately upon completion. In this way, all the English language teachers were involved in responding to the questionnaire.

3.7.2   Sampling Procedure for Worksheets

The   randomly chosen district to conduct the questionnaires was also used to collect information via the worksheets. As mentioned earlier, the district had been divided into three clusters, namely urban, semi-urban and rural clusters. From the three clusters, random sampling method as mentioned by Gay, Mills and Airasian (2009) was used to select the English language teachers to participate in the worksheets. Based on the statistics obtained from the District Education Department, there were 281 English language teachers in twenty six secondary schools. Respondents for the worksheets were selected from the three clusters based on random sampling and they were representative of the English language teachers in the district (Neuman, 2006). Gay, Mills and Airasian, (2009: 125) have mentioned that "Random sampling is the best way to obtain a representative sample as the probability of achieving one is higher for this procedure than any other." The number of teachers selected for the worksheets depended on the total number of English language teachers in each school. Mertler and Charles (2005) have recommended that an approximate of 10% of the whole sample population be sampled to ensure that the results obtained were valid and representative. Based on this percentage, as there were 281 teachers, approximately 28 were eligible for

the worksheets. Table 3.3 shows the total number of English language teachers in each

cluster in the district.

Table 3.3   Number of Schools and English Language Teachers in each Cluster

Location of schools	Number of schools	No of English language teachers
Urban	8	73
Semi-urban	8	122
Rural	10	86
Total	**26**	**281**

The sampling procedure for the worksheets was conducted according to Figure 3.10.

Each school was first assigned a number and the cluster they belong to. With the help of

the District Education Officer two schools from each cluster were randomly (as

stipulated by Gay, Mills and Airasian, 2009: 124-126) selected to ensure a

representative sample of the English language teachers in the district.
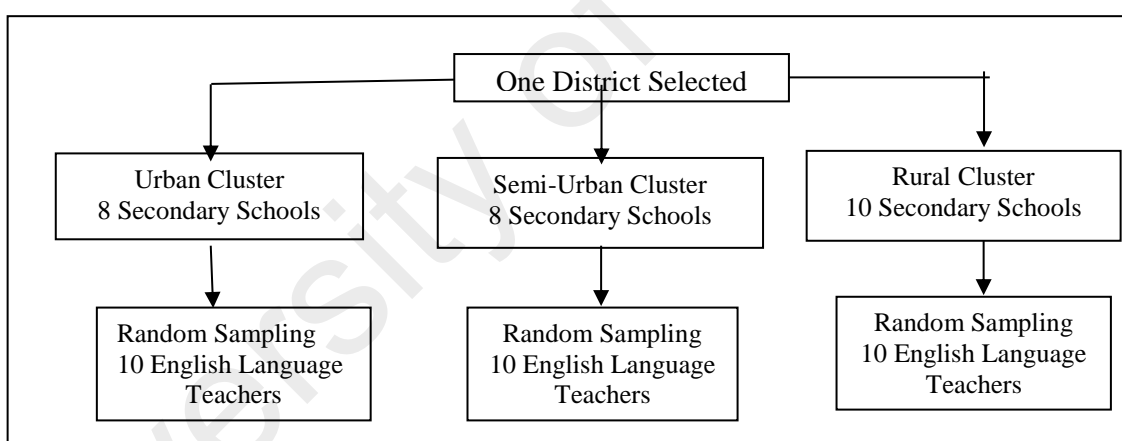
Figure 3.6   Sampling Procedure for Worksheets

The researcher sought the assistance of the principals of the schools selected to

randomly pick the number of teachers from their schools who would participate in the

worksheets.   Table 3.4 shows the number of English language teachers randomly

selected from each cluster.   Slightly more than 28 teachers were selected to give

allowance for those who might not be able to attend due to unforeseen circumstances.

The number of teachers from each cluster was 10.

Table 3.4   Number of Teachers Selected from each Cluster.

Location	Number of English language teachers
Urban	10
Semi-urban	10
Rural	10
Total	**30**

After the English language teachers had been selected for the worksheets, the researcher met the respective school principals to seek their permission to allow their English language teachers to participate in the worksheets. A suitable date was arranged, preferably a weekend when all the English language teachers in all the three clusters met to complete the worksheets. This was to ensure that none would have prior knowledge of the worksheets and to reduce bias among the participants. The worksheets were checked and scored by two inter-raters who were senior English language teachers in secondary schools (Appendices S, 428; and T, 429). According to Gay, Mills and Airsian (2009) the percentage of agreement should be more than 70%.

3.7.3   Sampling Procedure for Semi-Structure Interviews

The semi-structured interviews were conducted in the same district that was randomly selected for the questionnaires and worksheets. The sample was divided into three subgroups namely urban, semi-urban and rural. This form of stratified sampling into three clusters groups is to ensure roughly equal representation of English language teachers who are academically qualified with are experience in teaching the literature component and are knowledgeable in the subject (Gay, Mills & Airasian, 2009). Purposive sampling was used to select teachers representative of the English language teachers in the district (Neuman, 2006; David and Sutton, 2009). In order to conduct the semi-structured interviews the two English language teachers from each cluster.
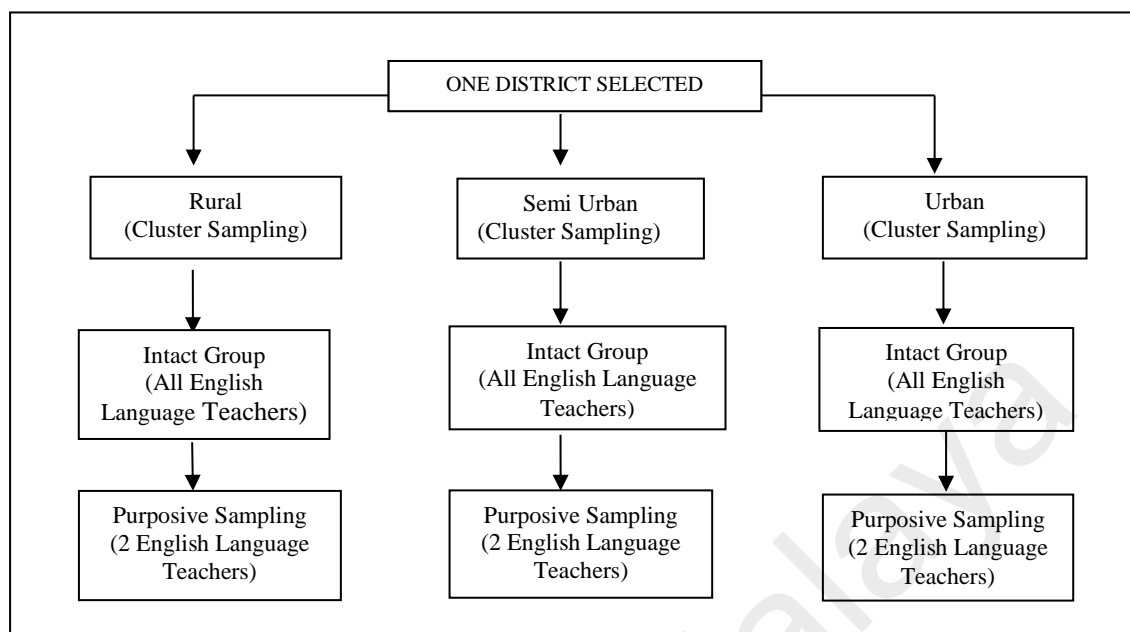
Figure 3.7   Sampling Procedure for Semi-Structured Interviews

The interview sessions with the English language teachers were conducted in their respective schools. The semi- structured interviews were tape recorded and transcribed (Appendix N, p. 408). The responses from the interviews were used to identify their perceptions towards the literature component.

3.8   Data Analysis

The data collected for the 246 respondents involved in the questionnaires were analysed using SPSS version 16.0 and both descriptive and inferential statistics were used in the analysis. The demographic variables like location of schools, ethnicity of respondents, academic and professional qualifications, number of years of teaching experience, undergraduate courses, organization of courses, and respondents preferences to subject matter knowledge of stylistics, familiarity with the use of stylistic devices and understanding of the use of stylistic devices were summarized using descriptive statistics. The descriptive statistics like percentages, frequencies, mean and standard deviation were used to describe the demographic variables of the participants.

At the same time inferential statistics were used to examine the relationship between the demographic variables like academic qualifications and number of years of teaching experience in terms of a) subject matter knowledge of literary devices b) familiarity with the use of literary devices and c) understanding of the functions of literary devices. The worksheets were analysed using descriptive statistics in the form of frequency and percentages.

3.9   Pilot Study

The pilot study was conducted to test out the instruments namely the interviews, the worksheets and the questionnaire involved in the research. The pilot study provided an indication of the clarity of the research instruments prepared by the researcher to investigate the English language teacher's subject matter knowledge, understanding and use of literary devices to teach the literary texts in the literature component. Another objective of the pilot study was to establish the reliability index that would be used as the basis for further improvements of the questionnaire. The mean and standard deviation of the various items in the questionnaire would indicate whether they could be included in the final questionnaire. Besides that, the validity of the questionnaires, worksheets and interviews would also be established.

The data collection for the pilot study was conducted in two phases. The first phase of the pilot tests was divided into two parts. They were with:

    a. two English language experts and

    b. groups of English language teachers.

The first phase of the pilot test for the questionnaires, worksheets and semi-structured interviews was conducted with two English language experts in the field of language

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and literature. The two English language experts examined the questionnaires. Section (A) of the questionnaire which contained the demographic data was deemed sufficient.

The comments of the two English language experts on Section B (subject matter knowledge of literary devices) of the questionnaire included simplify statements that were confusing, and eliminate repetitive statements. Revisions were recommended for this Section.

It was pointed out that in Section C that tested the familiarity with the use of literary devices contained too many devices. The explanation by the researcher was these devices covered a wide range as there were different literary genres namely short stories, novels, poems and dramas. It was mentioned that after the pilot test the devices with low means should be excluded.

Based on the suggestions to Section D, the language in the statements was simplified and the number of statements was so reduced. The language experts reminded that the entire questionnaire should not exceed 30 minutes. The first pilot test with the language experts revealed the mistakes in the questionnaire and the changes that were required to make it more suitable, compact and less daunting.

On reexamination of the questionnaire, the experts found the statements in the Sections more readable and satisfactory. In Section B, the number of items was reduced from 25 to 13, in Section C the number of items was reduced from 30 to 10 and in Section D the number of items was reduced from 25 to 11. This did not include the demographic questions in Section A. The actual questionnaire after the pilot test is shown in Appendix C (p. 375). Those items with the highest mean for the three sections were

included in the actual questionnaire. The assessments of the questionnaire by the language experts are shown in Appendices D (p. 380) and E (382).

The worksheets that contained the three variables namely subject matter knowledge of literary devices, familiarity with the use of literary devices and understanding of the functions of literary devices were also examined by the two English language experts. The language in the instructions had to be made simpler to elicit what was required of the teachers. The content was examined and repetitive statements had to be eliminated. The layout of the worksheets were found to be confusing and a simpler method of arrangement was suggested. The comments and assessments of the worksheets are shown in Appendices H (p. 418) and I (p. 419). The first evaluator (Appendix H, p. 397) of the worksheet made one comment while the second (Appendix I, p .399) did not make any comment. The revised worksheet is shown in Appendix G (p.386).

The two English language experts examined the semi-structured interview to ensure their item and sampling validity. The number of questions for the semi-structured interviews were reduced from fifteen to twelve after discussing with them. The interview questions are shown in Appendix K (p. 402) The assessment of the semi-structured interview questions by the two experts are shown in Appendices L (p. 404) and M (p 406).

The second phase of the pilot study was conducted in the schools. According to Issac and Michael (1995), Hertzog (2008) and Connelly (2008) the sample of the pilot study should be 10% of the actual number. As there were 281 English language teachers, 28 teachers would be involved in the pilot study. However, 22 (Table 3.5) were selected by the the District Education Officer or *Pegawai Pendidika Daerah* to attended the pilot study and 6 were absent as they were involved in school activities. The remaining 259

teachers were involved in the actual study. The number of teachers involved in the pilot study is shown in Table 3.5.

Table 3.5   Number of English Language Teachers Involved in Pilot Study

No teachers involved in the questionnaires	10
Number of teachers involved in the worksheets	10
Number of teachers involved in interviews	2
Total	22

First, data was collected for the worksheets and second, for the questionnaires. The English language teachers involved in the pilot study were excluded from the actual research. This was to reduce bias. The pilot study was conducted during the weekends as this would not cause any disruption or burden the teachers. The purpose of the pilot study for the worksheets, questionnaires and interviews was to establish the validity and reliability and other aspects such as the comprehensibility and time allocation. The English language teachers who were involved in the pilot study were selected by the PPD officer and they met during the weekends.

First, the pilot study for the worksheets was conducted. Out of the 10 English language teachers who were selected only five were present as the rest (5) were involved in school duties. They were briefed regarding the purpose of the worksheets and their sincere cooperation and honest responses were requested. The sequence of the worksheets is shown in Table 3.6.

Table 3.6   Sequence and Time Allocated for the Worksheet

Worksheet number	Question number	Approximate time to complete
1	1.1---1.8	15- 20 minutes
2	2.1---2.2	15- 20 minutes
3	3.1---3.2	10-15 minutes
4	4.1---4.2	10-15 minutes
5	5.1---5.2	10-15 minutes
6	6.1---6.2	10-15 minutes
Total time		70-100 minutes.

The numbers on the left side show the number of the worksheets and the approximate time that should be taken by the respondents to complete each section of the worksheets. Upon completion the worksheets were collected. Based on the discussion that followed with the English language teachers, they were able to respond to the worksheets without much difficulty. There was no negative remark on the worksheets by the respondents.

Second, the pilot study for the questionnaire was conducted the following week with a different group of English language teachers. Out of the ten English language teachers who were selected randomly from the same district only eight turned up. Two othes had courses during the weekend. The sequence of tasks and time allocated to complete the questionnaire is shown in Table 3.7

Table 3.7   Sequence of Tasks and Time Allocated to Complete Questionnaire

No	Sections		Approximate time
1		To read cover and consent letters	5 minutes
2	A	Respondents demographic profile	5-7 minutes
3	B	Subject matter knowledge of stylistics	5-7 minutes
4	C	Familiarity with the use of stylistic devices	5- 7 minutes
5	D	Understanding of the functions of stylistic devices	5-7 minutes
6		Quick check of the responses	3 minutes
		Total time taken to complete questionnaire	25-30 minutes

The questionnaires were administered to English language teachers who completed it in thirty minutes. Feedback from the participants revealed that only minor changes were required to the instrument that was to be used in the actual study.

The semi-structured interview questions were also subjected to a pilot study. Although two participants were randomly selected, only one was present for the pilot study as the

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other was absent because of official duties. The time duration for the pilot study of the interview to about thirty minutes. From the pilot study it was found the interviewee encountered no difficulty in responding to the questions. After receiving the worksheets and the questionnaires they were checked for incomplete answers as these would affect the reliability of the instrument. The worksheets and the questionnaires did not contain any incomplete answers and therefore they were considered suitable for further analysis. The following section provides the statistical analysis of the data obtained from the pilot study of the worksheets and questionnaires.

There were only five out of the ten English language teachers involved in the worksheets. The other five could not attend as they had to attend official duties. As the number was small, the test-retest method was used to determine the reliability. As recommended by Gay, Mill and Airasian, (2009) there was a duration of two weeks between the two tests and this rule was observed to reduce bias. Two inter-raters who were senior English language teachers calculated the scores of the responses in the worksheets Appendices S (p. 428) and T (p. 429). Their scores were used to calculate the reliability index. Table 3.8 show the reliability index of each section in the worksheets namely subject matter knowledge literary devices, familiarity with the use of literary devices, understanding of the functions of literary device and also the overall reliability of the worksheet.

Table 3.8   Reliability Index of the Worksheet

Variable	$n=5$	1st Test	Retest
Subject matter knowledge of stylistics		0.869.	0.860
Familiarity with the use of stylistic devices		0.756	0.759
Understanding of the functions of stylistic devices		0.823	0.819
Overall	0.845		

The overall reliability of the worksheets was 0.85. Based on the reliability index of the worksheets, the constructs had had been accurately measured and were reliable for the actual research (Best & Khan, 2003).

After eliciting the response of the eight respondents involved in the questionnaires, the reliability index of the items for sections B, C and D was calculated. The reliability index was determined by using the Cronbach's alpha. This form of reliability test is suitable when the questionnaire is long as administering a second test would be difficult because of time constraints (Gay, Mills & Airasian, 2009). As only one test was done, the errors of measurement and differences in testing conditions were also minimized (ibid.). The reliability index for sections B, C and D and overall reliability index are shown in Table 3.9. The English language teachers involved in the pilot study were excluded from the actual study. This measure was observed to reduce bias.

Table 3.9   Reliability Index of Questionnaire

Sections	Variables $n=8$	Index
Section B	Subject matter knowledge of literary devices	0.844
Section C	Familiarity with the use of literary devices	0.745
Section D	Understanding of the functions of literary devices	0.845
	Overall split-half reliability	0.723

Based on Table 3.9 the Cronbach's alpha reliability for subject matter knowledge of literary devices was the highest at 0.84, followed by familiarity with the use of literary devices at 0.75 and `understanding of the functions of literary devices at 0.85. The overall reliability index was 0.72 for this questionnaire it had measured the constructs accurately (Best and Khan, 2003). This indicated that the questionnaire was reliable for the purpose of the study.

Apart from finding the reliability index of the three sections in the questionnaires, the mean scores and standard deviation of each items in the three sections were also determined. There were sixty items in the questionnaire. Appendices O (Section B: p.424), P (Section C: p. 425) and Q (Section D: p. 426) show the mean scores and standard deviations of subject matter knowledge, familiarity with the use and understanding of the functions of literary devices. The interpretation of the mean scores of this study was based on the study conducted by Fauziah Ahmad (2007). The scale is shown in Table 3.10. The selection of the various items in the Questionnaires were based on the mean scores. Those items with high (3.41- 4.20) and very high mean scores (4.20- 5.0) were selected to be included in the questionnaires. The mean scores indicate the arithmetic average of the scores. Standard deviation (SD) shows how dispersed or spread out the data is from the mean and is a more reliable than the mean. When the SD is close to 0, the mean is reliable.

3.10 Interpretations of Mean Scores

mean	mean	
1.00	1.80	Very low
1.81	2.60	Low
2.61	3.40	Moderate
3.41	4.20	High
4.20	5.0	Very high

Source: Score category adopted from Fauziah Ahmad (2007)

3.10   Summary

Chapter Three describes the Theoretical Framework that was based on Popper's Objective Knowledge Growth Framework (OBKG) that helps to guide the development of professional knowledge among teachers.

At the same time, the research design employed to conduct the study with particular attention to methodology and techniques applied to data collection and analysis are also described in detail. The validity and reliability of the instruments namely questionnaires, worksheets and interviews are also described.

This chapter also contains the results of the pilot study conducted on the three variables namely subject matter knowledge of literary devices, familiarity with the use of literary devices and understanding of the functions of literary devices.

CHAPTER FOUR

DATA ANALYSIS AND FINDINGS

4.0 Introduction

This chapter presents the qualitative and quantitative analysis of the selected data and the findings of the data obtained from three instruments namely the questionnaires, worksheets and interviews organized in accordance with the objectives and research questions of this study.

Prior to statistical analysis, the data obtained from the questionnaire were screened and tested for the assumptions of multivariate analysis namely normality, multivariate outliers and linearity. The descriptive statistics of the three dependent variables are shown in Table 4.1.

Table 4. 1 Descriptive Statistics of the Three Dependent Variables

Variables	Minimum	Maximum	Mean	Std Deviation
Subject matter knowledge of literary devices	2.20	4.90	3.57	0.40
Familiarity with the use of literary devices	2.00	3.30	2.64	0.42
Understanding of the functions of literary devices	2.00	4.70	3.45	0.57

Based on Table 4.1 the minimum and maximum for subject matter knowledge of literary devices are 2.20 and 4.90 respectively while the mean and standard deviation are 3.57 and 0.40 respectively. For familiarity with the use of literary devices the minimum is 2.00, maximum is 3.30, mean is 2.64 and standard deviation is 0.42. As for understanding of the functions of literary devices, the minimum is 2.00, maximum is 4.70, mean is 3.45 and standard deviation is 0.57.

4.1   Data Screening

Before advanced analysis was conducted, the data was examined to identify any missing data, outliers caused by data entry mistakes and possible violation of multivariate normality assumptions associated with maximum likelihood estimations (Kline, 2005). The data were tested for normality which is essential for multivariate analysis as meeting the assumptions will be critical for accurate analysis.

The most fundamental assumption in multivariate analysis is normality which refers to the shape of the data distribution for a variable and its correspondence to the normal distribution. Hair et al. (2010; 349) indicated that "although univariate normality does not guarantee multivariate normality, if all variables meet these requirements, then any departure from multivariate normality are usually inconsequential." Kline (2005) also stated that it is difficult to assess all aspects of multivariate normality as it is difficult to scrutinize all frequency distribution but many cases of multivariate violation of normality can be detected through inspection of univariate normality. Based on this fact, multivariate normality was assessed by testing univariate normality in this study. Univariate normality for a single variable can be assessed both statistically and graphically. The two important statistical components of normality are skewness and kurtosis of distribution. Skewness refers to the shape of distribution that is asymmetrical about its mean. Kurtosis refers to the peakness or flatness of a distribution. A normally distributed variable will generate a skewness and kurtosis values that are close to zero.

4.2   Testing the Assumptions of Multivariate Analysis

a.   *Normality*

To address the issues of normality of the variables in his study, the more liberal interpretations of violations of normality using values over ± 1.0 as proposed by

Meyers, Gamst & Guarino (2006) was adopted. The skewness and kurtosis are shown in Table 4.2. All the three dependent variables (subject matter knowledge of literary devices, familiarity with the use of the literary devices, and understanding of the functions of literary devices) were deemed normal as their values for skewness and kurtosis were between the acceptable range of ± 1. They were not beyond the cutoff values of ± 1, which indicated that the statistical results of the variables were not biased or distorted (Hair et al., 2010; Meyers et al., 2006). Therefore the values of the variables were not transformed.

Table 4.2   Skewness and Kurtosis of Dependent Variables

Variables	Skewness	Kurtosis
Subject matter knowledge of literary devices	-.028	-0.667
Familiarity with the use of the literary devices	0.113	0.555
Understanding of the functions of literary devices	- 0.357	-0.931

Besides establishing the skewness and kurtosis, the normality of the data was also determined. Hair et al., (2010) has mentioned seven types of tests for normality and they are the Kolmogorov-Smirnov test, Shapiro-Wilk Test, histogram, stem-and-leaf diagram, normal Q-Q plot, detrended normal Q-Q plot and boxplot.

A reliable method that can be used is the normal probability plot (normal Q-Q plot) that compares the total or cumulative distribution of all the actual data values for their normal distribution. A normal distribution produces a straight diagonal line and the plotted values are compared with the diagonal line. Normality is assumed if the plotted data values follow closely along the diagonal line. Figures 4.1, 4.2, and 4.3 show the normal Q-Q plots of normality for the three variables that is subject matter knowledge of literary devices, familiarity with the use of literary devices and understanding of the functions of literary devices respectively.
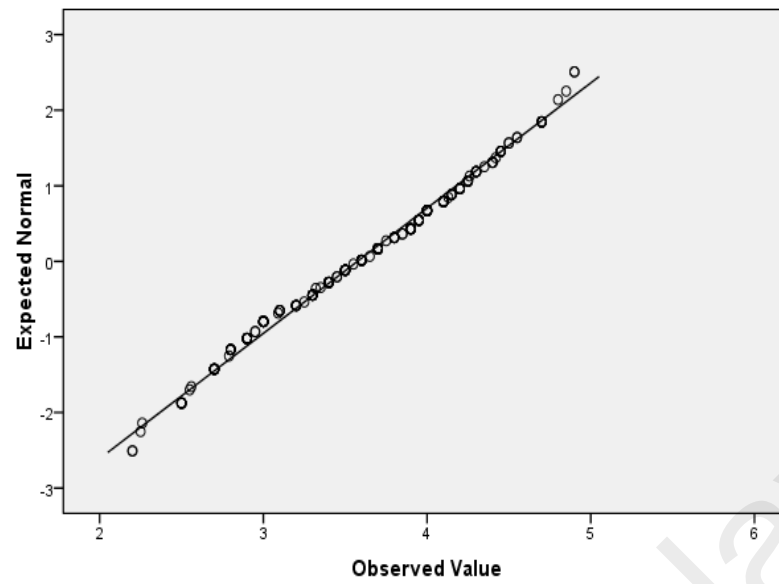
Figures 4.1 Normality Plot for Subject Matter Knowledge of Literary Devices
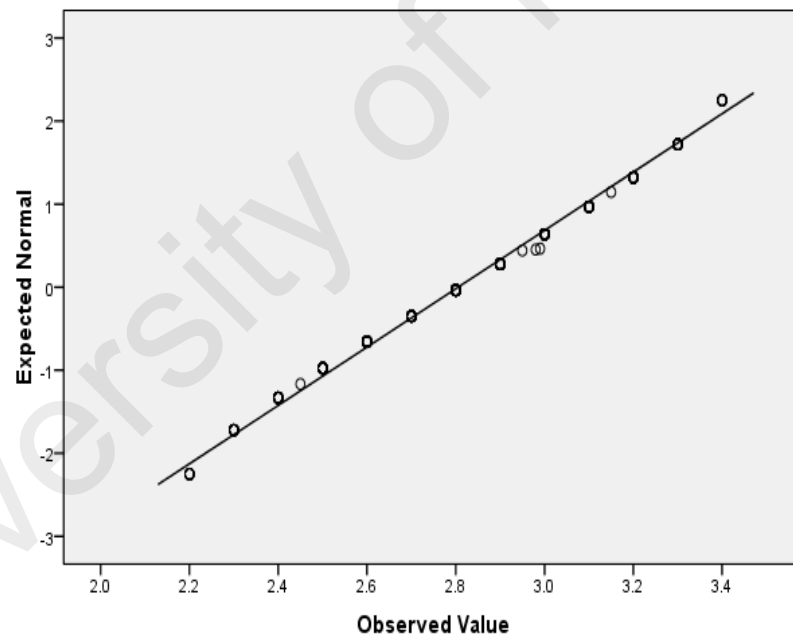
Figure 4.2 Normality Plot for Familiarity with the Use of Literary Devices
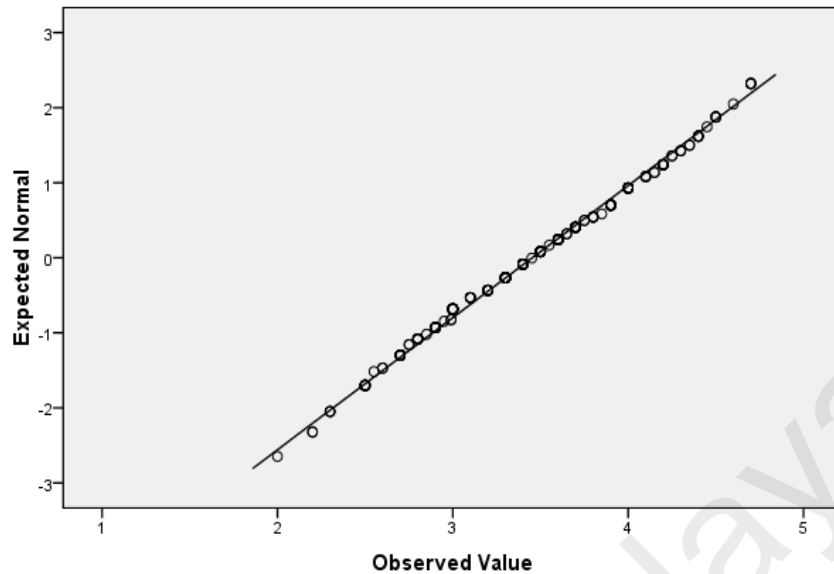
Figure   4.3   Normality Plot for the Understanding of the Functions of Literary Devices

As the skewness and kurtosis of the three variables were within the acceptable level of ±1 the dots in Figures 4.1, 4.2 and 4.3 are along the diagonal line, hence normality was assumed.

b.   *Determining Multivariate Outliers*

The presence of multivariate outliers was determined by calculating the Mahalanobis distance for each case (Tabachnick & Fidell, 2007: 73). According to Tabachnick & Fidell, the Mahalanobis distance should be interpreted as a χ^2 statistics with a degree of freedom equal to the number of independent variables. They recommend that a criterion of $p<.001$ which is 16.2 be used to evaluate whether a case is a multivariate outlier (ibid.).

Table 4.3 shows the Mahalanobis distance that is greater than the value of χ^2 for each respondent for the three dependent variables. Using this value of χ^2 for the three dependent variables, two outliers were detected in a sample of 246. According to

Coakes, Steed and Dzidic (2006) these outliers can be retained in the data set as the

number was small. As such the total number of the sample size was retained at 246.

Table 4.3 Multivariate Outliers Based on Mahalanobis Distance Across Three
Dependent Variables

df 3	P =0.001	P =0.001
χ^2	35.1	23.2
Multivariate outliers identified based on the Mahalanobis distance scores	75	98
Total 2		

c)   *Linearity*

Another important assumption in multivariate analysis based on correlational measures

of association is linearity and this is to assume whether the variables in the analysis are

related to each other in a linear manner. As correlations represent only the linear

associations between the variables, non-linear effects will not be represented in the

correlation and this should not result in an underestimation of the actual strength of the

relationship (Hair et al., 2010). Based on this assumption, linearity can be examined by

statistical method through the computation of the Pearson product-moment correlation

coefficient.

Table 4.4 Pearson Product Moment Correlation Coefficient of Three Dependent
Variables

Variables	FAM	UND	SMK
Subject matter knowledge of literary devices (SMK)	.218[**]		
Familiarity with the use of literary devices (FAM)		.236**	
Understanding of the functions of literary devices (UND)			.756**

  **. Correlation is significant at the 0.01 level (2-tailed).

Table 4.4 shows the Pearson product moment correlation coefficient of the three

independent variables. The relationships between the variables were considered linear

because the probabilities associated with correlation coefficient were statistically significant at $p < 0.01$.

4.3   Demographic Profiles of Respondents

The questionnaires were distributed to 259 English language teachers and 246 were collected. The other 13 failed to return the questionnaires. The return percentage was 94.9%.

The questionnaires were analysed to provide the demographic profile of the respondents and Table 4.5 describes in detail the different aspects.

Table 4.5 Demographic Profile of English Language Teachers

Demographic data	Frequency	Percentage
Location of schools		
Urban	61	24.8
Semi-urban	114	46.3
Rural	71	28.9
Total	**246**	**100.0**
Gender		
Male	75	
Female	171	30.6
Total	**246**	69.4
		100.0
Ethnicity of respondents		
Malays	122	49.5
Chinese	54	22.0
Indians	70	28.5
Total	**246**	**100.0**
Academic Qualifications	32	
English major	46	13.0
English minor	92	18.7
TESL	76	37.4
KPLI	**246**	30.9
Total		**100.0**

The majority of English language teachers *(n=114; 46.3%)* who participated in this research were from the semi-urban schools, 71 (28.9%) in the rural and 61 (24.8%) in the urban schools. There were more female English language teachers (*n*=171; 69.4%) compared to male English language teachers (*n*=75; 30.6%). Ethnically, nearly half (*n*=122; 49%) of the respondents were Malays, followed by Indians (*n*=70; 28.5%) and the rest were Chinese (*n*= 54; 22%). Based on academic qualifications, the largest number of English language teachers were TESL graduates (*n*=92; 37.4%) followed by KPLI (*n*=76; 30.9%), English minor (*n*=46; 18.7%) and the English major (*n*=32; 13.0%) formed the smallest group of English language teachers. In Table 4.6 the various courses are listed. Their professional qualification revealed that almost all of them were qualified English language teachers.

Table 4.6   Academic Courses Attended by English Language Teachers

Courses	Frequency	Percentage
Professional Qualifications		
Certificate in teaching (college)	16	6.5
Diploma in Teaching (college)	123	50.0
Diploma in Teaching (university)	107	43.5
Total	**246**	**100**
Took SPM Literature		
Yes	61	24.8
No	185	75.2
Total	**246**	**100**
Number of years taught literature		
One to five years	66	26.8
Six to nine years	99	40.2
More than ten years	81	32.9
Total	**246**	**100**
Undergraduate courses contained literature		
Yes	102	41.5
No	144	58.5
Total	**246**	**100**

Half of them (*n*=123; 50%) had a Diploma in teaching from colleges, followed by 107 (43.5%) who had Diploma in Education from universities and 16 (6.5%) had Certificate in teaching from colleges. From the questionnaire survey it was found that 185 (75.2%)

had not taken English literature in their SPM examination while 61 (24.8%) had taken the paper.

In terms of teaching experience, majority of (n=99, 40%) had taught the English literature component between 6 and 9 years, 84 (34.2%) had taught for more than ten years and 63 (25.6%) between 1 and 5 years. The findings also revealed that almost 144 (58.5%) of the respondents had not studied courses related to literature and literary devices in their undergraduate programmes while only 102 (41.5%) had taken such courses.

Table 4.7   Professional Courses Attended by English Language Teachers

Professional courses	Frequency	Percentage
Web page important to help teach literature component		
Yes	146	59.3
No	78	31.7
Not sure	22	9.0
Total	**246**	**100**
Attended courses in literature		
Yes	217	88.2
No	29	11.8
Total	**246**	**100**
Number of times attended courses		
Once	8	3.3
Twice	180	73.1
Thrice	31	12.6
Four times	27	11.0
Courses organized by		
District Education Office (PPD)	140	50.0
State Education Department(SED)	60	21.4
Ministry of Education (MoE)	30	10.7
PPD & SED	40	10.7
PPD & MoE	10	3.7
Were Literature Courses helpful		
Yes	169	68.7
No	53	21.5
Not sure	24	9.8
Total	**246**	**100**

As shown in Table 4.7, a total of 146 (59.3%) of the respondents had agreed on the importance of a web page as being useful to teach the literature component, while 78 (31.7%) did not agree and 22 (9%) were not sure. All the English language teachers had undergone professional courses in the teaching of the literature component and such courses were organized by the government education agencies. It was found that 169 (68.5 %) agreed that these courses were helpful while 53 (21.5%) did not agree and 24 (9.8%) were not sure.

Table 4.8 shows that 172 (69.9 %) agreed knowledge of literary devices gave insight into the language of literary texts while 41 (16.7%) did not agree and 33 (13.4%) were not sure. It was found that 169 (68%) of the respondents agreed that familiarity with the usage of literary devices helps in the comprehension of the language in literary texts while 35 (14.2%) did not agree and 42 (17.1%) were unsure. 175 (71.1%) of the respondents agreed that understanding of the functions of the literary devices could enhance appreciation of the literary texts, 38 (15.5%) did not agree while 33 (13.4%) were not sure.

Table 4.8 Responses to Dependent Variables by English Language Teachers

Dependent Variables	Frequency	Percentage
Knowledge of literary devices gives insight into language of literary		
Yes	172	69.9
No	41	16.7
Not Sure	33	13.4
Total	**246**	**100**
Familiarity with the use of literary devices helps to understand literary texts		
Yes	169	68.7
No	35	14.2
Not Sure	42	17.1
Total	**246**	**100**
Understanding of the various devices helps to appreciate literary texts better.		
Yes	175	71.1
No	38	15.5
Not Sure	33	13.4
Total	**246**	**100**

4.4 Research Question One

a. Influence of Academic Qualifications of English language Teachers on Subject Matter Knowledge of Literary Devices.

i. *Questionnaires*

The questionnaires were analysed to determine if there were influences of academic qualifications on the subject matter knowledge of literary devices among the four groups of English language teachers namely English major, English minor, TESL and KPLI. In Table 4.9 the descriptive statistics of the four groups are shown.

Table 4.9   Descriptive Statistics of English Language Teachers

Groups	*N*	*Percentage*	*Mean*	*SD*
English major	32	13.0	3.46	0.39
English minor	46	1 8.7	3.35	0.36
TESL	92	37.4	3.33	0.35
KPLI	76	30.9	3.24	0.32
Total	246	100	3.53	0.52

With regard to Table 4.9, there were 32 (13%) English major language teachers, the mean was 3.46 (*SD*=.39), 46 English minor language teachers the percentage was 18.7 percent, the mean was 3.35 (*SD*=0.36) there were 92 TESL teachers, the percentage was 37.4, the mean was 3.33 (*SD*=0.35) and there were 76 (30.9%) KPLI language teachers the mean was 3.24 (*SD*=0.32). The findings revealed that the English major language teachers formed the smallest group while the TESL teachers formed the largest group. The The KPLI language teachers had the lowest mean that revealed their subject matter knowledge of literary devices was the lowest among the four groups. The SD for all the four groups was close to 0 that indicated that the mean was reliable with little variability in the sample.

Based on the descriptive statistics, the Levene's test of homogeneity of variance for the four groups of English language teachers was conducted and the results are shown in Table 4.10.

Table 4.10   Levene's Test of Homogeneity of Variance

Levene's statistic	*df1*	*df2*	*Sig*
2.393	3	242	0.169

As shown in Table 4.10 the Levene's test of equality of variance indicated unequal variance among the four groups of English language teachers in their subject matter knowledge of literary devices, *F= (3,242) =2.39; p> 0.05.* Based on the results of the Levene's test, the one-way ANOVA was conducted to determine explicitly if there were significant differences in the subject matter knowledge of literary devices among the four groups of English language teachers. The results are reported in Table 4.11.

Table 4.11   One-Way ANOVA Comparison for Subject Matter Knowledge of Literary Devices among Four Groups of English Language Teachers

Subject Matter Knowledge of Literary Devices	*Sum of Squares*	*df*	*Mean Square*	*F*	*Sig*	η_p^2
Between Groups	6.439	3	2.146	8.505	.001	0.05
Within Groups	61.070	242	.252			
Total	67.509	245				

The one-way ANOVA revealed *F* was significant and was less than 0.05 level *F (3,242) = 8.505; p= 0.001.* The partial eta squared generated= 0.05 showed the effect size was small but discernable. This indicated there was a difference in the subject matter knowledge of literary devices among the four groups of English language teachers. Hence, the Scheffe post-hoc multiple comparisons test was used as appropriate to determine explicitly which groups were different significantly (Field, 2009; Howell, 2007; Levy & Cardinal, 2006). The results of the post hoc test are shown in Table 4.12.

Table 4.12 Scheffe Multiple Comparison Test for Subject Matter Knowledge of Literary among the Four Groups of English Language Teachers

Academic Qualification (I)	Academic Qualifications (J)	Mean Difference (I-J)	Std. Error	Sig.
English major	English minor	0.11*	.09	.000
	TESL	0.13*	.09	.000
	KPLI	0.22*	.09	.004
English Minor	English major	-0.11*	.09	.000
	TESL	0.02*	.09	.006
	KPLI	0.11*	.09	.007
TESL	English Major	-0.13*	.09	.000
	English Minor	- 0.02*	..09	.006
	KPLI	0 .09*	.09	.008
KPLI	English Major	-0.22*	.09	.004
	English Minor	-0.11*	.09	.017
	TESL	-0.09*	.08	.008

From the Scheffe post hoc multiple comparison test the following was found:

a. The English major language teachers were significantly different in their subject matter knowledge of literary devices from the English minor language teachers (*mean difference=0.11, p=0.000*), the TESL teachers (*mean difference=0.13, p=0.000*), and the KPLI language teachers (*mean difference 0.22, p=0.004*).

b. English minor language teachers were significantly different in their subject matter knowledge of literary devices from the TESL (*mean difference =0.02, p= 0.006*), and the KPLI language teachers (*mean difference=0.11, p=.007*).

c. The TESL teachers were significantly different in their subject matter knowledge of literary from the KPLI language teachers (*mean difference=0.09, p=.008*).

In summary based on the mean differences it can be stated:

a. the English major language teachers had a higher level of subject matter knowledge of literary devices than the English minor, TESL and KPLl language teachers

b.   the English minor language teachers had a higher level of subject matter knowledge of literary devices than the TESL and KPLI language teachers but were lower than the English major language teachers.

c. the TESL teachers had a higher a level of subject matter knowledge of literary devices than the KPLI language teachers but were lower than the English major and English minor   language teachers.

d. the KPLI language teachers had the lowest level of subject matter knowledge of literary devices among the four groups.

Therefore, it can be concluded that academic qualifications have had a significant influence on the subject matter knowledge of literary devices of the English major, English minor, TESL and KPLI English language teachers.

ii.   *Worksheets*

The Worksheets were scored by two inter-raters and they were senior English Language teachers. Their consent forms are shown in Appendix S and Appendix T. The allocation of scores for the three sections in the worksheets are shown in Appendix U and they were decided by the two inter-raters.

Next, the worksheets were analysed to determine the influence of academic qualifications of the English Language teacher on the subject matter knowledge of literary devices. The relevant parts in the worksheets that were examined for subject matter knowledge of literary devices were 1.1 (Worksheet 1), 2.1 (Worksheet 2), 3.1 (Worksheet 3), 4.1a (Worksheet 4), 5.1a (Worksheet 5) and 6.1a (Worksheet (6). There were twenty English language teachers in the four groups namely, English major (*n*=3), English minor (*n*=5), TESL (*n*=6) and KPLI (*n*=6). The worksheets were conducted during the afternoons after the normal school hours. The English language had to travel

from other schools that were nearby. As most of the schools had extracurricular activities 10 of them were absent. Hence only 20 teachers were present.

The scores for this section on the subject matter knowledge of literary devices was 45. Table 4.13 provides the scores of both inter-raters.

Table 4.13   Scores of the English Language Teachers for Subject Matter Knowledge of Literary Devices

Respondents	Academic Qualifications	1st Rater	2nd Rater	Agreement
9	English major	35	35	1
10	English major	39	39	1
17	English major	41	41	1
18	English minor	30	30	1
16	English minor	31	30	0
19	English minor	32	32	1
13	English minor	33	31	0
14	English minor	35	34	0
8	TESL	28	28	1
5	TESL	29	29	1
1	TESL	29	29	1
2	TESL	30	30	1
6	TESL	30	30	1
3	TESL	32	31	0
20	KPLI	27	25	0
15	KPLI	28	28	1
11	KPLI	28	28	1
4	KPLI	29	29	1
12	KPLI	29	27	0
7	KPLI	30	30	1

Based on the scores provided by both the inter-raters, the three English major language teachers had obtained the highest scores. The scores in the English minor group were similar between the inter-raters for two respondents while for three others the scores differed. The scores of the inter-raters differed for one respondent but were the same for five others for the TESL teachers. In the KPLI group, the scores provided by the two inter-raters were the same for four respondents while for two others the scores differed. The scores of the inter-raters were similar for 14 out of the 20 respondents. The percentage of agreement was 70%.

The analysis of the worksheets showed that the three English major language teachers were able to explain the meanings of the different literary devices in Question 1 (1.1). Some of their answers were:

- (a)"stand and stare" was "stop and look around"
- (b)"No time" was " always working "
- (c) "Stream full of stars" means the "rivers are sparkling in the sunlight
- (d)… "turn at Beauty's glance" means " look at beautiful things".
- (e) "Streams of stars, like stars at night" means "the river water is sparkling like stars at night".

There answers provided by the English minor, TESL and KPLI were almost similar to the English major.

All the four groups of English language teachers were able to pick out the right answer for 2.1. (i) that required the different literary devices used in the poem to show the connection between form and language. The language in the poem *Leisure* was described as:

- Simple and easy language
- Clear and descriptive language
- Vivid description with meaningful words
- Ordinary words expressing extraordinary personal feelings.

As for Worksheet 3 Question 3.1 which is a short story named *Flipping Fantastic* the four groups of English language teachers picked the correct combination of statements which is (i) to show the writer's language and style.

- The language and style conforms to the diary entry technique.
- The language used enables the reader to understand the emotional feelings and thoughts of the writer.
- The simple style is suitable for a short story of this nature.
- The language of the characters in the short story portrays their thoughts and feelings.

In Worksheet 4 Question 4.1 the English language teachers were required to pick out the correct combination of statements to describe the language and style of the author in

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the short story *Fruitcake Special*. Except for one KPLI language teacher, all the others

managed to obtain the correct combination which is (i).

- The language is simple and can be easily understood by the readere.
- The straight forwardness in the language with plenty of dialogue keeps the short story alive.
- The careful choice of words make the short story humorous and entertaining.
- The writer creates the mood and atmosphere through the use of different literary devices.

Worksheet 5 Question 5.1 requires the English language teachers to select the most

appropriate expressions to describe the language of the drama in *Gulp and Grasp.*

Some of the expressions selected by the English major language teachers were:

- Humorous language with comic situations
- Clear simple language
- Dramatic dialogue
- Language cannot be taken lightly
- Simple vocabulary

One English minor language teacher had picked all the expressions while the

remaining four selected four. They were:

- Humorous language with comic situations
- Clear simple language
- Dramatic dialogue
- Simple vocabulary

Three TESL teachers had selected three expressions and they were:

- Humorous language with comic situations
- Clear simple language
- Simple vocabulary

Out of the six KPLI language teachers two selected four expressions and the remaining

four had selected three expressions to indicate the nature of the language in the text.

In Worksheet 6 Question 6.1 the English language teachers were required to a compose

sentence with the expressions provides to show their understanding of the language. The

examples of English major language teachers with three expressions in each sentences are given below:

- The <u>simple and easy to understand language</u> with its <u>lively dialogue</u> <u>keeps the story interesting</u>.
- The <u>elaborate style that is entertaining and amusing</u> with its many <u>literary devices</u> keeps the <u>story interesting</u>.
- The <u>short and hilarious sentences</u> keep <u>the story interesting</u> with the <u>lively dialogue</u>.

Two English minor language teachers provided sentences with three expressions. Examples of their sentences are as follows:

- The <u>short and hilarious sentences</u> <u>keeps the story interesting</u> with a <u>lively dialogue.</u>
- There are many <u>literary devices</u> <u>together</u> with the <u>simple and easy to understand language</u> <u>keeps the story interesting.</u>

The other three English minor language teachers composed sentences with two expressions. Examples of these sentences were:

- The <u>casual and expressive sentences</u> <u>keep the story interesting.</u>
- The <u>short and hilarious sentences</u> and <u>the light hearted language creates interest in the story.</u>
- The <u>simple and easy to understand language</u> <u>keeps the story interesting</u>

It was found that most of the TESL and KPLI language teachers had constructed sentences with only two expressions. A few of these sentences were (The underlined parts show number of phrases used in a sentence)

- The <u>simple and easy to understand language</u> <u>keeps the story interesting.</u>
- The <u>lively dialogue</u> with the <u>light-hearted language creates interest in the language.</u>
- The <u>light hearted language creates interest in the story</u> because of the <u>lively dialogue.</u>

In summary, the analysis of the worksheets revealed there were differences in the scores among the four groups of English language teachers in their subject matter knowledge of literary devices that indicated the influence of academic qualifications. This on the whole indicated the influence of academic qualifications on subject matter knowledge

The findings of the worksheets supported the evidence obtained from the questionnaire that indicated the influence of academic qualifications on the subject matter knowledge of literary devices.

iii.   *Interviews*

The interviews conducted with the four English language teachers were also analysed to determine the influence of academic qualifications on their subject matter knowledge of literary devices. The responses of the four English language teachers are shown below: They were asked this question *"*Please explain what is your understanding of subject matter knowledge of literary devices and how can it be helpful when teaching these literary texts."

English major	Knowledge of literary devices is factual knowledge or content knowledge of literary devices required to teach the literary texts.
English minor	Subject matter knowledge of literary devices is factual knowledge of literary devices that I need to have in order to teach the literary texts
TESL	…subject matter knowledge of literary devices is the content knowledge of literary devices that is necessary to understand the language in the different literary texts.
KPLI	…subject matter knowledge of literary devices is factual knowledge of literary devices that can be useful in understanding the language in the poems, short stories and novels.

There was hardly any difference in the understanding of the subject matter knowledge of what literary devices is among the four English language teachers based on their responses. The English major considered subject matter knowledge of literary devices as "factual knowledge of content or content knowledge" and for the English minor it was "factual" knowledge. For the TESL teacher subject matter knowledge of literary devices is the "content knowledge" and for the KPLI it is "factual knowledge."

However, they were further required to explain " with their knowledge of literary devices… the language in the poem." Their responses are given below:

English major   The language in the poem (*Nature*) is simple and that makes it easy to understand, the language also helps to understand the message. The poet uses simple words to describe the weather like

a. gold sun' to indicate the hot sun looks like gold,

b. "leaves fade off" show the leaves turning brown and dropping because of the hot weather,

c. "lush green canefields" tells the readers the canefileds look fresh because of sunny weather,

d. "buttercups have paved the earth" indicate flowers are blooming because of the fine weather.

e. When the weather changes "rain beats like bullets" meaning there is heavy, frightening and powerful rain just like bullets from guns.

f. When the weather is bright and sunny the "sound of bees" can be heard.

g. After the heavy rain the "swish of water" can be heard as it moves making a swishing sound and this helps readers to appreciate nature the way the poet wants.

English minor   The poet uses language to describe things that touch our senses and there many examples of visual imagery like

a. stand and stare',

b. "stare as long as sheep and cows"

"to see in broad day light",

d. "Streams full of stars, like stars at night"

e. "watch her feet, how they can dance."

TESL   The poet has used simple words to portray the beauty of nature.

a. The " gold sun" shows the bright hot sun is like gold,

b. the "lush green canefields" indicate the leaves are green and yellow sugarcanes look fresh,

c. the "buttercups paved the earth with yellow stars" show that the land was covered with a kind of flowers called buttercups that looked like stars in the daylight.

KPLI   The poet has used many figurative examples like

a. "rain beats like bullets", sound of the falling rain on metal roofs is like the noise of bullets indicating that the sound must be really loud and even frightening.

b. "trees struggling" were just like human being, the trees were fighting for survival in the jungle.

Each language teacher had his/her own perspective of the language in the poems. For the English major language teacher the language was "simple" and "easy to understand", the English minor describes the language "touch our senses", the TESL teacher mentions the poet "used simple words to portray the beauty of nature" and the KPLI thinks the "poet has used many figurative examples."

The four English language teachers had selected a number of examples to reveal how language had been used to enhance the meaning in the poem. There were differences in the number of examples each English language teacher had given. The English major gave seven examples, the English minor gave four examples, the KPLI provided two examples and the TESL language teacher had given four examples. The English major had provided brief and clear explanations for the examples he had picked compared to the other three English language teachers that indicated his higher level of subject

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matter knowledge of literary devices based on academic qualifications.This may indicate the comprehension of the poem within a short time. The English major was able to understand the poem quickly and pick as many literary devices. It can be inferred from the interviews that their academic qualification had influenced their subject matter knowledge of literary devices. The KPLI and TESL teachers were selective and gave fewer examples but had explained them well. They could have picked those literary they were familiar and understood. It may be the result of their academic training.

The evidence from the interviews further supported the results obtained from the questionnaire and worksheets that indicated academic qualifications had influenced the subject matter knowledge of literary devices of the English language teachers.

b)   Influences of Academic Qualifications on the Familiarity with the Use of Literary Devices

i.   *Questionnaire*

The questionnaires were analysed to determine the influence of academic qualifications on the familiarity with the use of literary devices among the four groups of English language teachers and the results are shown in Table 4.14.

Based on Table 4.14, the mean for the English major was 2.99 (*SD* =0.26), the mean for the English minor was 2.83 (*SD*=0.29), TESL was 2.82 (*SD*=0.28) and for the KPLI the mean was 2.76 (*SD*=0.23))

Table 4.14   Descriptive Statistics of the Four Groups of English Language Teachers

Groups	N	Percentage	mean	SD
English major	32	13.0	2.99	0.26
English minor	46	18.7	2.83	0.29
TESL	92	37.4	2.82	0.28
KPLI	76	30.9	2.76	0.23
Total	246	100	2.84	0.31

Following the descriptive statistics, the Levene's test of homogeneity was conducted and the results are reported in Table 4.15.

Based on the anlsysis, it was found that the English major language teachers had the highest mean which indicated that their familiarity with the use of literary devices was higher than the English minor, TESL and KPLI. The KPLI language teachers had the lowest mean that revealed familiarity with the use of literary devices was the lowest among the four groups. The SD for all the four groups was close to 0 that indicated that the mean was reliable with little variability in the sample.

Table 4.15   Levene's Test of Homogeneity of Variance of the Four Groups of English Language Teachers

Levene's statistic	*df1*	*df2*	*sig*
3.455	3	241	0.117

The Levene's test for equality of variance indicated there was unequal variance   among the four groups of English language teachers in their familiarity with the use of literary devices   and was not significant *F (3,241)=3.46, p > 0.05.* Therefore, the one-way ANOVA was conducted to establish explicitly the significant differences in the familiarity with the use of literary devices among the four groups of English language teachers. Table 4.16 shows the comparison among the four groups of English language teachers.

Table 4.16 One-Way ANOVA Comparison for Familiarity with the Use of Literary Devices among the Four Groups of English Language Teachers

Familiarity with the use of literary devices	Sum of square	*df*	*Mean square*	*F*	*Sig*	η_p^2
Between groups	1.664	3	2 .555			
				6.247	.000	0.05
Within Groups	21.401	241	.089			
Total	23.065	244				

It was found there were significant differences among the four groups of English language teachers in their familiarity with the use of literary devices: *F (3,241) 6.247;*

p= 0.000. The partial eta squared computed revealed 0.05 and the effect size was small

indicating a difference that was small but it was discernable.

As there was a significant difference among the four groups, the Scheffe post-hoc

multiple comparison test was used to determine which groups were different among the

four groups of English language teachers. The outcome is depicted in Table 4.17.

Table 4.17   Scheffe Multiple Comparison Test for Familiarity with the Use of literary Devices among Four Groups of English Language Teachers

Academic Qualification (I)	Academic Qualifications (J)	*Mean Difference (I-J)*	*Std. Error*	*Sig.*
English major	English minor	0.16[*]	.057	.001
	TESL	0.17[*]	.054	.013
	KPLI	0.23[*]	.059	.003
English Minor	English major	-0.23[*]	.057	.001
	TESL	0.01[*]	.051	.002
	KPLI	0.07[*]	.055	..005
TESL	English Major	0.17[*]	.054	.013
	English Minor	-0.01[*]	.051	.002
	KPLI	0.06[*]	.052	.004
KPLI	English Major	-0.23[*]	.056	.003
	English Minor	.017[*]	.055	.005
	TESL	-0.06[*]	.052	.004

From the Scheffe post hoc test it was found:

a.   the English major language teachers were significantly different in their

familiarity with the use of literary devices from the English minor language

teachers (*mean difference=0.16, p=0.001*), the TESL language teachers (*mean

difference=* 0.17, *p=0.013),* and the KPLI language teachers (*mean difference=

0.23, p=0.003*).

b.   the English minor language teachers were significantly different in their

familiarity with the use of literary devices from the TESL language teachers

(*mean difference=0.01, p=0.002*), and the KPLI language teachers (*mean

difference= 0.0, p=0.005*).

c.   the TESL language teachers were significantly different in their familiarity with the use of literary devices from the KPLI language teachers (*mean difference=0.06, p=0.004*).

In summary based on the mean difference it can be stated:

a.   The English major language teachers have a higher level of familiarity with the use of literary devices than the English minor, TESL and KPLI language teachers.

b.   English minor factual knowledge had higher familiarity with the use of literary devices than the TESL and the KPLI language teachers but were lower than the English major.

c.   The TESL language teachers have higher level of familiarity with the use of literary devices than the KPLI but were lower than the English major and English minor language teachers.

d.   The KPLI had the lowest level of familiarity with the use of literary devices among the four groups.

Therefore it can be concluded academic qualifications has a significantly influence on the familiarity with the use of literary device among the four groups of English language teachers.

ii.   *Worksheets*

Next the worksheets were analysed to determine the influence of familiarity with the use of literary device. Table 4.18 shows the scores obtained by the four groups of English language teachers for their familiarity with the use of literary devices.

Table 4.18   Scores of Twenty English Language Teachers and their
Familiarity with the use of Literary Devices

Respondents	Academic Qualifications	1st Rater	2nd Rater	Agreement
9	English major	39	37	0
10	English major	41	41	1
17	English major	42	42	1
18	English minor	37	37	1
16	English minor	38	38	1
19	English minor	39	37	0
13	English minor	39	39	1
14	English minor	40	39	0
8	TESL	35	35	1
5	TESL	35	35	1
1	TESL	36	34	0
2	TESL	36	36	1
6	TESL	37	37	1
7	TESL	38	38	1
20	KPLI	31	31	1
15	KPLI	32	32	1
11	KPLI	35	35	1
4	KPLI	35	33	0
12	KPLI	35	35	1
7	KPLI	35	35	1

Based on the scores provided by both the inter-raters, the scores of two English major language teachers were identical while the score for one differed. Nevertheless, the English major language teachers obtained the highest scores for familiarity with the use of literary devices. The scores in the English minor group were similar between the inter-raters for three respondents while for two the scores differed. The scores of the inter-raters differed for one respondent but were the same for five others for the TESL teachers. In the KPLI group, the scores provided by the two inter-raters were the same for five respondents while for one the scores differed. The scores of the inter-raters were similar for 15 out of the 20 respondents. The percentage of similarity was 75%.

In summary, the analysis of the worksheets revealed there were differences in the scores among the four groups of English language teachers in their subject matter knowledge of literary devices. This indicated on the whole the significant influence of academic qualifications on subject matter knowledge of literary devices.

The relevant sections that dealt with familiarity with the use of literary devices in the worksheets are 1.2, 1.3, 1.4, 1.5 (Worksheet 1), 2.2A (Worksheet 2), 3.2A (Worksheet 3), 4.2A (Worksheet 4), 5.2B (Worksheet 5) and 6. 2 (Worksheet 6).

From the responses it was found that out of the 20 English language teachers only 2 (both from the KPLI group) did not get the full score for Question 1.2 (Worksheet 1). All the rest obtained the full score. The correct answers provided by the English language teachers were (a) syllables, (b) equal, (c) rhyme, (d) specific, (e) beauty, (f) musical.

In Question 1.3 (Worksheet 1) respondents were required to provide 3 alliterations. There were only 3 who did not obtain the full score (2 from KPLI and 1 TESL). The correct answers were (a) stand and stare, (b) Streams full of stars like stars at night, (c) stare as long as sheep or cows.

For question 1.4 (Worksheet 1) the respondents had to provide three similes. Except for two KPLI teachers the rest obtained full scores. The correct answers were (a) Steam full of stars like stars at night, (b) Stare as long as sheep and cows.

In question 1.5 (Worksheet 1) the respondents were required to provide examples of visual imagery from the poem *(Leisure)*. All the English major language teachers obtained full scores. Three out of five English minor language teachers obtained full scores while four out of six TESL and three out of the six KPLI language teachers obtained full scores. Examples of visual imagery were (a) No time to see, when woods we pass, (b) Watch her feet, how they dance, (c) Streams full of stars, like stars at night.

In Question 2.2 A (Worksheet 2) respondents had to match the literary devices and the definitions with the correct textual definitions that had been provided.

From the responses it was found one English major, three English minor, three TESL and four KPLI English language teachers did not obtain the full score. Examples of the correct answers were as follows:

A

LITERARY DEVICES	TEXTUAL EVIDENCE
a. Alliteration	Golden sun shines on lush green fields a."We have neither b.spring or summer"
Repetition	a. "We have instead the days." b. "When the bushes are full of the sound and the scent of honey." c." When the tall ..". a "…leaves fade off" b " ..trees struggling" c "…. gold sun"
Imagery	a. sound of bees b. Rain like bullets c. Scent of honey
Symbols	a. 'Golden sun" indicates summer b. 'rain' denotes winter
Onomatopoeia	' swish of water'
Personification	a. 'trees struggling b.' ………tall trees sway and shiver
Simile	rain Sbeats like bullet on the rain.

For question 3.2 (Worksheet 3) there were two parts, (a) to identify which is to show familiarity with the literary devices and (b) to explain the functions which is to show understanding of the functions of literary devices in the short story *Flopping Fantastic*. Section (a) is discussed here while (b) will be discussed later under understanding of the functions of literary devices. Out of the twenty respondents, only two English major, three TESL and three KPLI language teachers did not obtain full score for (a). Twelve of them were able to provide the correct answers for this section. Below are the correct

answers for (a) which is to identify the that were obtained from the English language teachers,

3.2   A   i. " … as freshly oiled cog ." (p.24)
       ii "…Flipping fantastic." (p.39)
       a. Literary device…ALLITERATIONS

      B   i. " …I've been worried about how he'll find his way around without Tristan to help him." (p.24)
       ii "…but you rely on other people to do too much for you and it's time you   stand on your own feet." (p.33)
       a. Literary device…IRONY

      C.   i…. thinking up a million excuses not to go to school on the first day. I've thought of every illness from bubonic plague to yellow fever".(p. 32

       ii. "I've made loads of new friends too" (p.3
       a. Literary device …HYPERBOLE

      D.   i. "He'll miss me. I know he will." (p18)
       ii. "Wherever he goes I go,   Wherever I go, he goes.." (19)
       a Literary device ….REPETITIONS

      E.   i. "…final chapter of a book." (p 28)

       ii. "…James is such a pest."   (p 35)

       a.   Literary device …METAPHOR.

      F   .i. "He may not find it easy to move his arms and legs but his mind."
       flows freely as a freshly oiled cog." (p 24).
       ii. "Today, I feel like a tyre that has burst."(p 25).
       a   Literary device …SIMILE

In summary, the analysis of the worksheets revealed there were differences in the responses provided by four groups of English language teachers. The English major language teachers had provided responses to all the sections in the worksheets. This clearly revealed that they were familiar with the literary devices. They were also able to explain the functions of these devices that revealed their subject matter knowledge of literary devices and understanding of the functions of literary devices was better than the other three groups. The English minor, TESL and KPLI were able to provide the correct literary devices that indicated they were familiar with the various literary

devices. However, most of them were unable to provide explanations for the literary devices.

The scores obtained by the four groups reflected their responses in the worksheets. The English major had excelled in every worksheet as indicated by their scores. The other groups had also performed well as revealed by their scores. It was evident from the responses and the scores that academic qualifications had influenced the familiarity with the use of literary devices of the four groups of English language teachers.

The findings of the worksheets supported the evidence obtained from the questionnaires that revealed the influence of academic qualifications on the familiarity with the use of literary devices.

iii.   *Interviews*

Finally, interviews conducted with the four English language teachers were analysed to determine if there were indications of the influence of academic qualifications on their familiarity with the use of literary devices.

In the interview the following question was asked to determine the familiarity with the use of literary devices of the English language teachers "With the help of any one of the poems can you pick out the literary devices in it to show your familiarity with the use of literary devices?"

From the poem *Nature* the English major gave the following examples to reveal his familiarity with the use of literary devices.

Literary devices	Examples
Simile	"rain beats like bullets on the roof"

Personifications	a. "the tall grass sways and shivers to the slightest breath of air"
Onomatopoeia	a. "wish of water in the gullies"
Imagery	a. "And beauty comes suddenly and the rains have gone"
	. "When the buttercups have paved the earth with yellow stars"
Repetitions	a. "We have neither Summer or Winter"
	"We have instead…."
	c. "When the… canefields"
	d. "When the bushes ...scent of honey"
	e. "When the tall…"
	f. "When the buttercups ..stars"
Alliterations	a. "Golden sun shines
	b. "tall grass sways and shivers to the slightest breath"

The English minor language teachers provided the following examples from the poem *Leisure* to reveal her familiarity with the use of literary devices. The examples are given below.

Literary devices	Examples
Simile	"And stare as long as sheep and cows"
Alliteration	"Streams full of stars like stars at night"
Personification	"And watch her feet, how they can dance"
Repetition	"No time tb. "No time to see…"

With the help of the poem *Nature*, the KPLI English language teacher provided the following examples which are shown below.

Literary devices	Examples
Imagery	"the golden sun shines on the lush green canefields"
Alliteration	"sways and shivers to the slightest breath of air."

Repetitions	a. "We have neither …"
	b. "We have instead…"
	c. "When the bushes…."
	d. "When the tall…"
	e. "And there is no"
	f. "And tress struggling"
Symbol	a. "golden sun"

From the poem *Nature,* the TESL teacher gave examples that are shown below.

Literary devices	Examples
Repetitions	a. "We have neither…"
	b. "We have instead …"
	c.. "And there…."
	d. "And trees struggling…"
	\\\. "When the gold…"
	"When bushes…'
Imagery	a. "When the golden sun shines on the lush green canefields,"
	b. "Also there are the days when leaves fade from oft guango trees"
Alliteration	a. "Sun shines on the lush green canefields."
Personification	a. "in the Jamaican winds"
Symbols	a. "Golden sun, and rain"

In summary the analysis of the interviews of the four English language teachers revealed the following:

a. The English major language teacher had given six examples and for five of the literary devices, more than one example was provided. This teacher had displayed his knowledge of familiarity with the use of literary devices in the poem by providing a wide range of example. It is therefore clear that his academic

qualifications had influenced him and helped him to be familiar with the use of literary devices.

b. The English minor language teacher had provided four examples as evidence of her familiarity with the use of literary devices in the poem. She had provided fewer examples compared to the English major language teacher that could be attributed to the influence of her academic qualification as she had "majored in media studies."

c. The KPLI teacher had provided four examples. She had provided more examples of repetition but had one example each for imagery, alliteration and symbol. When compared to the English major who had given six examples, the KPLI gave four examples for the same poem. From the interview it was discovered she had "majored in Economics" and to equip herself she had "attended the KPLI English language courses that was specially for non-English grads." It was evident that the academic qualification of this KPLI language teacher had an influence on the familiarity with the use of literary devices.

d. The TESL teacher had given five examples of literary devices and that was more than the KPLI but less than the English major for the same poem. He was more familiar with the literary devices as the courses he had "attended [were] useful…[and he had] acquired knowledge to teach the literature component especially from the language perspective."

It was evident from the analysis of the interviews that there were differences in the familiarity with the use of literary devices as a result of the influence of academic

qualifications. The analysis of the interviews provided further support and confirmed the results obtained in the questionnaire and worksheets which indicated that academic qualifications has a significant influence on familiarity with the use of literary devices among English language teachers.

c. Influences of Academic Qualifications on the Understanding of Functions of Literary Devices

i. *Questionnaires*

The questionnaires were analysed to determine the influence of academic qualifications of English language teachers namely English major, English minor, TESL and KPLI on their understanding of the functions of literary devices. Table 4.19 provides the descriptive analysis of the four groups.

Table 4.19   Descriptive Statistics of the Four Groups of English Language Teachers

Groups	*n*	*Percentage*	*mean*	*SD*
English major	32	13.0	3.54	0.49
English minor	46	18.7	3.47	0.66
TESL	92	37.4	3.41	0.55
KPLI	76	30.9	3.39	0.56
Total	246	100	3.51	0.58

Based on the anlsysis, it was found that the English major language teachers had the highest mean which indicated that their subject matter knowledge of literary devices was higher than the English minor, TESL and KPLI. The KPLI language teachers had the lowest mean that revealed their understanding of the functions of literary devices was the lowest among the four groups. The SD for all the four groups was close to 0 that indicated that the mean was reliable with little variability in the sample.

From Table 4.19 it was found the mean for the English major teachers was 3.54 (*SD=0.49*), mean for English minor was 3.47 (*SD=0.66*), the mean for the TESL teachers was 3.41(*SD=0.55*) and the mean for the KPLI teachers was 3.39 (*SD=0.56*).

Based on the descriptive statistics the Levene's test of homogeneity was conducted and

the results are shown in Table 4. 20.

Table 4.20.   Levene's Test of Homogeneity of Variance of the Four Groups of
English Language Teachers

Levene's statistic	*df1*	*df2*	*Sig*
3.242	3	241	0.207

The Levene's test of variance indicated unequal variance among the four groups of

English language teachers was assumed and was not significant: *F (3,241) =3.24, p >*

0.05. The one-way ANOVA was conducted to determine explicitly if there was any

significant difference among the four groups of English language teachers. The

comparison among the four groups of English language teachers is shown in Table 4.21.

The one-way ANOVA showed *F* to be significant, *F = (3,241) 6.247; p=.000.*

Table 4.21 One-Way ANOVA Comparison for Understanding of the Functions of
Literary Devices among Four Groups of English Language Teachers

Understanding of the functions of literary devices	*Sum of square*	*df*	*Mean square*	*F*	*Sig*	η_p^2
Between groups	6.664	3	2 .555	6.247	.000	0.05
Within Groups	27.901	241	.089			
Total	23.066	244				

The results indicated that there was a difference in the understanding of the functions of

literary devices among the four groups of English language teachers. The partial eta

squared generated was 0.05 and indicated the effect size was medium and the difference

is discernable. As there was a significant difference, the follow-up Scheffe Post hoc

multiple comparison test was conducted to determine explicitly which groups were

significant. The results of the Scheffe post hoc test analysis are shown in Table 4.22.

Table 4.22 Scheffe Multiple Comparison of Understanding of the
Functions of Literary Devices of English Language Teachers

Academic Qualification (I)	Academic Qualifications (J)	Mean Difference (I-J)	Std. Error	Sig.
English major	English minor	0.07[*]	0.109	.001
	TESL	0.13 [*]	0.103	.003
	KPLI	0.05[*]	0.109	.003
English Minor	English major	-0.07[*]	0.103	.003
	TESL	0.06[*]	0.109	.003
	KPLI	0.08 [*]	0.106	.006
TESL	English Major	-0.13[*]	0.103	.003
	English Minor	-0.06 [*]	0.098	.003
	KPLI	0.02[*]	0.088	.001
KPLI	English Major	-0.05[*]	0.109	.003
	English Minor	0.08[*].	0.106	.006
	TESL	-0.02[*].	0.088	.001

From the Scheffe post hoc test it was found:

a. The English major were significantly different in their understanding of the functions of literary devices from the English minor (*mean difference=0.07; p=0.001*), TESL(*mean difference=0.13, p=0.003*) and KPLI (*mean difference=0.05; p=0.003*) .

b. The English minor were significantly different in their understanding of the functions of literary devices from the English major and TESL language teachers (*mean difference=0.13, p=0.003*). and KPLI (*mean difference= 0.08; p=0.006*).

c. The TESL language teachers were significantly different in their understanding of the functions of literary devices from the KPLI (*mean difference =0.02, p=0.006*).

In summary, based on the mean difference the following conclusions were drawn:

a. The English major have a higher level of understanding of the functions of literary devices than the English minor, TESL and KPLI language teachers.

b. The English minor have a higher level of understanding of the functions of literary devices than the TESL and KPLI language teachers.

c. the TESL teachers have a higher level of understanding of the functions of literary devices than the KPLI language teachers

d. the KPLI language teachers have a the lowest level of understanding of the functions of literary devices among the four groups.

From the analysis of the questionnaires, it can be inferred that the different levels of academic qualification of the four groups significantly affect understanding of the functions of literary devices

ii   *Worksheets*

Next, the analysis of the understanding of the functions of literary devices in the worksheets of the four groups of English language teachers is explained Table 4.23.

Table 4.23 Scores of Twenty English Language Teachers for Understanding of the Functions of Literary Devices

Respondents	Academic Qualifications	1st Rater	2nd Rater	Agreement
9	English major	34	32	0
10	English major	36	36	1
17	English major	38	38	1
18	English minor	30	30	1
16	English minor	32	32	1
19	English minor	32	30	0
13	English minor	32	31	0
14	English minor	34	34	1
8	TESL	30	30	1
5	TESL	30	30	1
1	TESL	30	30	1
2	TESL	31	30	0
6	TESL	32	32	1
3	TESL	33	30	1
20	KPLI	26	26	1
15	KPLI	26	24	0
11	KPLI	28	28	1
4	KPLI	28	28	1
12	KPLI	28	26	0
7	KPLI	30	30	1

The relevant sections that dealt with understanding of the functions of literary devices in the worksheets are 1.6, 1.7, and 1.8 (Worksheet 1), 2.2B (Worksheet 2), 3.2B (Worksheet3), 4.2B (Worksheet 4), 5.2B (Worksheet 5), 6.2b (Worksheet 6). The total score for this section was 45.

Based on the scores provided by both the inter-raters, the scores of two English major language teachers (Respondents 9 & 10) were identical while the score for one

(Respondent 17) differed. Nevertheless, the English major language teachers obtained the highest scores for understanding of the functions of literary devices. The scores in the English minor group were similar between the inter-raters for three respondents (Respondents 18, 16 & 14) while for two other (19 &13) the scores differed. The scores of the inter-raters differed for one respondent (2 but were the same for five others (8, 5, 1, 6 & 3) for the TESL teachers. In the KPLI group, the scores provided by the two inter-raters were similar for four (11, 4, 7, 20) respondents while for two (15,12) the scores differed. The scores of the inter-raters were similar for 14 out of the 20 respondents. The percentage of agreement was 70%.

In Question 1.6 (Worksheet 1) the respondents were required to provide their responses for the question "Explain how the use of visual imagery helps to enhance the meaning of the poem". The responses of the English major language teachers were as follows:

- "The visual imagery helps to provide a vivid picture to show the poet's description of nature.
- The second English major teacher provided this response "The visual imagery that consists of colours like yellow flowers, green leaves and gold sun show the beauty of nature to readers".
- The third English major teacher explained "With visual imagery, the poet has revealed the colours of nature".

From the responses obtained from the three English major language teachers it is evident they understood the function of imagery which is to describe the images of life to readers.

Some of the responses provided by the TESL teachers were:

- The visual imagery helps to understand the portrayal of nature by the poet.
- With the help of visual imagery conveys the theme of nature to the readers.
- The poet's use of visual imagery enhances the meaning of nature to reads.
- By using visual imagery, the poet has described nature vividly to readers.

The explanations provided by the TESL teachers reveal that they had knowledge of the functions of imagery. Below are some of the explanations provided by the English minor language teachers.

- The visual imagery helps to provide clear meaning.
- The poet uses visual imagery so that message can be understood.
- With the use of visual imagery, the readers can understand the message.

These explanations by the English minor language teachers reflect their understanding of the functions imagery and show how imagery as used by the poet helps to enhance the meaning of the poem.

Some of the examples provided by the KPLI language teacher are listed below.

- The imagery as used by the poet makes the poem interesting to read.
- The use of imagery provides a clear picture of the beauty of nature
- The imagery in the poem is used to convey the message by the poet.

These explanations by the KPLI language teachers provide further evidence of the understanding of the functions imagery.

The answers to Question 1.7 (Worksheet 1) by the English major teachers are as follows.

- The poet uses repetitions throughout the poem for emphasis and focus the attention of the readers to indicate the idea people are too busy and have no time for leisure.
- The repetition of particular words as used by the poet is to emphasis the idea that there is no time to rest and relax.
- The poet uses repetitions throughout the poem to show that we are too busy and cannot enjoy the simple things in our lives.

The explanations provided by the English major language teachers clearly revealed their understanding of the functions of repetition which is to emphasis and draw the attention of readers.

Some of the explanations by the English minor for Question 1.7 is given below:

- The repetition used by the poet throughout the poem is to draw the attention of the readers.

- The numerous repetitions in the poem helps to emphasis the idea that rest and relaxation are important.
- Repetition is used to show the importance of appreciating beauty of nature.
- The poet has used repetitions through the poem to reveal the beauty of nature.
- The repetition of certain words by the poet is to emphasis that we must find time to have leisure.

The explanation by the English minor language teachers for repetition shows they understand the functions which is to emphasis the meaning but they have not mentioned the reason which is create attention.

Below are some of the responses of the TESL teachers for Question 1.7.

- The repetitions in the poem help to show the importance of leisure to man.
- With the help of repetitions, the poet shows readers the need to understand the joy of simple things in life.
- The repetitions have been used by the poet to urge man to look at the beauty of nature.
- The uses words like "What" and "No" throughout the poem is to show that without relaxation life is meaningless.

The explanations show that the TESL teachers understand the functions of repetitions and but had not shown its impact which is to enhance the meaning of the poem.

Here are some of the explanations provided by the KPLI teachers to show their understanding of the functions repetition.

- By using repetitions throughout, the poet emphasis the urgent need for relaxation.
- The repetitions used by the poet enhances the meaning of the poem.
- With repetitions in the poem, the meaning of rest is emphasized.
- The poet has used repetitions to show the importance of appreciating nature.
- The use of repetitions help to show why rest is important.

The KPLI language teachers had managed to show why the poet had used repetition which was to enhance the meaning but had failed to show the functions which was to emphasis particular words.

Question 1.8 (Worksheet 1)

The answers provided by the English major teachers are follows:

- The use of personifications in the poem provides life to inanimate objects like "Beauty" and helps to make the poem meaningful.
- The personifications make the poem more interesting as lifeless objects like "Beauty" assume human qualities and are able to dance
- With the use of personifications, the poet uses abstract words like "Beauty" to make the poem lively.

The English major language teachers had managed to explain the meaning of

personification and also its effect in the poem.

Some of the responses of the English minor teachers were as follows:

- The use of personification in the poem helps to make the meaning clearer to readers.
- The poet has used personification to give life to inanimate objects or abstract ideas and make the poem more interesting.
- The personification in the poem helps to make the poem more lively.
- By using personifications the poet has made the poem interesting

Based on the examples provided it can be seen that the English minor teacher have been

able to show the effects of personification on the poem,

Below are some of the responses provided by the TESL teachers.

- By giving human qualities to abstract ideas as in "Beauty" the poet has made the poem lively and interesting.
- Personification as used in the poem helps to make the message clear.
- The use of personification creates more interest in the poem.
- By attributing human qualities as in personification, the poet helps to enhance the meaning of the poem.

The TESL teachers had clearly stated the effects of personification but the functions had

not been mentioned.

Some of the responses provided by the KPLI language teachers were:

- The use of personifications creates interest in the poem
- By using personifications, abstract ideas like "Beauty" assume life, thereby creating a lively atmosphere in the poem.
- With the help of personification, the poet makes the poem interesting.
- The personification in the poem helps to make the message clear.

The KPLI teachers have been able to show the influence of personification but the functions have not been stated clearly.

In question 2.2B (Worksheet 2) respondents were required to match the functions with the textual evidence.

FUNCTIONS	TEXTUAL EVIDENCE
Occurrence of initial sounds	Golden sun shines on lush green fields
Same sounds, ideas and words in a sentence to indicate emphasis	a. "We have neither spring or summer" b. "We have instead the days" c. "When the bushes are full of the sound and sent of honey".
The presentation of visible forms to present abstract ideas associated with the writer's imagination	a. "…leaves fade off" b. "…trees struggling" a. Sound of bees. b. Rain like bullets. c. Scent of honey
A concrete thing that represents something invisible and abstract to make the description clear	a. "Golden sun" indicates summer. b. "rain "denotes winter
Meaning indicated by the sound of the word to give emphasis or musical effect	" Swish of water"
Attributing human qualities to inanimate objects thereby providing life to make the description clear	a. "trees struggling" b. "…tall trees sway and shiver"
Two ideas that are different are compared and are	a. Rain beats like bullets.

introduced by "like" or "as".

From the analysis it was found the English major language teachers had matched all the definitions correctly with the evidence from the poem. This revealed they had understood the functions of literary devices. Among the English minor three of them had matched all the functions and textual evidence correctly while two others did not had mistakes. Out of the six TESL teachers only three had all correct answers while two others had two mistakes and one had one mistake. As for the KPLI teachers, two had matched the functions and evidence correctly, two others had two mistakes and one had three mistakes.

In Question 3.2 (B) section (b) Worksheet 3 the respondents were required to provide explanations for the literary devices. Some of the right answers that were obta6ined from the respondents were:

A   i. " …his mind flows as a freshly oiled cog ." (p.24)
      ii "…Flipping fantastic." (p.39)
          a. Literary device……ALLITERATION……………………………
          b. Explanation: Initial sound is repeated he to create emphasis"

B   i. " …I've been worried about how he'll find his way around without Tristan
          to help him." (p.24)
      ii " …but you rely on other people to do too much for you and it's time you
          stand on your own feet." (p.33)
          a. Literary device…IRONY
          b. Explanation… Contrast between what is said and what it actually means.

C.   i. ….I was already thinking up a million excuses not to go to school on the first
          day. I've thought of every illness from bubonic plague to yellow fever ." (p
      ii. "I've made loads of new friends too" (p.38)
          a. Literary device.. HYPERBOLE
          b. Explanation … It is an exaggeration

D.   i. "He'll miss me. I know he will." (p18)
      ii. "Wherever he goes I go, Wherever I go, he goes.." (19)
          a Literary device ..REPETITION
          b. Explanation… Same words that are repeated to give emphasis

E.   i. "…final chapter of a book." (p 28)
      ii. "…James is such a pest." (p 35)
          a. Literary device …METAPHORS
          b. Explanation. .. Two contrasting ideas are compared.

F.   i. "He may not find it easy to move his arms and legs but his mind."
         flows freely as a freshly oiled cog." (p 24).
      ii. "Today, I feel like a tyre that has burst."(p 25).
          a.   Literary device …… SIMILE
          b.   Explanation…Ideas are that are different are compared by using 'as'

 In section (b). Two out of the three English major language teachers provided correct

explanations for the literary devices. Two out of the five English major language

teachers provide correct answers for (b) while the other three did not explain either one

or two literary devices. As for the TESL teachers two provided all the correct

explanations while the remaining four did not answer at least two. Among the KPLI

language teachers only one managed to provide all the correct explanations for the six

literary devices. The remaining five managed to provide at least correct definitions for

at three out of the six the literary devices.

              In summary the finding from the worksheets revealed the following:

    i.   The analysis of the worksheets revealed there were differences in the

              understanding of the functions of literary devices among the English

              language teachers in the four groups.

    ii   Based on the analysis of the worksheets it was found there were

              differences in the understanding of the functions of literary devices

              among English language teachers within each group. For example the

              scores of the three English major language teachers were different.

              Similar differences were also found among the other three groups.

    iii)   There were differences in the explanations provided to show the functions

              of personification among the four groups of English language teachers.

From the analysis it can be concluded that academic qualifications had influenced the

understanding of the functions of literary devices of the four groups of English language

teachers. The results obtained in the worksheets confirmed the evidence obtained in the

questionnaire that indicated academic qualifications had influenced the understanding of the functions of literary devices among the four groups of English language teachers.

iii   *Interviews*

Interviews conducted with the four English language teachers were analysed to determine whether academic qualifications had influenced their understanding of the functions of literary devices.

In order to find out the influence of academic qualifications in the understanding of the functions of literary devices the following question was put forward to the English major, English minor, KPLI and TESL.

"You have given several literary devices. Can you pick out at least three literary devices and show that you understand the function of these literary devices."

The English major had provided six different literary devices from the poem *Nature* and they were simile, personification, onomatopoeia, imagery, repetition and alliteration. He selected three and explained his understanding of the functions of these literary devices. Below are his explanations.

Literary Devices	Examples	Understanding of the Functions
Simile	rain beats like a bullet on the roof.	The use of the simile is to show a comparison using 'as' or 'like' between the two different things but have one thing common. We know bullet travel at great speed. Similarly, the rain is also falling on the roof of houses fast and heavy, almost non-stop.
Personification	Trees struggling in the Jamaican winds"	the writer gives life to ordinary lifeless objects. Trees are given life and they are shown to be struggling to stand straight just like human beings, against the strong Jamaican wind.
Imagery	When buttercups have	The visual image created by the buttercups which are yellow flowers gives

	paved…gone'	the image of life and beauty covering the earth after the heavy rain was over.

Next the response from the English minor language teacher was analysed to find out her understanding of the function of literary devices. She had given three examples of literary devices (simile, repetition and personification) from the poem *Leisure* and below are her explanations to show her understanding of the functions of literary devices.

Literary devices	Examples	Understanding of the Functions
Simile	And stare as long sheep and cows	it is a comparison using either 'like' or 'as'. The poet has used it to show people do not have time to look at nature and stare without any care or worry like cows or sheep.
Repetition	No time to stand	to stress an idea… has been used almost in every stanza to stress the idea that people are too busy to look at nature.
Personification	And watch her feet, how they can dance	beauty is personified and is like a lady with beautiful feet dancing gracefully.

The res ponse provided by the KPLI language teacher was examined to determine her understanding of the functions of literary devices. She had given four types of literary devices namely imagery, alliteration, repetition and symbols from the poem *Nature*. The explanations she gave to show her understanding of the functions of literary devices are given below:

Literary devices	Examples	Understanding of the Functions
Alliteration	sways and shivers to the slightest breath of air	emphasis the movement of the wind
Symbol	golden sun	to show readers that it is summer because of the hot season.

Repetitions	We have neither …	the same words indicate the importance and emphasis

Finally the interview with the TESL teacher was analysed to understand the functions of literary devices. Out of the five literary devices (repetition, imagery, alliteration, personification, and simile) given by him from the poem *Nature,* he picked three to explain his understanding of their functions and the explanations are given below:

Literary devices	Examples	Understanding of the Functions
Repetitions	have neither…,We have instead…	To show emphasis and indicates their importance to the readers by the poet.
Personification	Trees struggling in the Jamaican wind	the trees are inanimate objects, are given human qualities and like human beings are fighting for survival against strong winds and rain.
Symbols	golden sun, rain	The "golden sun" indicates the beauty of summer and "rain" could be the cold winter or even destruction.

In summary, based on the explanations provided by the four English language teachers to show their understanding of the functions of literary devices the following conclusions can be drawn:

The explanations given by the English major and English minor for the same literary device (simile) showed a difference in their understanding of its function and how it was used. Although both knew the function of a simile but the English major had made its meaning clearer by giving extra explanation like "between the two different things but have one thing common" and had shown how it was used contextually in the poem. The English minor had explained the use of the simile.

Personification was a device given by three English language teachers namely the English major, English minor and TESL teachers. All three had given the function of personification but there was a difference in their explanations to show their understanding of how it was used to enhance the meaning. The English major was clear in his explanation by saying the trees found it difficult to stand upright because of the strong wind. The explanation of the English minor was general. The TESL teacher explained that the trees were struggling on r survival in the strong wind.

There was also differences among the English minor, KPLI and the TESL language teachers in their explanation on the literary device 'repetition'. The English minor provided a definition for 'repetition' then she showed her understanding of its function in the poem. The KPLI and TESL teachers had mentioned its function but had not explained how it was used in the poem.

Generally, all the four language teachers were able to provide the functions of the different literary devices but there were differences in the explanations that revealed their understanding of the functions of literary devices in the poems. As such it can be stated that the different levels of academic qualifications has an influenced on their understanding of the functions of literary devices of the four groups.

The analysis obtained in the interviews confirmed the evidence obtained in the questionnaires and worksheets that revealed the influence of academic qualifications on the understanding of the functions of literary devices. The null-hypothesis was rejected as there were significant differences in the subject matter knowledge of literary devices, familiarity with the use of literary devices and understanding of the functions of literary devices in academic qualifications among English language teachers.

d) Influences of Expertise of English Language Teachers on the Subject Knowledge of Literary Devices

i. *Questionnaires*

The questionnaire was first analysed to determine the influence of expertise on the subject matter knowledge of literary devices among novice, competent and expert English language teachers. Table 4.24 provides the descriptive statistics of the three groups.

Based on Table 4.24 there were 66 novice (26.8%, mean= 2.54, SD= 0.65), 99 competent (40.3%, mean=2.87, SD=0.42) and 81 expert (32.9%, mean=3.01, SD=0.79). The analysis revealed the competent group formed the largest number, followed by the expert and novice English language teachers.

Table 4.24   Descriptive Statistics of the Three Groups of English Language Teachers.

Groups	N	Percentage	Mean	SD
Novice	66	26.8	2.54	0.65
Competent	99	40.3	2.89	0.42
Expert	81	32.9	3.01	0.79
Total	246	100	2.83	0.75

Based on the anlsysis, it was found that the novice English language teachers had the lowest mean which indicated that their subject matter knowledge of literary devices was lower than the competent and expert language teachers had the highest mean that revealed their subject matter knowledge of literary devices was the highest among the three groups. The SD for all the four groups was close to 0 that indicated that the mean was reliable with little variability in the sample.

The Levene's test of equality of variance indicated unequal variance among the three groups of English language teachers in their subject matter knowledge of literary devices and was not significant: *F(2,243)=4.945, p> 0.0.* The results are shown in Table 4.25.

Table 4.25   Test of Homogeneity of Variance of the Three Groups of English
              Language Teachers

Levene's statistic	df1	df2	Sig
4.945	2	243	0.117

Based on the Levene's test, the one-way ANOVA was conducted to determine if

significant differences existed in the subject matter knowledge of literary devices

among the three groups.. The analysis id reported in Table 4.26.

The one-way ANOVA, indicated that all the three groups of English language

teachers showed a significant difference in their subject matter knowledge of literary

devices based on expertise: $F(2,243)=8.05$, $p <0.001$. This indicated the subject matter

knowledge of the three groups was not similar. Consequently the partial eta squared

generated was 0.05, confirming that differences were discernible.

Table 4.26   One-Way ANOVA Comparison Test for Understanding of the Functions
              of Literary Devices among Three Groups of English Language Teachers

Subject matter knowledge of literary devices	Sum of scores	Df	Mean scores	F	sig	η_p^2
Between Groups	8.470	2	4.235	8.049	.000	0.05
Within Groups	127.853	243	.526			
Total	136.323	245				

As there were difference among the three groups, the Scheffe post hoc test was

conducted to determine explicitly which groups were significantly different in their

subject matter knowledge of literary devices based on expertise. The results are shown

in Table 4.27.

Table 4.27   Scheffe Multiple Comparison of Subject Matter Knowledge of Literary devices among Three Groups of English Language Teachers

(I) Number of years teaching English	(J) Number of years teaching English	Mean Difference (I-J)	Std. Error	Sig
Novice	Competent	-.035*	.12	.006
	Expert	-0.49*	.12	.001
Competent	Novice	035*	.12	.006
	Expert	-0.12*	.11	.009
Expert	Novice	0.35*	.12	.001
	Competent	0.12*	.11	.009

From the analysis it was found:

a. The novice English language teachers showed significant differences in their subject matter knowledge of literary devices from the competent (*mean difference =-0.35, p=0.006*) and expert *(mean difference = - 0.49 p=0.003*)

b.   The competent English language teachers showed significant differences in the subject matter knowledge of literary devices from the expert English language teachers *(mean difference =-0.12, p=0.009*).

   To sum up based on the mean difference the expert English language teachers had a higher level of subject matter knowledge of literary devices than the competent and novice. As revealed by the analysis the competent English language teachers had higher subject matter knowledge of literary devices than the novice English language teachers but lower than the expert English language teachers. The novice English language teachers had the lowest subject matter knowledge of literary devices among the three groups.

Therefore it can be concluded that expertise has an important influence on the subject matter knowledge of literary devices of the three groups.

Next the worksheets were analysed to determine the influence of expertise of English language teachers on their subject matter knowledge of literary devices. Table 4.28 shows the scores of the three groups of English language teachers namely novice, competent and expert English language teachers.   The total score was 45.

Table 4.28 Scores of the Three Groups of English Language Teachers for Subject Matter Knowledge.

Respondents	Expertise	1st Rater	2nd Rater	Agreement
9	Novice	35	35	1
10	Novice	38	39	0
17	Novice	41	41	1
18	Novice	30	30	1
16	Competent	31	30	0
19	Competent	32	32	1
13	Competent	33	32	0
14	Competent	35	34	0
8	Competent	28	28	1
5	Competent	29	29	1
1	Competent	29	29	1
2	Competent	30	30	1
6	Expert	30	30	1
3	Expert	32	31	0
20	Expert	27	25	0
15	Expert	28	28	1
11	Expert	28	28	1
4	Expert	29	29	1
12	Expert	29	27	0
7	Expert	30	30	1

The relevant parts in the worksheets that were examined for subject matter knowledge of literary devices were 1.1 (Worksheet 1), 2.1 (Worksheet 2), 3.1 (Worksheet 3), 4.1a (Worksheet 4), 5.1a (Worksheet 5) and 6.1a (Worksheet (6).

Based on the scores provided by both the inter-raters, the scores of three novice English language teachers (Respondents 9, 17, 18)were identical (35 each) while the score for one novice English language teacher (Respondent 10) differed. The scores provided by the inter-raters differed for the competent. Out of the eight competent English language teachers, three differed (Respondents 3, 20 12) while five (Respondents 1, 15, 11, 7, 6) of them had the same scores. Among the expert English language teachers, the

scores of three of them differed (Respondents 3, 20, 12) while the other five remained the same (Respondents 1, 15, 11, 7, 6). The percentage of similarity was 65%.

The differences in the scores of each group of English language teachers indicated their differences in the subject matter knowledge of literary devices. For example, among the four novice English major language teachers there was a slight difference in their scores that indicated their variations in the subject matter knowledge of literary devices. Similar differences were also evident in the scores of the competent and expert English language teachers. Based on the analysis it can be concluded that expertise has an on influence the subject matter knowledge of literary devices of the three groups of English language teachers.

In summary the analysis of the worksheets revealed that there were differences in the scores among the three groups of English language teachers in their subject matter knowledge of literary devices that indicated the influence of different levels expertise.

iii.   Interviews.

The interviews conducted with the four English language teachers were analysed to determine if there were indications of the influences of expertise on their subject matter knowledge of literary devices.

Responses to the question "What is your understanding of subject matter knowledge of literary devices and how can it be helpful when teaching the literary texts" were sought. The responses of the four English language teachers were as follows:

Expertise	Responses
Novice	…subject matter knowledge of literary devices is literary knowledge … useful in explaining the literary devices found in literary texts.…helpful in explaining the language in the poems, short stories or the novels
	…important to have knowledge of literary devices… helpful

Competent	in understanding the language in the different literary texts… can identify the different literary devices that are usually found in these literary texts.
First Expert	…factual knowledge to teach the literary texts….able to explain the literary devices and show learners how language is used in the different genres.
Second Expert	… factual or content knowledge of literary devices required to teach the literary texts….helpful… able to explain the literary devices to show how language is used in the poems, short story drama and novel.

There are two parts to the question (a) What is your understanding of subject matter knowledge of literary devices and (b) how can it be helpful when teaching the literary texts.

The answer for (a) by the four English language teachers are as follows:

The novice English language teacher said "subject matter knowledge of literary devices is literary knowledge." The response of the competent English language teacher was "important to have knowledge of literary devices." The first expert English language teacher replied "factual knowledge to teach the literary texts" and the second expert English language teacher's responded "factual or content knowledge of literary devices required to teach the literary texts."

A close look at the responses reveal there are subtle differences among the four English language teachers in their understanding of the subject matter knowledge of literary devices. This is mainly because of their own interpretations of what they understand by subject matter knowledge of literary devices.. The novice English language teacher states subject matter knowledge of literary devices is literary knowledge which is generally understood as knowledge of literature. The competent English language teacher has mentioned the importance of subject matter knowledge of literary devices

but has not defined "what is subject matter knowledge of literary." There is a similarity in the answers provided by the first and second expert English language teachers. They consider it as factual or content knowledge necessary to teach literary texts. Hence, there are subtle differences in their understanding of subject matter knowledge of literary.

As for the second part, all the four English language teachers agree subject matter knowledge of literary devices is helpful. The novice English language teacher considers it is helpful in "explaining the literary devices" and "language" in novels. For the competent English language teacher, subject matter knowledge of literary devices is helpful in understanding the language and identifying the different literary devices found in these literary texts.

There is similarity in the explanation for subject matter knowledge of literary devices between the first and second expert English language teachers. They consider subject matter knowledge of literary devices is useful to explain the literary devices and how language is used in the different genres.

The differences in subject matter knowledge of literary devices among the four English language teachers is slightly noticed.

When questioned further on what they could say of the "language in the poem" their responses were as follows;

Expertise	Responses
Novice	… the figurative language in the poem (*Nature*) makes it interesting.
Competent	Simple language that makes it interesting but the message and meaning can be deep.
First Expert	Poet uses language to describe things that touch our senses.

Second Expert	The language in the poem (*Nature*) is simple and that makes it easy to understand, the language also helps to understand the message.

From their explanations it can be seen the four language teachers had understood the style of the poet which is simple language. In order to find out more about the "language" they were requested to provide examples from the poems. Their examples were as follows:

Novice (From the poem *Nature*): The poet had used many "figurative examples" like the examples indicated below:

a   rain beats like bullets' which means the sound of the falling rain on metal roofs is like the noise of bullets indicating the sound must be really loud and even frightening.

b   trees struggling' showed just like human beings the trees were fighting for survival in the jungle.

Competent (From the poem *Nature*): The poet has used "simple language" to portray the beauty of nature as indicated by examples below:

a   The 'gold sun' shows that the colour of the bright hot sun is like gold,

b   lush green canefields, indicate that the leaves are green and the yellow canes look fresh.

c   'the buttercups paved the earth with yellow stars' show that the land was covered with a kind of flower called buttercups that looked like yellow stars in the daylight,

d   the mango and logwood blossom' indicate the fruits like mangoes and logwood bloom and grow.

First expert (From the poem *Leisure*): There are many examples "that touch our senses" like the examples indicated below:

a   'stand and stare

b   stare as long as sheep and cows

c to see in broad daylight

d. Streams full of stars, like stars at night

e watch her feet, how they can dance

Second expert (From the poem *Nature*): The poet uses "simple" words to describe the weather as shown below:

a gold sun' to indicate the hot sun looks like gold.

b leaves fade off' show the leaves turning brown and dropping because of the hot weather.

c lush green canefields' tells the readers the canefileds look fresh because of sunny weather,

d 'buttercups have paved the earth' indicate flowers are blooming because of the fine weather.

e 'buttercups have paved the earth' indicate flowers are blooming because of the fine weather.

f when the weather changes 'rain beats like bullets' meaning there is heavy, frightening and powerful rain just like bullets from guns.

g When the weather is bright and sunny the 'sound of bees' can be heard.

h When the weather is bright and sunny the 'sound of bees' can be heard.

The four English language teachers had viewed the poems from different perspectives and this indicated their ability to understand the language in the poems. Based on their understanding of the language in the poems the novice had given only two examples compared to the competent who had given four examples. The first expert had given five examples while the second expert language teacher had given eight examples. They have indicated the influence of expertise on their subject matter knowledge of literary devices.

e) **Influence of Expertise of English Language Teachers on their Familiarity with the Use of Literary Devices**

i.   Questionnaires

The questionnaires were analysed to determine the influence of familiarity with the use of literary devices based on expertise. Table 4.29 provides the descriptive analysis of the three groups (novice, competent and expert) of English language teachers.

Table 4.29   Descriptive Statistics of Three Groups of English Language Teachers

Expertise of English language teachers	*n*	*%*	*Mean*	*SD*
Novice	66	27	2.54	0.65
Competent	99	40	2.87	0.72
Expert	81	33	3.01	.0.79
Total	246	100	2.83	0.75

Based on Table 4.29 there were 66 (27%) novice (mean=2.54, SD=0.65), 99 (40%) competent (mean=2.87, SD=0.72) and 81 (33%) expert (mean=3.01, SD=0.79) English language teachers.

Following the descriptive statistics, the Levene's test for homogeneity of variance was conducted and the results are shown in Table 4.30.

Table 4.30 Levene's Test of Homogeneity of Variance for Three groups of English Language Teachers

Levene's statistics	*df1*	*df2*	*sig*
1.595	2	243	0.205

The Levene's test for equality of variance indicated unequal variance among the three groups and was not significant $F(2,243)=1.60, p>0.05)$, therefore the assumptions were not violated. The one-way ANOVA was conducted to establish if there were significant

differences in the familiarity with the use of literary devices among the three groups.

Table 4.31 shows the comparison among the three groups

Table 4.31 One-Way ANOVA Comparison for Familiarity with the Use of Literary
Devices among Three Groups of English Language Teachers

Familiarity with the use of literary 0devices	Sum of scores	Df	Mean scores	F	sig	η_p^2
Between Groups	1.780	2	.890	5.356	.005	0.04
Within Groups	40.381	243	.166			
Total	42.161	245				

Table 4.31 displays the one-way ANOVA comparison of English language teachers'
familiarity with the use of literary devices among the three groups based on expertise.
The analysis indicated all the three groups of English language teachers showed a
significant difference in their familiarity with the use of literary devices based on their
expertise :F(2,243)=5.36; p=<0.005. The partial eta squared generated, was 0.04 that
indicated a small to medium effect size. The Scheffe post hoc test was conducted to
determine explicitly the groups that showed a significant difference in the familiarity
with the use of literary devices. Table 4.32 shows the results of the analysis.

Table 4.32 Scheffe Multiple Comparisons Test for Familiarity with the Use of
Literary Devices among Three Groups of English Language Teachers

(I) Num of yrs teaching Eng	(J) Num of yrs teaching Eng	Mean Difference (I-J)	Std. Error	Sig.
Novice	Competent	-0.33*	.072	.005
	Expert	-0.47*	. 058	. 008
Competent	Novice	0.33*	.072	.005
	Expert	-0.14*	071	.001
Expert	Novice	0.47*	.058	.008
	Competent	.0.33*	071	.001

From the Scheffe post hoc test the following was found:

  a. the novice English language teachers were significantly different in their familiarity with the use of literary devices from the competent (*mean difference= -0.33, p=0.005*) and expert language teachers (*mean difference=-0.47, p= .008*).

  b. The competent English language teachers were significantly different in their familiarity with the use of literary devices from the expert language teachers (*mean difference =-0.14, p=.001)*

In summary, based on the mean difference the following can be stated:

  a. The expert English language teachers were higher in their level of familiarity with the use of literary devices than the competent and novice language teachers.

  b. The analysis revealed that competent English language teachers were higher in their in their level familiarity with the use of literary devices than the novice English language teachers.

  c. the novice English language teachers had the lowest level of familiarity with the use of literary devices.

Therefore the analysis of the questionnaires revealed that expertise had influenced the familiarity with the use of literary devices among the three groups of English language teachers

ii   *Worksheets*

The worksheets were analysed to determine the influence of expertise on the familiarity with the use of literary devices. The scores of the three groups of English language teachers are given in Table 4.33.

Table 4.33   Scores of Three Groups of English Language Teachers for Familiarity
             With the Use of Literary Devices

Respondents	Expertise	1st Rater	2nd Rater	Agreement
15	Novice	32	32	1
20	Novice	31	31	0
11	Novice	35	35	1
4	Novice	35	33	0
5	Competent	35	35	1
2	Competent	36	36	1
6	Competent	36	39	0
12	Competent	35	35	1
1	Competent	36	36	1
18	Competent	37	**37**	**1**
13	Competent	39	39	1
16	Competent	38	38	1
18	Expert	37	37	1
13	Expert	39	3	1
16	Expert	38	38	1
19	Expert	39	37	1
14	Expert	40	39	0
17	Expert	42	42	1
10	Expert	39	37	0
9	Expert	41	41	1

The relevant sections that dealt with familiarity with the use of literary devices in the
worksheet are 1.2, 1.3, 1.4, 1.5 (Worksheet 1), 2.2A (Worksheet 2), 3.2A (Worksheet
3), 4.2A(Worksheet 4), 5.2B (Worksheet 5) and 6. 2 (Worksheet 6).

The scores of the inter-raters indicated that there were two novice English language
teachers who had different scores (Respondents 20, 4) while the scores of the other two
were the same (Respondents 15, 11). Among the competent English language teachers,
it was found that seven (Respondents 5, 2, 12, 1, 18, 13, 16) of them had the same while
1 (Respondent 6) was different. There were two expert English language teachers who
had different scores (Respondents 14, 10), but six of them had similar scores
(Respondent 18, 13, 16, 19, 17, 9). The percentage of agreement was75.

In summary the analysis of the worksheets revealed that there were differences in the
scores in the familiarity with the use of literary devices among the three groups that
could be attributed to the influence of expertise.

The interviews were analysed to determine the familiarity with the use of literary devices among the four English language teachers. They were requested to "pick out as many literary devices from the poems to show … familiarity with the use of literary devices"

The novice English language teachers provided the following examples from the poem *Nature* as shown below:

Literary devices	Examples
Imagery	a.the golden sun shines on the lush green canefields'
Alliteration	sways and shivers to the slightest breath of air.'
Repetitions	a. We have neither …
	b. We have instead…
	c. When the bushes….
	d. When the tall…'
	e. And there is no
	f. And trees struggling'
Symbol	a. golden sun

The competent English language teacher provided the following examples from the poem *Nature* to indicate his familiarity with the use of literary devices.

Literary devices	Examples
Repetitions	a. We have neit
	b. We have instead …
	c. And there….
	d. And trees struggling…
	e. When the gold…
	f. When bushes…
Imagery	a. When the golden sun shines on the lush green canefields,
	b. Also there are the days when leaves fade from oft guango trees
Alliteration	a golden sun shines on the lush green canefields.

Personification	a trees struggling in the Jamaican winds
Symbols	a. Golden sun, and rain

The first expert English language teacher used the poem *Leisure* and provided the following examples to indicate his familiarity with the use of literary devices. The examples are:

literary devices	Examples
Simile	a. And stare as long as sheep and cows'
Alliteration	b Streams full of stars like stars at night
Personification	a. And watch her feet, how they can dance'
Repetition	a. No time to stand…
	b. No time to see…

From the poem *Nature* the second expert English language teacher provided the examples given below to reveal his familiarity with the use of literary devices:

Literary devices	Examples
Simile	rain beats like bullets on the roof
Personifications	a. the trees struggling in the Jamaican winds
	b. the tall grass sways and shivers to the slightest breath of air
Onomatopoeia	swish of water in the gullies
Imagery	a. And beauty comes suddenly and the rains have gone
	b. When the buttercups have paved the earth with yellow stars
Repetitions	a. We have neither Summer or Winter
	b. We have instead….
	c. When the… canefields
	d. When the bushes ...scent of honey
	e When the tall…
	f .When the buttercups ..stars

| Alliterations | a. Golden sun shines |
| | b. tall grass sways and shivers to the slightest breath |

In summary the analysis of the interviews of the four English language teachers revealed the following:

The novice teacher provided four examples. She had provided one example each for imagery, alliteration and symbol but more examples of repetition. She had "majored in Economics" and had attended "the KPLI English language courses that was especially for non-English grads" and she had taught the literature component for only "four years". It was evident that her expertise had influenced level of her familiarity with the use of literary devices.

From the analysis it was found that the competent English teacher had given five examples of literary devices to indicate his familiarity with the literary devices. Apart from attending courses that helped her to "acquired knowledge to teach the literature component especially from the language perspective" he had been teaching for the past "seven years" and is "actually a TESL teacher." Therefore it is evident the competent language teacher was able to provide more examples than the novice based on his expertise.

The first expert English language teacher had provided four examples as evidence of her familiarity with the use of literary devices from the poem *Leisure*. She had provided fewer examples compared to the novice and competent English language teachers. She had been teaching for ten years and had attended various courses in teaching the literature component but had "majored in media studies." Hence her non-literature

background did not provide sufficient exposure to literary texts. Therefore, her lack of familiarity with the use of literary devices was evident.

The second expert English language teacher had given six examples and for five of the literary devices, more than one example was provided. As an English major with eleven years of experience in teaching the literature component, he had displayed greater familiarity with the use of literary devices in the poem (*Nature*) by providing a wide range of literary devices. It was therefore clear that his expertise had influenced him and helped him to be familiar with the use of literary devices.

It was evident from the analysis of the interviews that expertise had influenced the familiarity with the use of literary devices of the four English language teachers.. The analysis of the interviews provided further support and confirmed the results obtained in the questionnaire and worksheets that indicated expertise had influenced familiarity with the use of literary devices among the four English language teachers.

f)   **The Influence of Expertise of English Language Teachers on their Understanding of the functions Literary Devices**

i.   *Questionnaires*

The questionnaires, worksheets and interviews were again analysed to determine the influences of understanding of the functions of literary devices among the three groups namely novice, competent and expert English language teachers.

The questionnaires were analysed first. The descriptive statistics of the three groups are indicated in Table 4.34.

Table 4.34 Descriptive statistics of Three Groups of English Language Teachers

Expertise of English language teachers	n	%	Mean	SD
Novice	66	27	3.13	0.32
Competent	99	40	3.16	0.25
Expert	81	33	3.29	0.24
Total	246	100	3.19	

Based on Table 4.34 the mean for the novice was 3.12 (SD=0.32), the mean for the competent group was 3.16 (SD=0.25) and the mean for the expert group was3.29 (SD=0.24).

Following the descriptive statistics, the Levene's test of equality of variance was conducted and the results are depicted in Table 4.35.

Table 4.35 Levene's Test of Homogeneity of Variance for Three groups of English Language teachers

Levene's statistics	df1	df2	sig
1.595	2	243	0.205

The Levene's test of equality of variance indicated unequal variance among the three groups of English language teachers indicated *F (2,243)=2.30,p>0.05*.

Therefore the one-way ANOVA was conducted to determine if there were significant differences among the three groups of English language teachers in their understanding of the functions of literary devices. Table 4.36 shows the comparison among the three groups of English language teachers in their understanding of the functions of literary devices.

Table 4.36   One-Way ANOVA Comparison for Understanding of Functions of
Literary Devices among Three Groups of English Language teachers.

Understanding of the Functions of Literary devices	Sum of scores	df	Mean scores	F	sig	η_p^2
Between Groups	1.169	2	.589	7.551	.001	0.06
Within Groups	18.804	243	.0.77			
Total	19.973	245				

The one-way ANOVA showed *F* to be significant less than the 0.05 level, *F(2,245)*
7.55; p=0.001. The partial eta squared computed indicated the effect size was medium
and the differences in the understanding of the functions of literary devices were visible.

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As there was a significant difference among the three groups, the follow-up Scheffe post
hoc multiple comparison test was conducted to determine explicitly which groups were
different significantly. Table 4.37 provides the results of the post-hoc test analysis.

Table 4.37 Scheffe Multiple Comparison Test for Understanding of the Functions of
Literary Devices among Three Groups of English Language Teachers

(I) Number of years teaching English	(J) Number of year teaching English	Mean Difference (I-J)	Std. Error	Sig.
Novice	Competent	-0.03*	0.047	.005
	Expert	-0.16*	0. 044	. 003
Competent	Novice	0.03*	0.047	.005
	Expert	-0.13*	0.041	.001
Expert	Novice	0.16*	0.044	. 005
	Competent	.0.13*	0.041	.001

From the Scheffe post hoc test it was found:

a. the novice and competent English language were significantly different in their
understanding of the functions of literary devices (*mean difference=-0.03,
p=0.005*)

b. The novice and expert English language were significantly different in their understanding of the functions of literary devices (*mean difference=-0.16, p=0.003*).

c. The competent and expert English language teacher were significantly different in their understanding of the functions of literary devices (*mean difference= 0.13, p=0.001*). In summary the analysis of the questionnaire revealed the following.

In summary based on the mean differences it can be stated:

a. The novice English language teachers had lower level of understanding of the functions of literary devices than the competent and expert English language teachers.

b. The competent English language teachers had lower understanding of the functions of literary devices than the expert English language teachers but were higher than the novice

c. The expert English language teachers had the highest level of understanding of the functions of literary devices.

Therefor it can be stated that expertise had influenced the understanding of the functions of literary devices of the three groups of English language teachers.

ii.   Worksheets

Next the worksheets were anlaysed to determine to determine the influence of expertise on the understanding of the functions of literary devices among the novice, competent and expert English language teachers and their scores are related in Table 4.38. The total scores for this section was 45.

Table 4.38   Scores of Three Group of English Language for Understanding of the
                Functions of Literary Devices

Respondents	Expertise	1st Rater	2nd Rater	Agreement
20	Novice	26	26	1
7	Novice	30	30	1
14	Novice	34	34	1
15	Novice	26	24	0
12	Competent	28	26	0
4	Competent	28	28	1
1	Competent	30	30	1
5	Competent	30	30	1
3	Competent	33	30	0
6	Competent	32	32	1
8	Competent	30	30	1
2	Competent	31	30	0
16	Expert	32	32	1
18	Expert	30	30	1
13	Expert	32	32	1
11	Expert	28	28	1
19	Expert	32	30	0
17	Expert	38	38	1
9	Expert	34	32	0
10	Expert	36	36	1

The relevant sections that dealt with understanding of the functions of literary devices in the worksheets were 1.6, 1.7, and 1.8 (Worksheet 1), 2.2B (Worksheet 2), 3.2B (Worksheet3), 4.2B (Worksheet 4), 5.2B (Worksheet 5), 6.2b (Worksheet 6) There were three English language teachers in the novice group (Respondents 20, 7, 14) who had similar scores while one (Respondent 15) differed. Based on the inter-raters scores, there were five English language teachers (Respondents 4, 1, 5, 6, 8) in the competent group who had similar scores while three (12, 3, 2) who had different scores. In the expert category, only two (Respondents 19, 9) had different scores while six (Respondents 6, 18, 13, 11, 17, 10,) of them had same scores. For the understanding of the functions of literary devices the scores of the inter-raters were similar for 14 out of 20 respondents. The percentage of agreement is 70%.

In summary the analysis of the worksheets revealed there were differences in the scores among the three groups of English language teachers in their understanding of the functions of literary devices that indicated the influence of expertise.

The interview with the novice language teacher was examined to determine her understanding of the functions of literary devices. From the poem *Nature* she had given four types of literary devices namely imagery, alliteration, repetition and symbols and provided explanations for three of them. The explanations she gave to show her understanding of the functions of literary devices are given below:

Literary devices	Examples	Understanding of the Functions
Alliteration	sways and shivers to the slightest breath of air	emphasis the movement of the wind
Symbol	golden sun	to show readers that it is summer because of the hot season.
Repetitions	We have neither …	the same words indicate the importance and emphasis

The interview with the competent English language teacher was analysed to reveal his understanding of the functions of literary devices. Out of the five literary devices (repetition, imagery, alliteration, personification, and simile) given by him from the poem *Nature,* he picked three to explain his understanding of their functions. His explanations are given below:

Literary devices	Examples	Understanding of the Functions
Repetitions	We have neither… We have instead…	to show emphasis and indicates their importance to the readers by the poet.
Personification	Trees struggling in the Jamaican wind	the trees are inanimate objects, are given human qualities and like human beings are fighting for survival against strong winds and rain.
Symbols	golden sun, rain	The "golden sun" indicates the beauty of summer and "rain" could be the cold winter or even destruction.

The interview with the first expert language teacher was analysed to find out her understanding of the function of literary devices. She had given three examples of literary devices (simile, repetition and personification) from the poem *Leisure*. Given below are her explanations to show her understanding of the functions of literary devices.

Literary devices	Examples	Understanding of the Functions
Simile	And stare as long as sheep and cows	a comparison using either 'like' or 'as'. The poet has used it to show people do not have time to look at nature and stare without any care or worry like cows or sheep.
Repetition	No time to stand	to stress an idea… has been used almost in every stanza to stress the idea that people are too busy to look at nature.
Personification	And watch her feet, how they can dance	beauty is personified and is like a lady with beautiful feet dancing gracefully.

The second expert language teacher had provided six different literary devices from the poem *Nature* (simile, personification, onomatopoeia, imagery, repetition and alliteration). Given below are the explanations of three literary devices to show his understanding of the functions of literary devices.

Literary Devices	Examples	Understanding of the Functions
Simile	rain beats like a bullet on the roof.	The use of the simile is to show a comparison using 'as' or 'like' between the two different things but have one thing common. We know bullet travel at great speed. Similarly, the rain is also falling on the roof of houses fast and heavy, almost non-stop.
Personification	Trees struggling in the Jamaican winds	the writer gives life to ordinary lifeless objects. Trees are given life and they are shown to be struggling to stand straight just like human beings, against the strong Jamaican wind
Imagery	When buttercups	The visual image created by the buttercups which are yellow flowers gives

| have paved…gone | the image of life and beauty covering the earth after the heavy rain was over |

In summary, based on the explanations provided by the four English language teachers to show their understanding of the functions of literary devices the following conclusions can be drawn:

There were differences among the novice, competent and the first expert English language teachers in their explanation for the literary device 'repetition'. The novice and competent teachers had mentioned its function but had not explained how it was used in the poem. The first expert provided a definition for 'repetition' then she showed her understanding of its function in the poem.

The explanations given by the first and second expert English language for the same literary device (simile) showed a difference in their understanding of its function and how it was used. Although both had stated the function of a simile, the second expert English language teacher had made its meaning clearer by giving extra explanation like "between the two different things but have one thing common" and had shown how it was used contextually in the poem. The first expert had explained the use of the simile in the poem.

Personification was explained by the competent, first expert and second expert language teachers. All three had given the function of personification but there was a difference in their explanations to show their understanding of how it was used to enhance the meaning. The competent teacher explained the trees were struggling for survival in the strong wind. The explanation of the first expert was general. The second expert was clear in his explanation by saying that the trees were finding it difficult to stand upright because of the strong wind.

All the four language teachers were able to provide the functions of the different literary devices but there were differences in the explanations they to show their understanding of the functions of literary devices in the poems. Therefore, it can be concluded that expertise had influenced the understanding of the functions of literary devices among the four English language teachers.

The results obtained in the interviews confirmed the evidence obtained in the questionnaires and worksheets that revealed there were differences in the understanding of the functions of literary devices. These differences can be attributed to the influence of expertise of the four English language teachers.

The null-hypothesis was rejected as there were significant differences in the subject matter knowledge of literary devices, familiarity with the use of literary devices and understanding of the functions of literary devices in expertise among English language teachers.

4.5   Research Question Two

a.   The Differences in the Subject Matter Knowledge of Literary Devices between English Major and non-English Major Language Teachers

i.   *Questionnaires*

The questionnaires were first analysed to show the differences in the subject matter knowledge of literary devices between the English major and non-English major language teachers. The independent sample *t*-test was conducted to investigate whether there was a difference in the subject matter knowledge of literary devices between the

English major and non-English major teachers. The results shown in Table 4.39 revealed the mean in the subject matter knowledge of literary devices for the English major teachers (*n=32*) was 3.59 (*SD= .425*) while the mean for the non-English major teachers (n=214) demonstrated a lower mean of 3.48 (*SD=.529*).

Table 4.39   Descriptive Statistics and Independent *t-* Test Comparison for Subject Matter Knowledge of Literary Devices between English major non-English major teachers

Groups	*n*	*M*	*SD*	*df*	*t*	*p*	*d*
English major	32	3.59	.425				
				244	2.47	0.009	0.49
Non-English minor	214	3.48	.529				

The Levene's test of equality of variance showed *F=4.46, p* > 0.05 that indicated no violation of the assumption of homogeneity of variance between the two groups. Therefore the equal variance assumed *t* statistics was reported. The result from the *t*-test revealed that there was a significant difference in the subject matter knowledge of literary devices between the English major and non-English teachers *t(df=244)=2.3;p=0.009.* The results indicated that the English major language teachers had higher level of subject matter knowledge of literary devices than the non- English major language teachers. The computed Cohen's *d* = 0.49 which was in the range of small effect size that suggested the difference was small but discernible

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ii.   *Worksheets*

Next, the worksheets were analysed to determine the differences in the subject matter knowledge of literary devices between the English major and non-English major language teachers. There were twenty English language teachers who were divided into two groups namely, English major (n=3), and non-English minor (n=17). The score for this section on the subject matter knowledge of literary devices was 45. Table 4.40 provides the scores of both

groups. The total score for this section 45.

Table 4.40   Scores of English Major and non-English Major Language Teachers in their Subject Matter Knowledge of Literary Devices

Respondents	Academic Qualifications	1st Rater	2nd Rater	Agreement
9	English major	35	35	1
10	English major	39	39	1
17	English major	41	41	1
1	Non-English major	29	29	1
2	Non-English major	30	30	1
3	Non-English major	32	31	0
4	Non-English major	29	29	1
5	Non-English major	29	29	1
6	Non-English major	30	30	1
7	Non-English major	30	30	1
8	Non-English major	28	28	1
11	Non-English major	28	28	1
12	Non-English major	29	27	0
13	Non-English major	33	31	0
14	Non-English major	35	34	0
15	Non-English major	28	28	1
16	Non-English major	31	30	0
18	Non-English major	30	30	1
19	Non-English major	32	32	1
20	Non-English major	27	25	0-

The relevant parts in the worksheets that were examined for subject matter knowledge of literary devices were 1.1 (Worksheet 1), 2.1 (Worksheet 2), 3.1 (Worksheet 3), 4.1a (Worksheet 4), 5.1a (Worksheet 5) and 6.1a (Worksheet (6).

As indicated in Table 4.40, there were no differences in the scores among the three English major language teachers. The inter-raters scores revealed these three (Respondents 9, 10, 17) had the highest scores. Among the non-English major language teachers, there were 11 (Respondents 1, 2, 4, 5, 7, 8, 11, 18, 19, 15) who had similar scores while 6 (Respondents 3, 12, 13, 14, 16, 20) differed in their scores. The percentage of agreement was 70%.

In summary, the analysis of the worksheets revealed that there were differences in the scores among the two groups namely the English major and non-English major language teachers in their subject matter knowledge of literary devices.

The findings of the worksheets supported the evidence obtained from the questionnaires that indicated the differences in the subject matter knowledge of literary devices between the two groups.

iii.   *Interviews*

The interviews conducted with the English major and non-English major language teachers were also analysed to determine the differences in their subject matter knowledge of literary devices. They were asked question *"Please explain what is your understanding of subject matter knowledge of literary devices and how can it be helpful when teaching these literary texts."* The responses of the two groups of English language teachers are shown below:

English major	Knowledge of literary devices is factual knowledge or content knowledge of literary devices required to teach the literary texts.
First Non-English minor	Knowledge of literary devices is content knowledge of literary devices that can help to understand literary texts.
Second Non-English major	With the knowledge I have it is enough to explain the literary devices in the literary texts.
Third Non-English major	Knowledge of literary devices can be helpful …It can be used to show the language aspect in the different literary texts.

The English major language teacher considered subject matter knowledge of literary devices as "factual knowledge of content or content knowledge." To the first non-English major language teacher subject matter knowledge of literary devices was "content" knowledge. For the second non-English major language teacher, subject matter knowledge was necessary "to explain the literary devices in the literary texts" and the third non-English major language teacher considered it is "to show the language aspect in the different literary texts." There were differences in the understanding of the

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subject matter knowledge of literary devices among the four English language teacher based on their responses.

They were further required to show "with their knowledge of literary devices… the language in the poem." Their responses are given below:

English major	The language in the poem (*Nature*) is simple and that makes it easy to understand, the language also helps to understand the message. The poet uses simple words to describe the weather like a. "gold sun" to indicate the hot sun looks like gold. b. "leaves fade off" show the leaves turning brown and dropping because of the hot weather, c. "lush green canefields" tells the readers the canefileds look fresh because of sunny weather, d. "buttercups have paved the earth" indicate flowers are blooming because of the fine weather. e. When the weather changes "rain beats like bullets" meaning there is heavy, frightening and powerful rain just like bullets from guns. f. When the weather is bright and sunny the "sound of bees" can be heard. g. After the heavy rain the "swish of water" can be heard as it moves making a swishing sound and this helps readers to appreciate nature the way the poet wants.
First non-English minor	The poet uses language to describe things that touch our senses and there many examples of visual imagery like a. stand and stare', b. stare as long as sheep and cows, c. to see in broad day light, d. Streams full of stars, like stars at night' e. watch her feet, how they can dance.'
Second non-	The poet has used simple words to portray the beauty of

English major	nature.
	a. The " gold sun" shows the bright hot sun is like gold,
	b. the lush green canefields indicate the leaves are green and yellow sugarcanes look fresh,
	c. "the buttercups paved the earth with yellow stars" show that the land was covered with a kind of flowers called buttercups that looked like stars in the daylight.
Third non-English major	The poet has used many figurative examples like
	a. "rain beats like bullets", sound of the falling rain on metal roofs is like the noise of bullets indicating that the sound must be really loud and even frightening.
	b. "trees struggling" were just like human being, the trees were fighting for survival in the jungle.

Each language teacher provided his/her own view of the language in the poems. For the English major language teacher the language was "simple" and "easy to understand", the first English minor describe the language "touch our senses", the second non-English teacher mentions the poet "used simple words to portray the beauty of nature". while the third non-English major language teacher considered the "poet has used many figurative examples."

The English major and non-English English language teachers had selected a number of examples to reveal how language had been used to enhance the meaning in the poem. There were differences in the number of examples each English language teacher had given. The English major language teacher gave six, the first non-English major language teacher gave four, the second non-English major language teacher had given four and the third non-English major provided two examples. The English major had provided clear explanations for the examples he had picked compared to the other three that indicated his higher level of subject matter knowledge of literary devices. It can be

inferred from the interviews that there were differences in the subject matter knowledge of literary devices between the English major and non-English major language teachers. The evidence from the interviews further supported the results obtained from the questionnaire and worksheets that indicated there were differences between the English major and non-English major English language teachers in their subject matter knowledge of literary devices.

b)   The Differences between English Major and non-English Major Language Teachers in their Familiarity with the use of Literary Devices

i.   *Questionnaires*

The questionnaires were analysed using independent sample *t*-test to determine if there were differences in the familiarity with the use of literary devices between the English major and non-English major language teachers. The results shown in Table 4.41 revealed the mean in the familiarity with the use of literary devices for the English major (n=32) was 3.53 (SD=0.49) while the mean for the non-English major language teachers (n=214) was 3.48 (SD=0.53).\

Table 4.41 Descriptive Statistics and Independent *t*-test Comparison for Familiarity

Groups	*n*	*%*	*Mean*	*SD*	*SD Error*	*df*	*t*	*p*	*d*
English Major	32	13	3.53	0.49	.061				
						244	2.69	0.009	0.52
Non-English Major	214	87	3.48	0.53	0.46				

Based on the above descriptive statistics, the Levene's test of equality of variance revealed *F=5.23, P>0.05* indicating there no violation of the assumption of homogeneity of variance between the two groups, Therefore the equal variance assumed *t* statistics was reported *t (df=244)2.69 p=0.009*. The results indicated that the English

major had higher familiarity with the use of literary devices than the non-English major language teachers. The Cohen's $d= 0.52$ which was in the small effect size indicated the difference was small but discernable in the familiarity with the use of literary devices between the groups.

ii.   *Worksheets*

Next, the worksheets were analysed to ascertain if there were differences in the familiarity with the use of literary devices between the English major and non-English language teachers. Table 4.42 shows the scores of the two groups.

The relevant sections that dealt with familiarity with the use of literary devices in the worksheet are 1.2, 1.3, 1.4, 1.5 (Worksheet 1), 2.2A (Worksheet 2), 3.2A (Worksheet 3), 4.2A(Worksheet 4), 5.2B (Worksheet 5) and 6. 2 (Worksheet 6). The total score for this section was 50.

Table 4.42   Scores of English Major and non-English Major Language for Familiarity with the Use of Literary Devices

Respondents	Academic Qualifications	1st Rater	2nd Rater	Agreement
9	English major	39	37	0
10	English major	41	41	1
17	English major	42	42	1
1	Non-English major	36	34	0
2	Non-English major	36	36	1
3	Non-English major	38	38	1
4	Non-English major	35	33	0
5	Non-English major	35	35	1
6	Non-English major	37	37	1
7	Non-English major	35	35	1
8	Non-English major	35	35	1
11	Non-English major	35	35	1
12	Non-English major	35	35	1
13	Non-English major	39	39	1
14	Non-English major	40	39	0
15	Non-English major	32	32	1
16	Non-English major	38	38	1
18	Non-English major	37	37	1
19	Non-English major	39	37	0
20	Non-English major	31	31	1

Based on the inter-raters scores, there were two English major language teachers (Respondents, 10,17) who had similar scores while the score of one (Respondent 19)

differed. Among the non-English major language teachers, there were four (Respondents 1, 4, 14, 19) who differed in their scores while thirteen (2, 3, 5, 6, 7, 8, 11, 12, 13, 15, 16, 18, 20) had the same scores. In this section the scores of the inter-raters were similar for 15 out of the 20 respondents. The percentage of agreement was 75%.

In summary, the analysis of the worksheets revealed there were differences in the familiarity with the use of literary devices between the English major and non-English major English language teachers. The finding of the worksheets supported the results obtained from the questionnaires.

iii.   *Interviews*

In the interview the following question was asked to determine the difference in the familiarity with the use of literary devices between the English major and non-English major English language teachers.

.   "With the help of any one of the poems can you pick out the literary devices in it to show your familiarity with the use of literary devices?"

From the poem *Nature* the English major language teacher gave the following examples to reveal his familiar with the use of literary devices.

Literary devices	Examples
Simile	rain beats like bullets on the roof
	a. the trees struggling in the Jamaican winds
Personifications	b. the tall grass sways and shivers to the slightest breath of air
Onomatopoeia	a. swish of water in the gullies
Imagery	a. And beauty comes suddenly and the rains have gone
	b. When the buttercups have paved the earth with yellow stars

Repetitions	a. We have neither Summer or Winter
	b. We have instead….
	c. When the… canefields
	d. When the bushes ...scent of honey
	e When the tall…
	f .When the buttercups ..stars
Alliterations	a. Golden sun shines
	b. tall grass sways and shivers to the slightest breath

The first non-English minor language teacher provided the following examples from the poem *Leisure* to reveal her familiarity with the use of literary devices. The examples are given below.

Literary devices	Examples
Simile	a. And stare as long as sheep and cows
Alliteration	a. Streams full of stars like stars at night
Personification	a. And watch her feet, how they can dance'
Repetition	a. No time to stand…
	b. No time to see…

With the help of the poem *Nature*, the second non-English major language teacher provided the following examples which are shown below:

Literary devices	Examples
Imagery	a. the golden sun shines on the lush green canefields'
Alliteration	b. sways and shivers to the slightest breath of air.
Repetitions	a. We have neither …
	b. We have instead…
	c. When the bushes….
	d. When the tall…'
	e. And there is no
	f. And tress struggling'
Symbol	a golden sun

From the poem *Nature,* the third non-English major language teacher gave examples that are shown below:

Literary devices	Examples
Repetitions	a. We have neither…'
	b. We have instead …
	c. And there….
	d. And trees struggling…
	e. When the gold…
	f. When bushes…
Imagery	a. When the golden sun shines on the lush green canefields,
	b. Also there are the days when leaves fade from oft guango trees
Alliteration	a golden sun shines on the lush green canefields.
Personification	a. trees struggling in the Jamaican winds
Symbols	a. Golden sun, and rain

In summary the analysis of the interviews with the English major and non-English major language teachers revealed the following:

a   The English major language teachers had given six examples and for five of the literary devices more than one example was provided. He had revealed his familiarity with the use of literary devices in the poem by providing different types of examples. Being an English major with a strong literature background he was familiar with literary devices.

b.   The first non-English major language teachers had given four examples as proof of her familiarity with the use of literary devices in the poem *Leisure.* She had given fewer examples compared to the English major language. This can be attributed to her academic qualification as she had "majored in media studies."

Hence she had less exposure to literature and therefore she was not familiar with many of the literary devices.

c.   The second non-English major language teacher provided four examples. It can be seen that she had provided more examples of repetition but had given on example each for imagery, alliteration and symbol. When compared to the English major who had given six examples, this language teacher had given only four examples for the same poem (*Nature)*. The interview had revealed she majored in Economics and had "attended the KPLI English language courses that were specially for non-English grads." It can be inferred her academic background had an important role in determining her familiarity with the use of literary devices.

d.   The analysis of the third non-English major language teacher revealed she had five examples and was more than the second non-English major language teacher but one less than the English major language teacher for the same poem (*Nature*). He was familiar with the use literary devices because he had "attended…useful course…acquired knowledge to teach the literature component especially from the language perspective

Based on the analysis of the interviews, there were differences in the familiarity with the use literary devices between the English major and non-English major language teachers based on academic qualifications. It was evident from the analysis that the interviews further confirmed the results indicated in the questionnaires and worksheets that differences existed in the familiarity with the use literary devices between the English major and non-English major language teachers.

c)   **Differences in the Understanding of the Function of Literary devices between   English Major and non-English Major Language Teachers**

i.   *Questionnaires*

The questionnaire were analysed using independent *t*-test to determine if there were differences in the understanding of the functions of literary devices between the English major and non-English major language teachers. The resulted are stated in Table 4.43.

The analysis shown in Table 4.43 revealed that mean in the understanding of the functions of literary devices of the English major (*n=33, 13%*) was 3.55 (*SD=0.53*) and the non-English major language teachers (*n=214, 87%*) was 3.45 (*SD=0.44*). The Levene's test of equality of variance indicated no violation of the assumption, *F=2.25, p>0.05* that indicated there was no violation of the assumption of the homogeneity of variance between the two groups.

Table 4.43 Descriptive Statistics and Independent *t*-test Comparison for
Understanding of the
Functions of Literary devices between English Major and non-Major English
Language Teachers

Groups	*n*	*%*	*Mean*	*SD*	*SD Error*	*df*	*t*	*p*	*d*
English Major	32	13	3.55	0.53	0.64	244	1.81	0.002	0.49
Non-English	214	87	3.45	0.44	0.59				

Therefore the equal variance assumed *t*-test was reported. The results from the *t*-test revealed there was significant a difference in the understanding of the functions of literary devices between the English major and non- English major, *t(df=244)=1.81, p=0.022*. The Cohen's d was=0.49 and was in the small effect size range that suggested the difference was small but it was discernible.

ii.   *Worksheets*

Next the worksheets were analysed to determine the differences in the understanding of the functions of literary devices between the English major and non-English major language teachers. There were twenty respondents who were divided into two groups. The first group consisted of three English major language teachers and in the second group there were seventeen non-English major language teachers. Table 4.44 shows the scores of both the groups.

Table 4.44 Scores in Understanding of the Functions of Literary Devices between English Major and Non-English Major Language Teachers

Respondents	Academic Qualifications	1st Rater	2nd Rater	Similarity
9	English major	34	32	0
10	English major	36	36	1
17	English major	38	38	1
1	Non-English major	30	30	1
2	Non-English major	31	30	0
3	Non-English major	33	30	0
4	Non-English major	28	28	1
5	Non-English major	30	30	1
6	Non-English major	32	32	1
7	Non-English major	30	30	1
8	Non-English major	30	30	1
11	Non-English major	28	28	1
12	Non-English major	28	26	0
13	Non-English major	32	32	1
14	Non-English major	34	34	1
15	Non-English major	26	26	0
16	Non-English major	32	32	1
18	Non-English major	30	30	1
19	Non-English major	32	30	0
20	Non-English major	26	26	1

The relevant sections that dealt with understanding of the functions of literary devices in the worksheets are 1.6, 1.7, and 1.8 (Worksheet 1), 2.2B (Worksheet 2), 3.2B (Worksheet3), 4.2B (Worksheet 4), 5.2B (Worksheet 5), 6.2b (Worksheet 6).

Among the three English major language teachers, the scores of two (Respondents 10, 17) were the same while one (9) differed. However, these three had the highest scores. Based on the inter-raters there were five non-English major language teachers (2, 3, 12, 15, 19) who had different scores. There were 12 others (Respondents 1, 4, 5, 6, 7, 8, 11, 13, 14, 16).

In section the scores of the inter-raters were similar for 14 out of the 20 respondents. The percentage of similarity was 70%.

In summary the analysis of the worksheets revealed there were differences in their understanding of the functions of literary devices between the English major and non-English major language teacher. The analysis of the worksheets further supported the evidence obtained from the questionnaires and worksheets.

iii.   *Interviews*

Apart from the analysis of the questionnaires and worksheets, further analysis was conducted on the interviews that were conducted to determine the difference in the understanding of the functions of literary devices between the English major and non-English major language teachers.

In order to find out the understanding of the functions of literary devices of these two groups, the following question was put forward to the English major and non-English major language teachers. "You have given several literary devices. Select at least three literary devices   and show that you understand the function of these literary devices."

From the six different literary devices (simile, personification, onomatopoeia, imagery, repetition and alliteration) the English major had provided from the poem *Nature*, he selected three and explained his understanding of the functions of these literary devices and given below are his explanations.

Literary Devices	Examples	Understanding of the Functions
Simile	rain beats like a bullet on the roof.	The use of the simile is to show a comparison using 'as' or 'like' between the two different things but have one thing common. We know bullet travel at great speed. Similarly, the rain is also falling on the roof of houses fast and heavy, almost non-stop.
Personification	Trees struggling	The writer gives life to ordinary lifeless objects. Trees are given life and they are

	in the Jamaican winds	shown to be struggling to stand straight just like human beings, against the strong Jamaican wind.
Imagery	When buttercups have paved…gone'	The visual image created by the buttercups which are yellow flowers gives the image of life and beauty covering the earth after the heavy rain was over

Next, the response of the first non-English major language teacher was analysed to find out her understanding of the function of literary devices. As she had given three examples of literary devices (simile, repetition and personification) from the poem *Leisure,* her explanations to show understanding of the functions of literary devices are given below.

Literary Devices	Examples	Understanding of the Functions
Simile	And stare as long as sheep and cows	it is a comparison using either 'like' or 'as'. The poet has used it to show people do not have time to look at nature and stare without any care or worry like cows or sheep.
Repetition	No time to stand	to stress an idea… has been used almost in every stanza to stress the idea that people are too busy to look at nature.
Personification	And watch her feet, how they can dance	beauty is personified and is like a lady with beautiful feet dancing gracefully.

The second non-English major language teacher are had given four types of literary devices namely imagery, alliteration, repetition and symbols from the poem *Nature.* He picked three out of the four literary devices (imagery, alliteration. repetition, and symbols) and below are her explanations.

Literary devices	Examples	Understanding of the Functions
Alliteration	sways and shivers to the slightest breath of air	emphasis the movement of the wind
Symbol	golden sun	to show readers that it is summer because of the hot season.
Repetitions	We have neither	the same words indicate the importance and

Finally the interview with the third non-English major language teacher was analysed. Out of the five literary devices (repetition, imagery, alliteration, personification, and simile) given by him from the poem *Nature,* he picked three to explain his understanding of their functions and the explanations are given below:

Literary devices	Examples	Understanding of the Functions
Repetitions	We have neither…, We have instead…	To show emphasis and indicates their importance to the readers by the poet.
Personification	Trees struggling in the Jamaican wind	The trees are inanimate objects, are given human qualities and like human beings are fighting for survival against strong winds and rain.
Symbols	golden sun, rain	The "golden sun" indicates the beauty of "rain" could be the cold winter or even destruction.

In summary, based on the explanations provided by the English major and non-English major language teachers the following conclusions can be drawn to indicate their differences in the understanding of the functions of literary devices.

The explanations given by the English major and first non-English major for the same literary device (simile) showed a difference in their understanding of its function and how it was used. Although both knew the function of a simile, the English major had made its meaning clearer by giving extra explanation like "between the two different things but have one thing common" and had shown how it was used contextually in the poem. The English minor had explained the use of the simile.

The English major, first and third non-English major teachers had explained the literary device personification. All three had given the function of personification but there was a difference in their explanations to show their understanding of the function and how it

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was used to enhance the meaning. The English major was clear in his explanation by saying the trees found it difficult to stand upright because of the strong wind. The explanation of the first non-English major was general. The third non-English major language explained the trees were struggling for survival in the strong wind.

Generally, the English major and non-English major language teachers were able to provide the functions of the different literary devices but there were differences in the explanations of their understanding of the functions of the literary devices in the poems.

The analysis obtained in the interviews further supported the evidence obtained in the questionnaires and worksheets that revealed there were differences in the understanding of the functions of literary devices between the English major and non-English major language teachers.

d) **Differences in the Subject matter Knowledge of Literary devices between TESL and non-TESL Teachers**

i   *Questionnaires*

The questionnaires were analysed using the independent *t*-test to determine if there were differences in the subject matter knowledge literary devices between TESL and non-TESL language teachers. Table 4.45 provides the results.

Table 4.45 Descriptive Group Statistics and Independent *t*-test Comparison for Subject Matter Knowledge of Literary devices between TESL and non-TESL Language Teachers

Groups	n	%	Mean	SD	Sd Error	df	t	p	d
TESL	92	37.4	3.40	0.42	0.61	244			
							2.53	0.006	0.40
Non-TESL	154	62.6	3.58	0.46	0.65				

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The results reported in Table 4.45 revealed the mean in the subject matter knowledge of literary devices for the TESL teachers (n=92, 37.4%, SD=0.42) was 3.40 while the 154 non-TESL language teachers (62.6%) demonstrated a lower mean, 3.58 (SD=0.46).

The results of the Levene's test for equality of variance showed *F=4.56, p > 0.05* that indicated there was no violation of the assumptions of homogeneity of variance between the two groups. Therefore, the equal variance assumed t statistics was reported that revealed there was a significant difference in the subject matter knowledge of literary devices between the TESL and non-TESL teachers, *t (df=244)=2.53; p=0.006.* The results indicated that the non-TESL teachers had a higher subject matter knowledge of literary devices than the non-TESL teachers. The results of the computed Cohen's *d*=0.40 was in the range of small effect size that suggested the difference was discernible.

In summary it can be said that there were differences in the subject matter knowledge of literary devices between the TESL and non-TESL language teachers.

ii.   Worksheets

Next, the worksheets were analysed. There were six TESL and fourteen non-TESL teachers in this group. The score for this section in subject matter knowledge of literary devices was 45. Table 4.46 shows the scores obtained by the two groups. The relevant parts in the worksheets that were examined for subject matter knowledge of literary devices were 1.1 (Worksheet 1), 2.1 (Worksheet 2), 3.1 (Worksheet 3), 4.1a (Worksheet 4), 5.1a (Worksheet 5) and 6.1a (Worksheet (6). The total score for this section is 45.

Table 4.46 Scores for Subject Matter Knowledge of Literary Devices between
TESL and Non-TESL Teachers

Respondents	Academic Qualifications	1st Rater	2nd Rater	Similarity
1	TESL	29	29	1
2	TESL	30	30	1
3	TESL	32	31	0
5	TESL	29	29	1
6	TESL	30	30	1
8	TESL	28	28	1
4	Non-TESL	29	29	1
7	Non-TESL	30	30	1
9	Non-TESL	35	35	1
10	Non-TESL	39	39	1
11	Non-TESL	28	28	1
12	Non-TESL	29	27	0
13	Non-TESL	33	31	0
14	Non-TESL	35	34	0
15	Non-TESL	28	28	1
16	Non-TESL	31	30	0
17	Non-TESL	41	41	1
18	Non-TESL	30	30	1
19	Non-TESL	32	32	1
20	Non-TESL	27	25	0

Based on the inter-raters scores out of the six TESL teachers, five (Respondents 1, 2, 5, 6, 8) of them had similar scores while the score of one (Respondent 3)differed. Out of the fourteen, the scores of five non-TESL language teachers (Respondents12, 13, 14, 16, 20) were different in their score while nine (Respondents 4, 7, 9, 10, 11, 17, 15, 18, 19) of them had similar scores. In this section the scores of the inter-raters were similar for 14 out of the 20 respondents. The percentage of similarity was 70%.

In summary, the analysis of the worksheets revealed there were differences in the subject matter knowledge of literary devices between the TESL and non-TESL teachers. Further, the results obtained in the worksheets supported the results of the questionnaires.

iii   *Interviews*

The interviews conducted with the TESL and non-TESL teachers were also analysed to determine their differences in subject matter knowledge of literary devices and their responses are shown below: They were asked this question *"Please explain what is

your understanding of subject matter knowledge of literary devices and how can it be helpful when teaching these literary texts."

TESL	With the knowledge I have it is enough to explain the literary devices in the literary texts.
First non- TESL	Knowledge of literary devices can be helpful …It can be used to show the language aspect in the different literary texts.
Second non- TESL	Knowledge of literary devices is content knowledge of literary devices that can help to understand literary texts.
Third non-TESL	Knowledge of literary devices is factual knowledge or content knowledge of literary devices required to teach the literary texts.

There were differences in the understanding of subject matter knowledge of literary devices among the TESL and non-TESL teachers. For the TESL teacher subject matter knowledge of literary devices was "to explain the literary devices in the literary texts." The first non-TESL teacher expressed subject matter knowledge of literary devices was "to show the language aspect in the different literary texts," for the second non-TESL teacher it was "content" knowledge and the third non-TESL teacher considered it as "factual knowledge of content or content knowledge."

They were further required to show "with their knowledge of literary devices… the language in the poem." Their responses are given below:

TESL	The poet has used simple words to portray the beauty of nature.
	a. The " gold sun" shows the bright hot sun is like gold,
	b. the lush green canefields indicate the leaves are green and yellow sugarcanes look fresh,
	c. "the buttercups paved the earth with yellow stars" show that the land was covered with a kind of flowers called buttercups that looked like stars in the daylight.
First non-TESL	The poet has used many figurative examples like
	a. "rain beats like bullets", sound of the falling rain on metal roofs is like the noise of bullets indicating that

the sound must be really loud and even frightening.

b. "trees struggling" were just like human being, the trees were fighting for survival in the jungle.

Second non-TESL	The poet uses language to describe things that touch our senses and there many examples of visual imagery like

a. stand and stare',

b. stare as long as sheep and cows,

c. to see in broad day light,

d. Streams full of stars, like stars at night'

watch her feet, how they can dance.

Third non-TESL	The language in the poem (*Nature*) is simple and that makes it easy to understand, the language also helps to understand the message. "The poet uses simple words to describe the weather like

a. "gold sun" to indicate the hot sun looks like gold,

b "leaves fade off" show the leaves turning brown and dropping because of the hot weather,

c. "lush green canefields" tells the readers the canefileds look fresh because of sunny weather,

d. "buttercups have paved the earth" indicate flowers are blooming because of the fine weather.

e. When the weather changes "rain beats like bullets" meaning there is heavy, frightening and powerful rain just like bullets from guns.

f. When the weather is bright and sunny the "sound of bees" can be heard.

g. After the heavy rain the "swish of water" can be heard as   it moves making a swishing sound and this helps readers to appreciate nature the way the poet wants.

The TESL and non-TESL teachers had their own views of the language aspect in the poems. For the TESL teacher the poet "used simple words to portray the beauty of nature" and has provided examples to show the poet's use of words to portray the beauty of nature like "gold sun" to indicate the "bright hot sun is like gold." He has given four examples.

The first non-TESL teacher mentioned that the "poet has used many figurative examples" and had given two examples like "rain beats like bullets" to mean "the falling rain on metal roof is like the noise of bullets."

The second TESL described the language "touch our senses" and gave five examples of "visual imagery" like "stand and stare."

The third non-TESL teacher thinks the poet had used "simple words to describe the weather" like "leaves fade off" to "show the leaves turning brown and dropping because of the hot weather." He has given seven examples to show his knowledge of language use in the poem.

The TESL and non-TESL teachers had given examples to indicate how language was used to portray meaning in the poems. There were differences in the number of examples given by the TESL and non-TESL teachers. The TESL teacher gave four, while the first non-TESL teacher gave two, the second non-TESL teacher gave four and the third non-TESL teacher gave seven examples. Based on the examples provided there was difference and this indicated a difference in their subject matter knowledge of literary devices between the TESL and non-TESL teachers.

The evidence from the interviews further supported the results obtained from the questionnaire and worksheets that indicated academic qualifications had influenced the subject matter knowledge of literary devices of the English language teachers.

e) Differences in the Familiarity with the use of Literary devices between TESL and non-TESL Language Teachers

i. *Questionnaires*

The questionnaires were analysed using the independent *t*-test to determine if there were differences in the familiarity with the use of literary devices between the TESL and non-ESL teachers. Table 4.47 provides the descriptive statistics and the *t*-test results.

4.47   Descriptive Statistics and Independent *t*-test Comparison for Familiarity with the Use of Literary devices between TESL and non-TESL Teachers

Groups	*N*	*%*	*Mean*	*SD*	*SD Error*	*df*	*t*	*p*	*d*
TESL	92	37.4	3.76	0.37	.056				
						244	3.29	0.002	0.52
Non-TESL	154	62.6	3.92	0.46	066				

The results indicated that the mean in the familiarity with the use of literary devices for the TESL teachers (n=92; 37.4%) was 3.76 (SD=0.37) while the 154 non-TESL teachers (62.6%) revealed a higher mean, 3.92 (SD=0.46).

The Levene's test for equality of variance showed *F=4.66, p > 0.05* that indicated there was no violation of the assumptions of homogeneity of variance between the two groups. Hence, the equal variance *t*-statistics was reported. The results of the *t*-test revealed there was a significant difference in the familiarity with the use of literary devices between the TESL and non-TESL teachers, *t (244)=3.29; p=0.002.* The results indicated the non-TESL teachers had a higher familiarity with the use of literary devices than the non-TESL teachers.

However, the Cohen's *d* = 0.52 was in the range of medium effect size that indicated the difference was discernable.

ii.   . *Worksheets*

The worksheets were examined to determine the difference in the familiarity with the use of literary devices. There were twenty respondents in the two groups namely the

TESL group that consisted of six teachers and the non-TESL group contained fourteen teachers. Their scores are shown in Table 4.48. The scores of the inter-raters for the 20 respondents are given below.

Table 4.48   Scores of TESL and non-TESL Teachers for Familiarity with the Use of Literary devices

Respondents	Academic Qualifications	1st Rater	2nd Rater	Agreement
1	TESL	36	34	0
2	TESL	36	36	1
3	TESL	37	37	1
5	TESL	38	38	1
6	TESL	36	38	1
8	TESL	35	35	1
4	Non-TESL	35	33	0
7	Non-TESL	35	35	1
9	Non-TESL	39	37	0
10	Non-TESL	39	39	1
11	Non-TESL	35	35	1
12	Non-TESL	35	35	1
13	Non-TESL	37	37	1
14	Non-TESL	39	38	0
15	Non-TESL	32	32	1
16	Non-TESL	40	40	1
17	Non-TESL	42	42	1
18	Non-TESL	39	39	1
19	Non-TESL	38	37	0
20	Non-TESL	31	31	1

The relevant sections that dealt with familiarity with the use of literary devices in the worksheet are 1.2, 1.3, 1.4, 1.5 (Worksheet 1), 2.2A (Worksheet 2), 3.2A (Worksheet 3), 4.2A(Worksheet 4), 5.2B (Worksheet 5) and 6. 2 (Worksheet 6). The total score for this section was 50. Out of the six TESL teachers, five (Respondents 2, 3, 5, 6, 8) had similar scores while one (Respondent 1) had different score. Out of the fourteen non-TESL teachers, the scores of ten (Respondents (7, 10,11, 12, 13, 15, 16, 17, 18, 20) were similar while four (Respondents 4, 9, 14, 19) had different scores. Based on Table 4.48 the scores of the inter-raters were similar for15 out of the 20 respondents. The percentage of similarity was 75%.

In summary, the analysis of the worksheets revealed there were differences in the familiarity with the use of literary devices between the TESL and non-TESL language teachers. The findings of the worksheets supported the analysis of the questionnaires

that indicated there were differences in the familiarity with the use of literary devices between the TESL and non-TESL language teachers.

iii.   *Interviews*

The interviews conducted with the TESL and non-TESL teachers were analysed to determine if there were differences in their familiarity with the use of literary devices. The following question was asked to determine their familiarity with the use of literary devices of the English language teachers "With the help of any one of the poems can you pick out the literary devices in it to show your familiarity with the use of literary devices?"

From the poem *Nature,* the TESL teacher gave examples that are shown below.

Literary devices	Examples
Repetitions	a. We have neither…'
	b. We have instead …
	c. And there….
	d. And trees struggling…
	e. When the gold…
	f. When bushes…
Imagery	a. When the golden sun shines on the lush green canefields,
	b. Also there are the days when leaves fade from oft guango trees
Alliteration	a. golden sun shines on the lush green canefields.
Personification	a. trees struggling in the Jamaican winds
Symbols	a. Golden sun, and rain

With the help of the poem *Nature*, the first non-TESL teacher provided the following examples which are shown below.

Literary devices	Examples
Imagery	a. the golden sun shines on the lush green canefields'
Alliteration	a. sways and shivers to the slightest breath of air.'=

Repetitions	a. We have neither …
	b. We have instead…
	c. When the bushes….
	d. When the tall…'
	e. And there is no
	f. And tress struggling'
Symbol	a. golden sun

The second non-TESL teacher provided the following examples from the poem *Leisure* and they are given below.

Literary devices	Examples
Simile	a. And stare as long as sheep and cows'
Alliteration	a. Streams full of stars like stars at night
Personification	a. And watch her feet, how they can dance'
Repetition	a. No time to stand…
	b. No time to see…

The examples given below were from the third non-TESL teacher from the poem *Nature.*

Literary devices	Examples
Simile	a. rain beats like bullets on the roof
Personifications	a. the trees struggling in the Jamaican winds
	b. the tall grass sways and shivers to the slightest breath of air
Onomatopoeia	a. wish of water in the gullies
Imagery	a. And beauty comes suddenly and the rains have gone
	b. When the buttercups have paved the earth with yellow stars

Repetitions	a. We have neither Summer or Winter
	b. We have instead….
	c. When the… canefields
	d. When the bushes ...scent of honey
	e. When the tall…
	f. When the buttercups ..stars
Alliterations	a. Golden sun shines
	b. tall grass sways and shivers to the slightest breath

In summary the analysis of the interviews of the TESL and non-TESL teachers revealed the following:

a.   The TESL teacher had given five examples of literary devices and that was more than the first non-TESL teacher but less than the third non-TESL teacher for the same poem. He was more familiar with the literary devices as the courses he had "attended…(were) useful…acquired knowledge to teach the literature component especially from the language perspective." The examples provided by the TESL teacher was also more than the second non-TESL teacher but for a different poem. For two of the literary devices (repetition and imagery) he had given two or more than two examples but the second non-TESL teacher had only given one example for each of the four literary devices. However the third non-TESL teacher has given six examples and for each one he has given two or more than two examples.

It was evident from the analysis of the interviews that there were differences in the familiarity with the use of literary devices between the TESL and non-TESL teachers. The analysis of the interviews provided further support and confirmed the results obtained in the questionnaire and worksheets.

f)   **Differences in the understanding of the functions of literary devices between TESL and non-TESL Language Teachers**

i   *Questionnaires*

The questionnaires were analysed using independent *t*-test to determine if there were differences in the understanding of the functions of literary devices between the TESL and non TESL teachers. The results are shown in Table 4.49.

Table 4.49 Descriptive Statistics and Independent *t*-test Comparison for the Understanding of the Functions of Literary Devices between TESL and non-TESL Teachers

Groups	*n*	*%*	*Mean*	*SD*	*Sd Error*	*df*	*t*	*p*	*d*
TESL	92	37.4	3.48	0.54	.057	244	3.48	0.005	0.58
Non-TESL	154	62.6	3.56	0.44	.049				

Based on the descriptive statistics shown above, the mean for the understanding of the functions of literary devices for the TESL teachers (*n=92; 37.4%)* was 3.48 (*SD=0.54*) and was lower than the non-TESL teachers (*n=154; 62.6%*) whose mean was 3.56 (*SD=0.44*).

The Levene's test of equality of variances showed *F= 5.23, p > 0.05* that revealed there was no violation of the assumptions of homogeneity of variance between the two groups. Therefore the equal variance assumed *t*-test was reported.

The results from the *t*-test revealed there was a significant difference in the understanding of the functions of literary devices between the TESL and non-TESL teachers, *t(244)=3.48; p= 0.005.*   The results indicated the non-TESL teachers had higher understanding of the functions of literary devices than the TESL teachers. However, the Cohen's *d* = 0.58 which was in the range of medium effect size suggested the difference was discernable.

The analysis of the questionnaire indicated there was a difference in the understanding of the functions of literary devices between the TESL and non-TESL English language teachers. The non-TESL English language teachers had higher understanding of the functions of literary devices.

ii.   *Worksheets*

Next the worksheets consisting of twenty respondents was analysed to determine if there differences in the understanding of the functions of literary devices between TESL and non-TESL teachers. There were six TESL and fourteen non-TESL teachers. The total score for this section was 45 and the scores of both groups are reported in Table 4.50. The relevant sections that dealt with understanding of the functions of literary devices in the worksheets are 1.6, 1.7, and 1.8 (Worksheet 1), 2.2B (Worksheet 2), 3.2B (Worksheet3), 4.2B (Worksheet 4), 5.2B (Worksheet 5), 6.2b (Worksheet 6).

Table 4.50 Scores of TESL and non-TESL Teachers for Understanding of the   Functions of Literary Devices

Respondents	Level of Expertise	1st Rater	2nd Rater	Agreement
1	TESL	30	30	1
2	TESL	30	32	0
3	TESL	33	30	0
5	TESL	32	32	1
6	TESL	31	31	1
8	TESL	32	32	1
4	Non-TESL	28	28	1
7	Non-TESL	28	28	1
9	Non-TESL	34	32	0
10	Non-TESL	38	38	1
11	Non-TESL	32	32	1
12	Non-TESL	28	26	0
13	Non-TESL	32	32	1
14	Non-TESL	30	30	1
15	Non-TESL	26	24	0
16	Non-TESL	34	34	1
17	Non-TESL	34	34	1
18	Non-TESL	30	30	1
19	Non-TESL	32	30	0
20	Non-TESL	26	26	1

The scores of the inter-raters indicated two TESL teachers (Respondents 2, 3) were different while four (Respondents 1, 5, 6, 8) had similar scores. Out of the fourteen

non-TESL teachers, the scores of the inter-raters revealed the scores of four (Respondents 9, 12, 15, 19) of them differed while ten (4, 7, 10, 11, 13, 14, 16, 17) had similar scores. The percentage of agreement was 70%.

In summary, there were differences between the TESL and non-TESL teachers in their understanding of the functions of literary devices. The findings of the worksheets supported the results obtained in the questionnaires that indicated there were differences in the understanding of the functions of literary devices between the TESL and non-TESL.

Besides the analysis of the questionnaires and worksheets, further analysis of interviews were conducted to determine if there were differences in the understanding of the functions of literary devices between the TESL and non-TESL teachers. In order to find out their understanding of the functions of literary devices the following question was put forward to the TESL and non-TESL teachers.

"You have given several literary devices. Select at least three literary devices and show that you understand the function of these literary devices." The interview with the TESL teacher was analysed to understand the functions of literary devices. From the five literary devices (repetition, imagery, alliteration, personification, and simile) given by him from the poem *Nature,* he picked three to explain his understanding of their functions and the explanations are given below:

Literary devices	Examples	Understanding of the Functions
Repetitions	We have neither…, We have instead…	to show emphasis and indicates their importance to the readers by the poet.
Personification	Trees struggling in the Jamaican wind	the trees are inanimate objects, are given human qualities and like human beings are fighting for survival against strong winds and rain.

Symbols	golden sun, rain	The "golden sun" indicates the beauty of summer and "rain" could be the cold winter or even destruction.

The response provided by the first non-TESL language teacher was examined to determine her understanding of the functions of literary devices. She had given four types of literary devices namely imagery, alliteration, repetition and symbols from the poem *Nature*. She selected three and her explanations are given below to show her understanding of the functions of literary devices are given below:

Literary devices	Examples	Understanding of the Functions
Alliteration	sways and shivers to the slightest breath of air	emphasis the movement of the wind
Symbol	golden sun	to show readers that it is summer because of the hot season.
Repetitions	We have neither …	the same words indicate the importance and emphasis

The second non-TESL teacher had given three examples of literary devices (simile, repetition and personification) from the poem *Leisure* and below are her explanations to show her understanding of the functions of literary devices are shown below.

Literary devices	Examples	Understanding of the Functions
Simile	And stare as long as sheep and cows	it is a comparison using either 'like' or 'as'. The poet has used it to show people do not have time to look at nature and stare without any care or worry like cows or sheep.
Repetition	No time to stand	to stress an idea… has been used almost in every stanza to stress the idea that people are too busy to look at nature.
Personification	And watch her feet, how they can dance	beauty is personified and is like a lady with beautiful feet dancing gracefully.

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The third non-TESL teacher had provided six different literary devices from the poem *Nature* namely simile, personification, onomatopoeia, imagery, repetition and alliteration. He selected three and explained his understanding of the functions of these literary devices and given below are his explanations.

Literary Devices	Examples	Understanding of the Functions
Simile	rain beats like a bullet on the roof.	The use of the simile is to show a comparison using 'as' or 'like' between the two different things but have one thing common. We know bullet travel at great speed. Similarly, the rain is also falling on the roof of houses fast and heavy, almost non-stop.
Personification	Trees struggling in the Jamaican winds"	the writer gives life to ordinary lifeless objects. Trees are given life and they are shown to be struggling to stand straight just like human beings, against the strong Jamaican wind
Imagery	When buttercups have paved…gone'	The visual image created by the buttercups which are yellow flowers gives the image of life and beauty covering the earth after the heavy rain was over

There was a difference in the explanation given for personification by the TESL and non-TESL teacher. The explanation of the English minor was general. TESL teacher explained the trees were struggling for survival in the strong wind. The TESL teacher has given the function of the personification by mentioning "trees are inanimate objects, are given human qualities" and shows how "like human being are fighting for survival against strong winds and rain." He has shown his understanding of the function of personification and further explains its meaning in the poem. The second non-TESL teacher has briefly mentioned her understanding of the function. The third non-TESL teacher had made the meaning clearer by giving extra explanation.

There were also differences in the understanding of the functions of 'repetition' between the TESL and second non-TESL teachers. The TESL teacher had stated his understanding of the function but had not shown how it was used in the poem but the second non-TESL teacher had shown her understanding of the function and had indicated how it was used in the poem to enhance the meaning.

In summary, the explanations given by the TESL and non-TESL teachers indicate there were differences in their understanding of the functions of literary devices. The analysis of the interviews provide further evidence to support the results of the questionnaires and worksheets.

g) The Differences in the Subject matter Knowledge of literary devices between the KPLI   and non-KPLI Language Teachers

i. *Questionnaires*

The questionnaires were analysed using the independent t-test to determine if there were differences in the subject matter knowledge of literary between the KPLI and non-KPLI English language teachers. The results are reported in Table 4.51.

. Table 4.51   Descriptive Statistics and Independent *t*-test Comparison for Subject Matter Knowledge of Literary devices between KPLI and non-KPLI English Language Teachers

Groups	*n*	*%*	*Mean*	*SD*	*Sd Error*	*df*	*t*	*p*	*d*
KPLI	76	30.9	3.34	0.54	.052				
						244	3.30	0.003	0.61
Non-KPLI	170	69.1	3.57	0.59	.050				

The results revealed the mean in the subject matter knowledge of literary devices for the 76 KPLI (30.9%) was 3.34 (SD=0.54) was lower than the 174 (69.1%) non-KPLI English language teachers whose mean was 3.57 (SD= 3.59).

The results of the Levene's test of equality of variances was not significant, *F=3.06, p > 0.05,* and indicated no violation of the assumption of homogeneity of variance. Therefore the equal variance assumed statistics was reported.

The results of the *t*-test revealed there was a significant difference in the subject matter knowledge of literary devices between the KPLI and non-KPLI English language teachers, *t(244)=3.30; p=0.003.* Based on the analysis the non-KPLI English language teachers had higher subject matter knowledge of literary devices.

However, the Cohen's *d* = 0.61 which was in the range of medium effect size, indicated the difference to be medium and was discernable.

ii.   *Worksheets*

Next the worksheets were analysed to determine if there were differences in the subject matter knowledge of literary devices between the KPLI and non-KPLI English language teachers. Out of the twenty respondents there were six KPLI and fourteen non-KPLI English language teachers and the total score for this section was 45.

Table 4.52   Scores of KPLI and non-KPLI English language Teachers for Subject Matter   Knowledge of Literary devices

Respondents	Academic Qualifications	1st Rater	2nd Rater	Agreement
20	KPLI	27	25	1
15	KPLI	28	28	0
11	KPLI	28	28	1
4	KPLI	29	29	1
12	KPLI	29	27	0
7	KPLI	30	30	1
1	Non-KPLI	29	30	1
5	Non-KPLI	29	29	1
2	Non-KPLI	30	30	1
6	Non-KPLI	30	30	1
3	Non-KPLI	32	31	0
18	Non-KPLI	30	30	1
16	Non-KPLI	31	30	0
8	Non-KPLI	35	35	1
19	Non-KPLI	32	32	1
13	Non-KPLI	33	31	0
14	Non-KPLI	35	34	0
9	Non-KPLI	35	35	1
10	Non-KPLI	36	36	1
17	Non-KPLI	38	38	1

The relevant parts in the worksheets that were examined for subject matter knowledge of literary devices were 1.1 (Worksheet 1), 2.1 (Worksheet 2), 3.1 (Worksheet 3), 4.1a (Worksheet 4), 5.1a (Worksheet 5) and 6.1a (Worksheet (6). Out of the six KPLI language teachers, the scores of four were similar(Respondents 20,11, 4, 7) while two differed (Respondents 15,12). Among the fourteen non-KPLI language teachers, ten (Respondents 1, 5, 2, 6, 18, 9, 19, 10, 17, 18) had similar scores while four differed (Respondents 3, 16, 13, 14) . In this section the scores of the inter-raters were similar for 14 out of the 20 respondents. The percentage of similarity was 70%.

In summary the analysis of the worksheets revealed there were differences in the subject matter knowledge of between the KPLI and non-KPLI English language teachers. The findings of the worksheets supported the results of the questionnaire.

iii.   *Interviews*

The interviews conducted with the four English language teachers were also analysed to determine their subject matter knowledge of literary devices and are shown below: They were asked this question *"Please explain what is your understanding of subject matter knowledge of literary devices and how can it be helpful when teaching these literary texts."*

KPLI	Knowledge of literary devices can be helpful …It can be used to show the language aspect in the different literary texts.
First non-KPLI	With the knowledge I have it is enough to explain the literary devices in the literary texts.
Second non-KPLI	Knowledge of literary devices is content knowledge of literary devices that can help to understand literary texts.
Third non-KPLI	Knowledge of literary devices is factual knowledge of content knowledge of literary devices required to teach the literary texts.

There were differences in the understanding of the subject matter knowledge of literary devices between the KPLI and non-KPLI language teachers. For the KPLI it

was "to show the language aspect in the different literary texts." For the first KPLI teacher subject matter knowledge is "to explain the literary devices in the literary texts", while for the second non-KPLI it was "content" knowledge and the third non-KPLI considered subject matter knowledge of literary devices as "factual knowledge of content or content knowledge."

They were further required to show "with their knowledge of literary devices… the language in the poem." Their responses are given below:

KPLI	The poet has used many figurative examples like

    a. "rain beats like bullets", sound of the falling rain on metal roofs is like the noise of bullets indicating that the sound must be really loud and even frightening.

    b. "trees struggling" were just like human being, the trees were fighting for survival in the jungle.

First non-KPLI	The poet has used simple words to portray the beauty of nature.

    a. The " gold sun" shows the bright hot sun is like gold,

    b. the lush green canefields indicate the leaves are green and yellow sugarcanes look fresh,

    c. the buttercups paved the earth with yellow stars" show that the land was covered with a kind of flowers called buttercups that looked like stars in the daylight.

Second non-KPLI	The poet uses language to describe things that touch our senses and there many examples of visual imagery like

    a. stand and stare',

    b. stare as long as sheep and cows,

    c. to see in broad day light,

    d. Streams full of stars, like stars at night'

    e. watch her feet, how they can dance.'

Third non-KPLI	The language in the poem (*Nature*) is simple and that makes it easy to understand, the language also helps to understand the message. "The poet uses simple words to describe the weather like

    a. gold sun' to indicate the hot sun looks like gold,

    b."leaves fade off" show the leaves turning brown and dropping because of the hot weather,

    c. "lush green canefields" tells the readers the canefileds look

fresh because of sunny weather,

  d. "buttercups have paved the earth" indicate flowers are blooming because of the fine weather.

  e. When the weather changes "rain beats like bullets" meaning there is heavy, frightening and powerful rain just like bullets from guns.

  f. When the weather is bright and sunny the "sound of bees" can be heard.

  g. After the heavy rain the "swish of water" can be heard as it moves making a swishing sound and this helps readers to appreciate nature the way the poet wants.

The KPLI and non-KPLI English language teachers had their own opinions of subject matter knowledge of literary devices. The KPLI English language teacher has mentioned the "poet has used many figurative examples" and provided two examples. The first non-KPLI English language teacher thinks the poet "used simple words to portray the beauty of nature" and provides three examples to show the beauty of nature in the poem. The second non-KPLI English language teacher considered the poet's language "touch our senses", and has selected five examples to illustrate his point. The third non-KPLI English language teacher has indicated that the poet's language is "simple" and has given eight examples to illustrate the weather as depicted in the poem.

Hence, it can be seen there are differences in the subject matter knowledge of literary devices between the KPLI and non-KPLI English language teachers. Their differences are also evident in the number of examples provided from the poems. The evidence from the interviews further supported the results obtained from the questionnaire and worksheets that indicated there are differences in the subject matter knowledge of literary devices between the KPLI and non-KPLI English language teachers.

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h) **The Differences in the Familiarity with the use of literary devices between the KPLI and non-KPLI Language Teachers**

The questionnaires, worksheets and interviews were analysed to determine the differences in the familiarity with the use of literary devices between the KPLI and non-KPLI English language teachers.

i. *Questionnaires*

The questionnaires were analysed using the independent *t*-test to determine the differences in the familiarity with the use of literary devices between the KPLI and non-KPLI English language teachers. The results are reported in Table 4.53.

Table 4.53. Descriptive Statistics and Independent t-test Comparison for Familiarity with the Use of Literary devices between KPLI and non-KPLI English Language Teachers

Groups	*N*	*%*	*Mean*	*SD*	*SD Error*	*df*	*t*	*p*	*d*
KPLI	76	30.9	2.82	0.39	.049	244	4.30	0.003	0.51
Non-KPLI	170	69.1	2.96	0.45	.055				

The results shown in Table 4.52 revealed the mean in the familiarity with the use of literary devices for the 76 KPLI (30.9%) English language teachers was 2.82 (*SD=0.39*) was lower than the mean for 170 (69.1%) non-KPLI English language teachers which was 2.96 (*SD=0.45*).

The results of the Levene's test of equality of variances showed *F=4.20, p > 0.05* and was not significant, indicating there no violation of the assumptions of homogeneity of variance between the two groups of English language. Therefore, the equal variance assumed statistics was reported.

The results of the *t*-test as shown in Table 4.52 revealed there was a significant difference in the familiarity with the use of literary devices between the KPLI and non-KPLI language teachers, *t (244)=4.30; p= 0.003)*. The analysis indicated the KPLI had a lower familiarity with the use of literary devices than the non-KPLI English language

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teachers. The computed Cohen's d =0.51 which was in the range of small effect size suggested the difference was small.

 Hence, it can be concluded there was a difference in the familiarity with the use of literary devices between the non-KPLI and -KPLI English language teachers.

ii.   *Worksheets*

The worksheets were subsequently analysed to determine if there were differences between the KPLI and non-KPLI in their familiarity with the use of literary devices. The total score for this section was 50. Out of the twenty respondents six were KPLI and remaining fourteen were non-KPLI English language teachers. Table 4.54 reports the scores for the familiarity with the use of literary devices for the KPLI and non-KPLI English language teachers The relevant sections that dealt with familiarity with the use of literary devices in the worksheet are 1.2, 1.3, 1.4, 1.5 (Worksheet 1), 2.2A (Worksheet 2), 3.2A (Worksheet 3), 4.2A(Worksheet 4), 5.2B (Worksheet 5) and 6. 2 (Worksheet 6). The total score for this section was 50.

Table 4.54 Scores of KPLI and non-KPLI English Language Teachers for Familiarity with the Use of Literary Devices

Respondents	Academic Qualifications	1st Rater	2nd Rater	Similarity
20	KPLI	31	31	1
15	KPLI	32	32	1
11	KPLI	35	35	1
4	KPLI	35	33	0
12	KPLI	35	35	1
7	KPLI	35	35	1
1	Non-KPLI	35	34	0
8	Non-KPLI	35	35	1
2	Non-KPLI	36	36	1
6	Non-KPLI	37	37	1
3	Non-KPLI	38	38	1
13	Non-KPLI	39	39	1
5	Non-KPLI	35	35	1
19	Non-KPLI	39	39	0
14	Non-KPLI	40	39	0
18	Non-KPLI	37	37	1
10	Non-KPLI	41	41	1
16	Non-KPLI	38	38	1
17	Non-KPLI	42	42	1
9	Non-KPLI	39	37	0

Out of the six KPLI language teachers, five (Respondents 20, 15, 11, 12, 7) of them had similar results and one differed (Respondent 1). In the non-KPLI category four differed (Respondents 9, 14, 19, 1) in their scores while ten (Respondents 8, 2, 6, 3, 13, 5, 18, 10, 16, 17) had similar scores. The scores of the inter-raters were similar for15 out of the 20 respondents. The percentage of similarity was 75%.

ii.   *Interviews*

The interviews were analysed to determine the familiarity with the use of literary devices between the KPLI and non-KPLI English language teachers. Based on the interviews they were requested to "pick out as many literary devices from the poems to show … familiarity with the use of literary devices."

The KPLI English language teacher provided the examples given below from the poem *Nature* as indication of her familiarity with the use of literary devices.

Literary devices	Examples
Imagery	a. the golden sun shines on the lush green canefields
Alliteration	a. sways and shivers to the slightest breath of air.
Repetitions	a. We have neither …
	b. We have instead…
	c. When the bushes….
	d. When the tall…'
	e. And there is no
	f. And tress struggling'
Symbol	a.. golden sun

The examples given below are from the first non-KPLI English language teacher from the poem *Nature* to indicate his familiarity with the use of literary devices.

Literary devices	Examples
Repetitions	a. We have neither…'

	b. We have instead …
	c. And there….
	d. And trees struggling…
	e. When the gold…
	f. When bushes…
Imagery	a. When the golden sun shines on the lush green canefields,
	b. Also there are the days when leaves fade from oft guango trees
Alliteration	a. golden sun shines on the lush green canefields.
Personification	a. trees struggling in the Jamaican winds
Symbols	a. Golden sun, and rain

From the poem *Leisure* the second non-KPLI English language teacher provided the following examples to indicate his familiarity with the use of literary devices.

literary devices	Examples
Simile	a. And stare as long as sheep and cows'
Alliteration	a. Streams full of stars like stars at night
Personification	a. And watch her feet, how they can dance'
Repetition	a. No time to stand…
	b. No time to see…

The third non-KPLI English language teacher selected the examples given below to reveal his familiarity with the use of literary devices:

Literary devices	Examples
Simile	a. rain beats like bullets on the roof
Personifications	a. the trees struggling in the Jamaican winds
	b. the tall grass sways and shivers to the slightest breath of air
Onomatopoeia	a. swish of water in the gullies
Imagery	a. And beauty comes suddenly and the rains have gone
	b. When the buttercups have paved the earth

with   yellow stars.

Repetitions	a. We have neither Summer or Winter
	b. We have instead….
	c. When the… canefields
	d. When the bushes ...scent of honey
	e. When the tall…
	f. When the buttercups ..stars
	a. Golden sun shines
	b. tall grass sways and shivers to the slightest breath

In summary the analysis of the interviews of the four English language teachers revealed the following:

The KPLI English language teacher provided four examples. She had provided one example each for imagery, alliteration and symbol but more examples of repetition. From the interview it was found she had "majored in Economics" and had attended "the KPLI English language courses that was especially for non-English grads." As she had taught the literature component for only "four years" it was evident that her limited literature knowledge had influence her familiarity with the use of literary devices.

From the analysis it was found the first non-KPLI English teacher had given five examples of literary devices to indicate his familiar with the literary devices. Apart from attending courses that helped him to acquire "knowledge to teach the literature component especially from the language perspective" he had been teaching for the past "seven years" and is "actually a TESL teacher." As he was better exposed to literature, it is evident the first non-KPLI English language teacher was able to provide more examples than the KPLI English language teacher.

The second KPLI English language teacher provided four examples as evidence of her familiarity with the use of literary devices in the poem *Leisure*. She had given fewer examples compared to the KPLI and first non-KPLI English language teachers. She had attended various courses in teaching the literature component but had "majored in media studies." Hence her non-literature background did not provide sufficient exposure to literary texts. Therefore, there was a difference in the familiarity with the use of literary devices between the KPLI and second KPLI English language teacher.

The third non-KPLI English language teacher had given six examples and for five of the literary devices, more than one example was provided. Being an English major he had been teaching the literature component for eleven years. He had displayed his familiarity with the use of literary devices in the poem (*Nature*) by providing a wide range of literary devices. It was therefore evident there was a difference between the KPLI and third non-KPLI English language teachers in their familiarity with the use of literary devices.

It can be understood from the analysis of the interviews there were differences in the familiarity with the use of literary devices between the KPLI and non-KPLI English language teachers

The analysis of the interviews provided further support and confirmed the results obtained in the questionnaire and worksheets that indicated there were differences in the familiarity with the use of literary devices between the KPLI and non-KPLI English language teachers.

i.   **The Differences in the Understanding of the Functions of Literary Devices between the KPLI and non-KPLI English Language Teachers**

The questionnaires, worksheets and interviews were analysed to determine if there were differences in the understanding of the functions of literary devices between the KPLI and non-KPLI English language teachers.

i.   *Questionnaires*

The questionnaires were analysed using independent *t*-test to determine if there were differences in the understanding of the functions of literary devices between the KPLI and non-KPLI English language teachers. The results obtained are reported in Table 4.55.

The results revealed that the mean in the understanding of the functions of literary devices for the 76 (30.9%) KPLI English language teachers was 3.34 (SD= 54) and was lower than the mean of the 170 (69.1%) non-KPLI English Language teachers which was 3.56 (SD=0.59).

Table 4.55 Descriptive Statistics and Independent *t*-test Comparison for Understanding of the Functions of Literary Devices between KPLI and non-KPLI English Language Teachers

Groups	*n*	*%*	*Mean*	*SD*	*SD Error*	*Df*	*t*	*p*	*d*
KPLI	76	30.9	3.34	0.54	.051				
Non-KPLI	170	69.1	3.56	0.52	.060	244	3.30	0.003	0.48

The results of the Levene's test of equality of variances was *F=3.30, p > 0.0,* was not significant that indicated there was no violation of the assumptions of homogeneity of variance between the two groups. Therefore, the equal variance assumed *t*-statistics was reported.

The results from the *t*-test indicated there was a significant difference in the understanding of the functions of literary devices between the KPLI and non-KPLI English language teachers *t(244)=3.30; p= 0.005*. The results indicated the KPLI English language teachers were lower in their understanding of the functions of literary than the KPLI English language teachers. However, the Cohen's *d* = 0.48 was in the range of small effect size, that indicated the difference was small but discernable.

The analysis of the questionnaire revealed there was a difference in the understanding of the functions of literary devices between the KPLI and non-KPLI English language teachers.

ii.   *Worksheets*

Next the worksheets were examined to determine if there were differences in the understanding of the functions of literary devices between the KPLI and non-KPLI English language teachers. There were six KPLI and fourteen non-KPLI English language teachers involved in the worksheets. The total score for this section of the worksheets was 45. Table 4.55 provides the scores of both groups of English language teachers. . The relevant sections that dealt with understanding of the functions of literary devices in the worksheets are 1.6, 1.7, and 1.8 (Worksheet 1), 2.2B (Worksheet 2), 3.2B (Worksheet3), 4.2B (Worksheet 4), 5.2B (Worksheet 5), 6.2b (Worksheet 6).

Table 4.56   Scores of KPLI and non-KPLI English Language Teachers for
Understanding of the Functions of Literary devices

Respondents	Academic Qualifications	1st Rater	2nd Rater	Similarity
12	KPLI	28	26	0
20	KPLI	26	26	1
4	KPLI	28	28	1
7	KPLI	30	30	1
15	KPLI	26	24	1
11	KPLI	28	28	1
1	Non-KPLI	30	30	1
2	Non-KPLI	31	30	0
3	Non-KPLI	33	30	0
18	Non-KPLI	30	30	1
6	Non-KPLI	32	32	1

5	Non-KPLI	30	30	1
8	Non-KPLI	30	30	1
13	Non-KPLI	32	31	0
19	Non-KPLI	32	30	0
14	Non-KPLI	34	34	1
16	Non-KPLI	32	32	1
17	Non-KPLI	38	38	1
9	Non-KPLI	34	32	0
10	Non-KPLI	36	36	1

Based on the analysis five KPLI English language (Respondents 20, 4, 7, 15, 11) had similar results while one had different scores (Respondent 12). Among the non-KPLI teachers five (Respondents 2, 3, 13, 19, 9) had different scores and eleven (Respondents 1, 18, 6, 5, 8, 14, 16, 17, 10) had similar scores. The percentage of similarity was 70%.

The results obtained in the worksheets confirm the evidence provided by the questionnaires that there were differences in the understanding of the functions of literary devices between the KPLI and non-KPLI English language teachers.

The interviews that were conducted to determine the differences in the understanding of the functions of literary devices between the KPLI and non-KPLI English Language teachers and the following question was put forward to both groups of English Language teachers

"You have given …literary devices. Can you pick out at least three literary devices and show that you understand the function of these literary devices."

iii.   *Interviews*

The interview with the KPLI English language teacher was examined to determine her understanding of the functions of literary devices. She had given four types of literary devices from the poem *Nature* namely imagery, alliteration, repetition and symbols and provided explanations for three of them. The explanations are given below:

Literary devices   Examples   Understanding of the Functions

Alliteration	sways and shivers to the slightest breath of air	emphasis the movement of the wind
Symbol	golden sun	to show readers that it is summer because of the hot season.
Repetitions	We have neither …	the same words indicate the importance and emphasis

The interview with the first non-KPLI English language teacher was analysed to reveal his understanding of the functions of literary devices. Out of the five literary devices (repetition, imagery, alliteration, personification, and simile) given by him from the poem *Nature,* he picked three to explain his understanding of their functions. Given below are his explanations:

Literary devices	Examples	Understanding of the Functions
Repetitions	We have neither…, We have instead…	to show emphasis and indicates their importance to the readers by the poet.
Personification	Trees struggling in the Jamaican wind	the trees are inanimate objects, are given human qualities and like human beings are fighting for survival against strong winds and rain.
Symbols	golden sun, rain	The "golden sun" indicates the beauty of summer and "rain" could be the cold winter or even destruction.

The interview with the second non-KPLI English language teacher was analysed to determine her understanding of the function of literary devices. As she had given three examples of literary devices (simile, repetition and personification) from the poem *Leisure*, given below are her explanations to indicate her understanding of the functions of literary devices.

Literary Devices	Examples	Understanding of the Functions
Simile	And stare as long as sheep and cows	a comparison using either 'like' or 'as'. The poet has used it to show people do not have time to look at nature and stare without any care or worry like cows or sheep.
Repetition	No time to stand	to stress an idea… has been used almost in every stanza to stress the idea that people

		are too busy to look at nature.
Personification	And watch her feet, how they can dance	beauty is personified and is like a lady with beautiful feet dancing gracefully.

Out of the six examples of literary devise from the poem *Nature* (simile, personification, onomatopoeia, imagery, repetition and alliteration), the third non-KPLI English language teacher selected three and below are his explanation for them to show his understanding of the functions of literary devices.

Literary devices	Examples	Understanding of the Functions
Simile	rain beats like a bullet on the roof.	The use of the simile is to show a comparison using 'as' or 'like' between the two different things but have one thing common. We know bullet travel at great speed. Similarly, the rain is also falling on the roof of houses fast and heavy, almost non-stop.
Personification	Trees struggling in the Jamaican winds	the writer gives life to ordinary lifeless objects. Trees are given life and they are shown to be struggling to stand straight just like human beings, against the strong Jamaican wind.
Imagery	When buttercups have paved…gone'	The visual image created by the buttercups which are yellow flowers gives the image of life and beauty covering the earth after the heavy rain was over.

In summary, the following conclusions can be drawn based on the explanations provided by the KPLI and non-KPLI English language teachers.

There were differences between the KLPI and the first and second non-KPLI English language teachers in their explanation for the literary device 'repetition'. The response of the KPLI teacher indicated she had understood the function but had not shown how it was used in the poem to enhance the meaning. The first non-KPLI was more precise and mentioned that repetition were included by poets for readers to notice. The second KPLI

teacher had added more information by explaining the use of repetition in the poem besides stating its function.

The function of symbols had been explained by the KPLI and first non-KPLI English language teachers. The KPLI had mentioned the "golden sun" to "summer" and "the "hot season." The first non-KPLI had added more by saying "golden sun" indicated the "beauty of summer" and "rain" implied the "cold winter" and "even destruction." Hence there are differences in the understanding of the functions of literary devices between the KPLI and non-KPLI English language teachers.

The results obtained in the interviews confirmed the evidence obtained in the questionnaires and worksheets.

4.6 Research Question Three

a. **The Relationship between Subject Matter Knowledge of Literary Devices and Familiarity with the Use of Literary Devices among English Language Teachers.**

A bivariate correlation was conducted between subject matter knowledge of literary devices and familiarity with the use of literary devices among English language teachers. The analysis is shown in Table 4.57.

Table 4.57 Correlation Coefficient between Subject Matter Knowledge of Literary Devices and Familiarity with the use of Literary Devices among English Language Teachers

Pearson Correlation	n	M	SD	Subject matter knowledge of literary devices	Familiarity with the use of literary devices
Subject matter knowledge of literary devices	246	3.73	0.44	1	.725**
Familiarity with the use of literary devices	246	3.39	0.62	.725**	1

**Correlation significant at 0.01 level (2-tailed)

Based on the output shown in Table 4.57 the mean for subject matter knowledge of literary devices was 3.72 (SD=0.44) and the mean for familiarity with the use of literary

devices was 3.39, (*SD*=0.61). The output indicated a strong positive relationship between subject matter knowledge of literary devices and familiarity with the use of literary devices (*r*=0.73,*)* and this was also supported by the table provided by Gay, Mills and Airasian (2009: 198), The results of the correlation indicated that higher subject matter knowledge of literary devices was linked with higher familiarity with the use of literary devices among the English language teachers.

As the correlation coefficient can be misleading, the coefficient of determination was calculated as it provided the percentage of variance or fluctuation of one variable that is predictable from the other variable and also shows the proportion or percentage of overlapping between them (Shiken, 2003).The coefficient of determination is the square of the correlation coefficient ($r^2_{x)y}$). As subject matter knowledge of literary devices (*x*) and familiarity with the use of literary devices (*y*) and were correlated (r_{xy}), the square (r^2_{xy}) and percentage (%) would provide the coefficient of determination.

The correlation coefficient (r_{xy}) as shown in Table 4.57 is 0.73 and the r^2_{xyis} is 0.53 and the percentage is 53%.Therefore 53% of the variance in subject matter knowledge of literary devices (*x*) was shared with familiarity with the use of literary devices (*y*) and vice versa. The coefficient of determination showed that about one-half of subject matter knowledge of literary devices among English language teachers can be "accounted for" by familiarity with the use of literary devices. Based on the coefficient of determination about one-half of subject matter knowledge of literary devices overlapped familiarity with the use of literary devices among English language teachers while the other half did not.

b. **The Relationship between Subject Matter Knowledge of Literary Devices and Understanding of the Functions of Literary Devices among English Language Teachers**

In order to determine whether there was any correlation between subject matter knowledge of literary devices and understanding of the functions of literary devices, a bivariate correlation was conducted.

As revealed in Table 4.58, the mean for subject matter knowledge of literary devices was 3.72 (*SD*=0.44) and the mean for understanding of the functions of literary devices was 3.51(*SD*=0.56). From the output there was a strong positive relationship between subject matter knowledge of literary devices and the understanding of the functions of literary devices (r_{xy}=0.730,) This correlation indicated that higher subject matter knowledge of literary devices among the English language teachers was linked with higher understanding of the functions of literary devices.

Table 4.58 Correlation Coefficient between Subject Matter Knowledge of Literary Devices and Understanding of the Functions of Literary Devices among English Language Teachers

Pearson Correlation	*n*	*M*	*SD*	Subject matter knowledge of literary devices	Understanding of the functions of literary devices
Subject matter knowledge of literary devices	246	3.7158	0.44114	1	.730**
Understanding of the functions of literary devices	246	3.5148	0.55917	.730**	1

**Correlation significant at 0.01 level (2-tailed)

Based on the correlation coefficient of subject matter knowledge of literary devices (*x*) and understanding of the function of literary devices (*y*), the coefficient of determination was calculated to show the percentage of variance or proportion of overlapping between the two variables. As the correlation coefficient (r_{xy}) of both variables was 0.730 therefore r^2_{xy} was 0.53 and the percentage was 53%. Therefore, 53% of subject matter knowledge of literary devices was shared with understanding of the

function of literary devices. The coefficient of determination indicated that about one-half of subject matter knowledge of literary devices overlapped or was "accounted for" by understanding of the functions of literary devices while the other half did not.

c. The Relationship between Familiarity with the use of Literary Devices and Understanding of the Functions of Literary Devices among English Language teachers

As shown in Table 4.59 a bivariate correlation was conducted between familiarity in the use of literary devices and understanding of the functions of literary devices. The mean for the familiarity with the use of literary devices was 3.35(SD=0.69) than the mean for the understanding of the functions of literary devices was 3.54 (SD=0.61). As indicated in Table 4.59 there was a strong positive correlation between familiarity in the use of literary devices and understanding of the functions of literary devices *(r_{xy}=0.739).*

Table 4.59 Correlation Coefficient between Familiarity with the Use of Literary Devices and Understanding of the Functions of Literary Devices among English Language Teachers

Pearson Correlation	n	M	SD	Familiarity with the use of literary devices	Understanding of the functions of literary devices
Familiarity with the use of literary devices	246	3.3474	0.68579	1	.739 **
Understanding of the functions of literary devices.	246	3.5388	0.61374	.739 **	1

**Correlation significant at 0.01 level (2-tailed)

The value obtained from the correlation coefficient (r_{xy}) was used to determine the coefficient of determination (r^2_{xy}) that would indicated the percentage of variance and overlapping between familiarity with the use of literary devices (x) and understanding of the functions of literary devices (y). From Table 4.58 the coefficient of determination (r^2_{xy}) was calculated to indicate the percentage of variance between familiarity with the use of literary devices (x) and understanding of the functions of literary devices (y).

The r_{xy} was 0.739 and therefore r^2_{xy} was .55 and this was interpreted as 55%. The percentage shared between familiarity with the use of literary devices (*x*) and understanding of the functions of literary devices *(y).*was 55%. This showed that about 55% of the understanding of the functions of literary devices was shared with familiarity with the use of literary devices among English language teachers. The coefficient of determination indicated that about one-half of subject matter knowledge of literary devices overlapped understanding of the functions of literary devices and the other half did not.

The null-hypothesis was rejected as there was correlation between subject matter knowledge of literary devices and familiarity with the use of literary devices, subject matter knowledge of literary devices and understanding of the functions of literary devices and familiarity with the use of literary devices and understanding of the functions of literary devices.

4.7   Research Question Four

a)   The Interactive Effects of Academic Qualifications and Expertise on the subject matter knowledge of literary devices among English language teachers

The analysis for this section begins with the descriptive statistics for the dependent variable subject matter knowledge of literary devices among English language teachers that is shown in Table 4.60.

Table 4.60   Descriptive Statistics for Independent Variables

Academic qualifications	Expertise	*n*	*Mean*	*S D*
English Major	Novice	9	2.91	.36
	Competent	14	3.20	.49
	Expert	9	2.90	.41
	Total	32	3.04	.45
English Minor	Novice	13	2.94	.25
	Competent	20	2.76	23
	Expert	13	2.75	.22
	Total	**46**	**2.77**	**.23**
TESL	Novice	20	2.89	.31
	Competent	35	2.73	.27
	Expert	37	2.88	.33
	Total	*92*	**2.88**	**.30**
KPLI	Novice	24	2.77	.32
	Competent	30	2.69	.40
	Expert	22	2.88	.29
	Total	**76**	**2.78**	**.35**
Total Expertise	Novice	66	2.86	.33
	Competent	99	2.83	.39
	Expert	81	2.85	.31
	Total	**246**	**2.84**	**.33**

English major group there were 32 English language teachers. The mean for the competent English major language teachers was the highest (3.20) while for the expert English major language teachers it was the lowest (2.9031). The mean range was 0.269. The competent English major language teachers had the highest standard deviation (0.4899) and for the novice English major language teachers it was the lowest (0.3629).

For the second group, the English minor language teachers, there were 60 English language teachers. The novice English minor language teachers had the highest mean of 2.8563 and standard deviation of 0.3309. The expert group had the lowest mean of 2.8455 and standard deviation of 0.3340. The range in the mean for the English minor language teachers was 0.1913.

The third group of consisted of 76 TESL English language teachers. There were 18 TESL novice English language teachers with the highest mean of 2.8917 while the

21 expert English language teachers had the highest standard deviation. The mean range was 0.1579.The fourth group consisted of 59 KPLI English language teachers. The highest mean was for the KPLI expert English language teachers (2.8810) while the lowest mean was for the competent expert language teachers (2.6870). The mean range was 0.194. The highest standard deviation of 2.8810 was for the KPLI expert English language teachers and the lowest was for the KPLI competent English language teachers (2.6870).

Based on the above descriptive statistics, the Levene's test showed homogeneity of variance was not violated. The output indicated that *F (11,234)=1.471* and the probability (0.143)   was greater than 0.05. This indicated the main effects for academic qualification and expertise were not significant and did not influence subject matter knowledge of literary devices.

Figure 4.4 provides the graphic illustration of the interaction between academic qualification and expertise in the subject matter knowledge of literary devices among English language teachers.
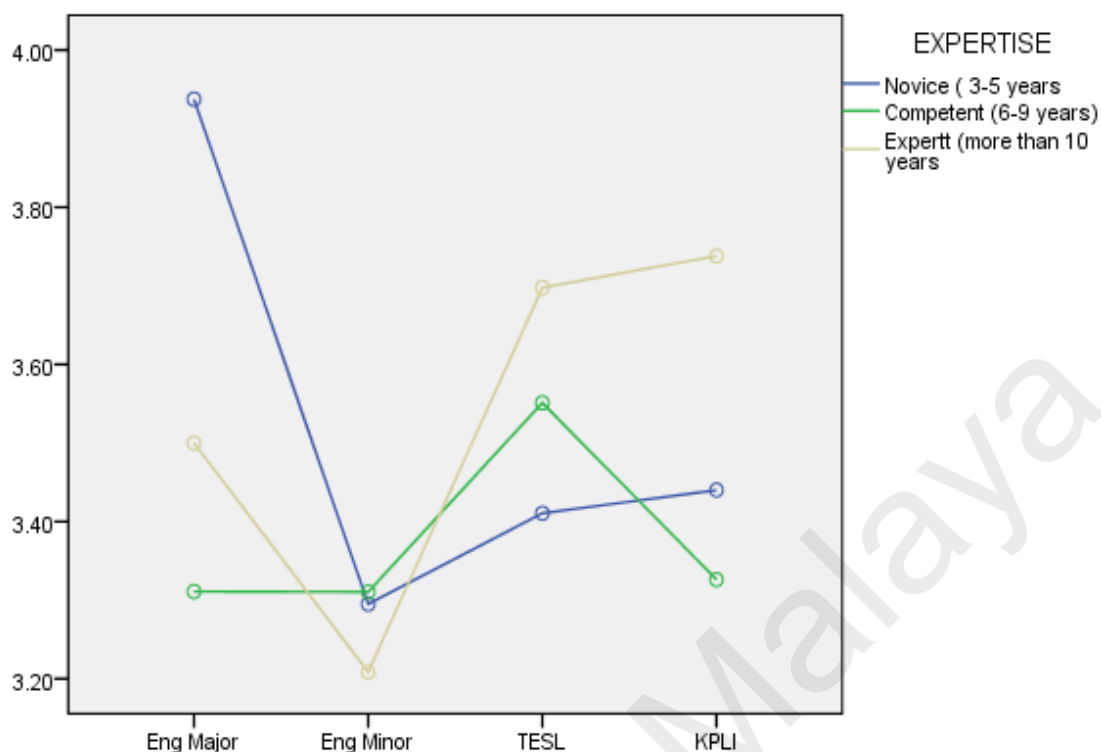
Figure 4.4   Graph for the Interactive Effects between Academic Qualifications and Expertise on the Subject Matter Knowledge of Literary Devices.

From the Figure it can be seen in the English major group, the novice English major language teachers had the highest level of subject matter knowledge of literary devices followed by the expert and the competent English major language teachers.

The lines depicting the subject matter knowledge of literary devices between novice and expert English language teachers showed a systematic downward trend and did not touch each other and indicated there was no interaction. However, there was an interaction between competent and expert English language teachers as the lines depicting their subject matter knowledge of literary devices crossed each other.

The differences in the subject matter knowledge of literary devices were small in the English minor group. There was hardly any difference in the subject matter knowledge between the novice and competent English language teachers which was higher than the

English major language teachers that was the lowest. There was an interaction among the novice, competent and expert English minor language teachers as the lines crossed.

There were differences in the subject matter knowledge of literary devices in the TESL group of English language teachers that showed an upward trend. The expert English language teachers displayed the highest level of subject matter knowledge of literary devices followed by the competent and the novice English language teachers who had the lowest level in their subject matter knowledge of literary devices. There was interaction between the competent and novice TESL language teachers.

In the KPLI group, there were also variations in the subject matter knowledge of literary devices among the novice, competent and expert English language teachers. The expert English language teaches had the highest level followed by the competent and the novice English language teachers.

As there were interaction effects, the two-way ANOVA was conducted to determine the effects of academic qualifications and expertise on the subject matter knowledge of literary devices among English language teachers.

Based on the descriptive statistics shown in Table 4.60, the Levene's test for the equality of variance revealed *F(11,234)=0.221* was significant, indicating there was no violation of the assumption of homogeneity of variance between the two groups. Therefore the two=way ANOVA was conducted and the results are reported in Table 4.61.

Table 4.61   Two-way ANOVA Comparison for Subject Matter Knowledge of Literary Devices Based on Academic Qualification and Expertise of English Language Teaches

Source	Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Academic Qualifications	1.613	3	.538	4.955	.002	0.61
Expertise	1.005	2	.503	4.023	.007	0.65
Academic Qualifications* Expertise	2.026	6	.338	3.111	.006	0.55
Within (Error)	25.395	234	.109			
Total	2015.748	246				
Corrected Total	30.020	245				

There were three results obtained from the two-way ANOVA analysis:

First, the analysis revealed there was a significant difference in the subject matter knowledge of literary devices based on academic qualifications among the four groups of English language teachers (English major, English minor, TESL and KPLI), *F (3,234)=4.96* and   was significant at 0.05 level (*p=0.002*). The partial eta squared = *0.61* which was in the range of small effect size, indicated the difference was small but discernable.

Second, there was a significant difference in the subject matter knowledge of literary devices based on the expertise among the three group of English language teachers (novice, competent, expert), *F(2,234)=4.02* was significant at 0.05 level (*p=0.007*). The partial eta squared was 0.65 which was in the range of small effect size, indicated the difference was small but discernable.

Third, there was a statistically significant interaction effect in which both Academic Qualifications*Expertise exerted influence on the subject matter knowledge of literary devices of English language teachers, *F (6,234) = 3.111* and was significant at 0.05 level (*p= .006*). The partial eta squared of 0.55 was in the range of medium effect size

that indicated the differences in the subject matter knowledge of literary devices for Academic Qualifications*Expertise was discernable.

As there was a statistically significant interaction, between Academic Qualifications*Expertise, the Tukey post-hoc multiple comparison tests was conducted to determine the source of differences between the two groups. The results of the different levels of academic qualification and expertise are depicted in Table 4.62 and 4.63 respectively.

Table 4.62 Tukey Multiple Comparison Test for Academic Qualification of English Language Teachers Based on Subject Matter Knowledge of Literary

	(1)Academic Qualifications	(J)Academic Qualifications	Mean Difference(I-J)	Std Error	Sig
Tukey	English Major	English Minor	0.11[*]	0.09	.005
		TESL	0.13[*]	0.09	.001
		KPLI	0.22[*]	0.09	.009
	English Minor	English Major	-0.11[*]	0.09	.005
		TESL	0.02[*]	0.09	.003
		KPLI	0.11[*]	0.09	.002
	TESL	English Major	-0.13[*]	0.09	.001
		English Minor	-0.02[*]	0.09	.003
		KPLI	0.09	0.09	.431
	KPLI	English Major	-0.22[*]	0.09	.009
		English Minor	-0.11[*]	0.09	.002
		TESL	-0.09	0.08	.431

*The mean difference is significant at 0.05 level
AQ Academic qualifications

As shown in Table 4.61, there were repetitions in the results. From the results it was found the English major language teachers had a significant difference in their subject matter knowledge of literary devices from the English minor language teachers (*mean difference = 0.11, p = 0.005*), TESL teachers (*mean difference = 0.13, p = 0.001*) and KPLI language teachers (*mean difference = 0.22, p = 0.009*).

The analysis also revealed the English minor language teachers had a significant differences in the subject matter knowledge of literary devices from the TESL teachers (*mean difference=0.02, p= 0.003*) and KPLI language teachers (*mean difference = 0.11, p=0.002*).

There was no difference in the subject matter knowledge of literary devices between TESL and KPLI language teachers (*mean difference = 0.09, p = 0.431*). Similar Tukey post-hoc multiple comparison tests were conducted on expertise of English language teachers and the results are shown in Table 4.63.

Table 4.63 Tukey Multiple Comparison Test for Expertise of English language Teachers based on Subject Matter Knowledge of Literary Devices.

	(I)Number of years of teaching	(J)Number of years of teaching	*Mean difference (I-J)*	*Std Error*	*Sig*
Tukey	Novice	Competent	-.35*	.11	.003
		Expert	-.49*	.13	.001
	Competent	Novice	.35*	.11	.003
		Expert	-.37*	.14	.004
	Expert	Novice	.49*	.13	.001
		Competent	.37*	.14	.004

*The mean difference is significant at 0.05 level

From the post hoc multiple comparison Table 4.63 it was found that the novice English language teachers were significantly different in their subject matter knowledge of literary devices from the competent English language teachers (*mean difference = -.35, p = .003*) and expert English language teachers (*mean difference= -.49, p = .001*). At the same time there was significant difference in the subject matter knowledge of literary devices between the competent and expert English language teachers (*mean difference = -.37, p= .004*).

In order to determine the association between the dependent variable (subject matter knowledge of literary devices) and the independent variables (Academic Qualification*Expertise) the partial eta squared generated indicated 0.55 which is 55%.

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Therefore 55% was attributed to the interaction of Academic Qualification*Expertise of the English language teachers on their subject matter knowledge of literary devices. The remaining 45% was unaccounted for and indicated there were other factors not investigated in this study that influenced the subject matter knowledge of literary devices of English language teachers.

b. **The Interactive Effects of Academic Qualifications and Expertise on the Familiarity with the Use of Literary Devices among English Language Teachers**

The descriptive statistics shown in Table 4.60 was used again to analyse the interactive effects of academic qualification and expertise in the familiarity with the use of literary devices.

Figure 4.2 provides the graphic illustration of the analysis of the interaction between academic qualification and expertise on familiarity with the use of literary devices

Based on the plot for the interaction effect between academic qualifications and expertise in the familiarity with the use of literary devices revealed there were differences among novice, competent and expert English language teachers. From Figure 4.5, it can be seen in the English major group, the novice English major language teachers had the highest level of familiarity with the use of literary devices followed by the expert and the competent English major language teachers
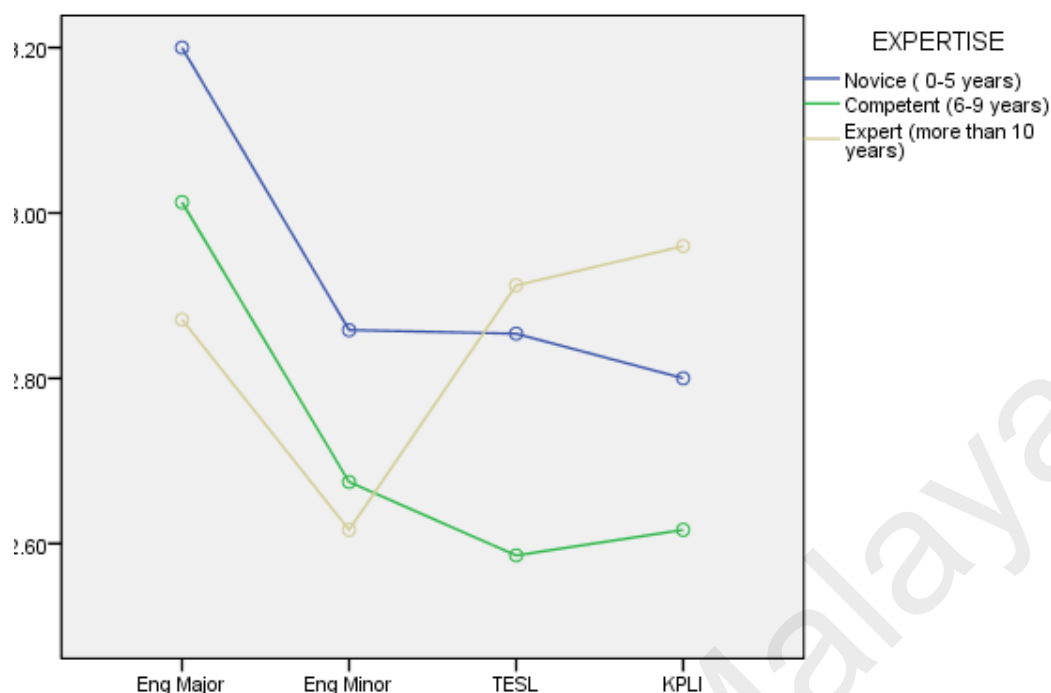
Figure 4.5 Graph for Interactive Effects Between Academic Qualifications and Expertise on the Familiarity with the of Literary Devices

Looking at the lines that depicted the novice, competent and expert English language teachers they were almost parallel that indicated there was no interaction among the three groups for English major. The means for the novice, competent and expert English language teachers declined in the English minor group. The highest mean was for the novice English minor language teachers. The competent and expert English minor language teachers were second and third respectively.

As for the TESL English language teachers, there was a reversal in the position. There was an interaction as the expert TESL English language teachers had the highest mean while the novice and competent TESL language teachers were second and third respectively. Although the lines for the expert, competent and novice English language teachers did not touch and they were not parallel. This was an indication there was "an interaction but it may not be a statistically significant interaction" (Hinton, Brownlow, McMurray & Cozens, 2004: 209).In the KPLI group, the expert English language

teachers had the highest mean and the competent and novice were second and third respectively.

As there was an interaction the two-way ANOVA was conducted to show the interactive effects between academic qualification and expertise in familiarity with the use literary devices..

Based on descriptive statistics in Table 4.60, the Levene's test indicated the homogeneity of variance assumption was not violated for the two dependent variables (academic qualification and expertise). The two–way ANOVA was conducted and the results are indicated in Table 4.64.

. Table 4.64. Two- way ANOVA Comparison Test for Familiarity with the Use of Literary Devices based on Academic Qualifications and Expertise of English Language Teachers

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Academic Qualification	2.583	3	.861	6.864	.001	.61
Expertise	1.790	2	.895	7.136	.001	.57
ACADEMIC QUALIFICATIONS* EXPERTISE	1.979	6	.330	2.629	.007	.53
Error	29.352	234	.125			
Total	1952.205	246				
Corrected Total	35.921	245				

a. R Squared = .183 (Adjusted R Squared = .144)

There were three results derived from the two-way ANOVA.

First, the analysis showed there was a significant difference in the familiarity with the use of literary devices based on academic qualification among the four groups of English language teachers (English major, English minor, TESL and KPLI) with $F(3,234)= 6.864$ and was significant at 0.05 level $(p=0.001)$. The partial eta squared =.61 which indicated small effect size but the difference was discernible.

Second, the output revealed a significant difference in the familiarity with the use of literary devices based on expertise of English language teachers (novice, competent, and expert) *F(2,234) = 7.136* and was significant at 0.05 level. (*p*= 0.001). The partial eta squared =.57 which indicated small effect size but the difference was discernible.

Third, there was a significant difference in the familiarity with the use of literary devices based Academic Qualifications*Expertise of English language teachers, *F (6,234) =2.629,* at 0.05 level (*p*=0.007). This revealed there was a significant interaction effect between Academic Qualifications*Expertise of English language teachers in the familiarity with the use of literary devices. The partial eta squared was 0.53 of Academic Qualification*Expertise of English language teachers on their this indicated the difference between Academic Qualifications*Expertise was discernible.

The analysis revealed both the simple effects (Academic Qualifications* Expertise) were significant and a comparison of marginal means was necessary to establish the source of difference. The Tukey post-hoc multiple comparison test was used to determine the source of difference among the four groups in academic qualifications. The results of the post hoc test are shown in Table 4.65.

Table 4.65 Tukey Multiple Comparison Test for Academic Qualifications of English Language Teachers based on Familiarity with the Use of Literary Devices

(I)Academic Qualifications	(J) Academic Qualifications	Mean Difference (I-J)	Std Error	Sig
English major	English minor	.2637	.0517	.001
	ESL	.2264*	.0596	.003
	KPLI	.2620*	.062	.001
English minor	English major	.2637*	.0517	.001
	TESL	-.0373*	.0569	.004
	KPLI	-.0018	.0596	.004
TESL	English major	-.2264*	.0596	.003
	English minor	.0373*	.0569	.934
	KPLI	.0356	.0517	.943
KPLI	English major	-.2620*	.062	.001
	English minor	.0018*	0596	.004
	TESL	-.0356	.0517	.943

Based on observed means.
The error term is Mean Square (Error) = .109.
*. The mean difference is significant at the .05 level.

As shown in the post-hoc analysis in Table 4.65, the English major teachers were significantly different in their familiarity with the use of literary devices from the English minor language teachers (*mean difference=.264, p=.001*), TESL teachers (*mean difference=.226, p=.003*) and KPLI (*mean difference=.262, p=.001*).

The English minor teachers were significantly different in their familiarity with the use of literary devices from the TESL teachers (*mean difference= -.0373, p=.004*), and KPLI language teachers (*mean difference=-.0018, p=.004*).

The TESL teachers were not significantly different in their familiarity with the use of literary devices from the KPLI English language teachers (*mean difference= .0356, p=.943*).

Similar Tukey post-hoc multiple comparison test was used to determine the source of difference among the three groups in expertise. The results of the post hoc test are shown in Table 4.66.

From the Tukey post hoc analysis novice English language teachers were significantly different from the competent English language teachers (*mean difference= 119, p=.007*) and expert English language teachers (*mean difference=-.073, p=.006*). The competent English language teachers were significantly different from the expert English language teachers (*mean difference=-.191, p=.009*).

Table 4.66 Tukey Multiple Comparison Test for Expertise of English Language Teachers based on Familiarity with the Use of Literary Devices

	(I) EXPERTISE	(J) EXPERTISE	*Mean Difference (I-J)*	*Std. Error*	*Sig.*
Tukey	Novice	Competent	.1186[*]	.07717	.007
		Expert	-.0726[*]	.07932	.006
	Competent	Novice	-.1186[*]	.07717	.007
		Expert	-.1912[*]	.06751	.009
	Expert	Novice	.0726[*]	.07932	.006
		Competent	.1912[*]	.06751	.009

In order to determine the association between the dependent variable (familiarity with of use of literary devices) and the independent variables (Academic Qualification*Expertise) the partial eta squared generated indicated 0.53 which is 53%. Therefore 53% was attributed to the interaction of Academic Qualification*Expertise of the English language teachers on their familiarity with of use of literary devices. The remaining 47% was unaccounted for and indicated there were other factors not investigated in this study that influenced the familiarity with of use of literary devices of English language teachers.

d. **The Interactive Effects of Academic Qualifications and Expertise on the Understanding of the Functions of Literary devices among English Language Teachers**.

.The descriptive statistics shown in Table 4.60 was used again to analyse the interactive effects of academic qualification and expertise in the understanding of the functions of literary devices among English language teachers.

Figure 4.6 provides the graphic illustration of the analysis of the interaction between academic qualification and expertise in the understanding of the functions of literary devices.

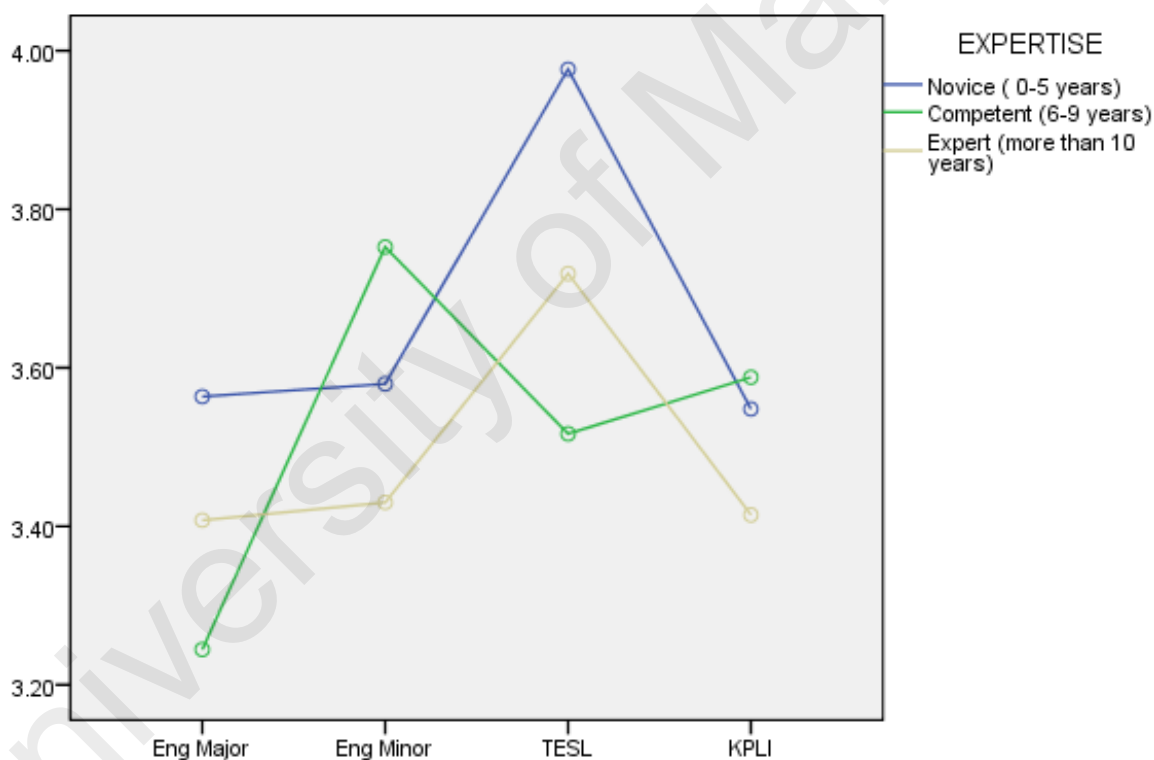Figure 4.6 Graph for Interactive Effects Between Academic Qualifications and Expertise
On the Understanding of the Functions of Literary Devices

The means for the novice and expert language teachers in the English minor group was almost the same as the English major but competent group had the highest mean. There was no interaction between the novice and expert lines but the competent line touched both the novice and expert lines.

In the TESL category the novice English language teachers had the highest mean while the competent language teachers had the lowest mean and the expert language teachers were in the middle. There was no interaction between the novice and expert language teachers as the lines did not touch but the competent line touched both the novice and expert lines indicating there was an interaction.

There was little difference in the means between the competent and novice English language teachers with the former being a litter higher than the latter in the KPLI category. The expert language teachers were the lowest in this category.

In the KPLI group the mean for the competent group was the highest followed by the novice and competent. There was an interaction as competent line crossed the novice and expert lines indicating an interaction between the three.

Based on the descriptive statistics, in Table 4.60, the Levene's test showed $F(11,234)=1.391$ and the probability (0.176) was greater than 0.05 and was not significant. This indicated there was no violation of the assumption of homogeneity of variance between the two groups (academic qualifications and expertise). Therefore the two-way ANOVA was conducted and the results are reported in Table 4.67.

Table 4.67 Two-way ANOVA Comparison of Academic Qualification and Expertise on the Understanding of the Functions of Literary Devices of English Language Teachers

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Academic Qualifications	2.552	3	.851	4.752	.003	.53
Expertise	1.256	2	.628	3.545	.030	.55
ACADEIC QUALIFICATION * EXPERTISE	3.686	6	.614	3.467	.003	.49
Error	41.893	234	.179			
Total	3184.960	246				
Corrected Total	48.429	245				

a. R Squared = .155 (Adjusted R Squared = .115)

The two-way ANOVA revealed three different types of results.

First, the analysis showed there was a significant difference in the understanding of the functions of literary devices based on academic qualification. This indicated there were significant differences among the four groups (English major, English minor, TESL and KPLI) with $F (3,234)=4.752$, and was significant at 0.05 level ($p=0.003$).The partial eta squared = 0.53 which indicated small effect size and the difference was discernable.

Secondly, the output revealed a significant difference in the understanding of the functions of literary devices based on the expertise (novice, competent, and expert) group of English language teachers, $F(2,234)=3.545$ and was significant at 0.05 level. ($p=0.005$). This revealed the expertise of English language teachers significantly influenced their understanding of the functions of literary devices. The partial eta squared was 0.55 which indicated small effect and difference was discernable.

Third, Academic Qualifications*Expertise of English language teachers were both significant $F (6,234) =3.467$ at 0.05 level ($p=0.003$). This revealed there was

interaction effect between academic qualifications and expertise of English language teachers with understanding of the functions of literary devices. The partial eta squared=0.49 and was of small effect size that the differences were discernable.

From the analysis it was found both the simple effects (Academic Qualifications*Expertise) were significant and a comparison of marginal means was necessary to establish the source of difference. There was also an interaction effect and a simple effect analysis was conducted.

In order to determine the source of difference among the four groups in academic qualifications and three groups in expertise the Tukey post-hoc multiple comparison test was used and the results are shown in Table 4.68 and 4.69 respectively.

From the Tukey post hoc analysis in Table 4.68, it was found English major language teachers were significantly different from the English minor language teachers in their understanding of the functions of literary devices (*mean difference=-.245, p=.004*), TESL teachers (*mean difference=-.281, p=.002*) and KPLI language teachers (*mean difference=-.182, p=.004*).

The English minor language teachers were significantly different from the TESL teachers in their understanding of the functions of literary devices (*mean difference=-.0360, p=005*) and KPLI language teachers *(mean difference=.0640, p=.004*).

Table 4.68 Tukey Multiple Comparison Test for Academic Qualifications of English
language teachers based on the Understanding of the Functions of Literary
Devices

	(I) Academic Qualification	(J)Academic Qualification	Mean Difference (I-J)	Std. Error	Sig.
Tukey	English Major	English Minor	-.2454*	.07559	.004
		TESL	-.2814*	.08519	.002
		KPLI	-.1815*	.07513	.004
	English Minor	English Major	.2454*	.07559	.004
		TESL	-.0360*	.08247	.005
		KPLI	.0640*	.06608	.004
	TESL	English Major	.2814*	.08519	.002
		English Minor	.0360*	.08247	.005
		KPLI	.1000	.06522	.484
	KPLI	English Major	.1815*	.07513	.004
		English Minor	-.0640	.06608	.004
		TESL	-.1000	.06522	.484

The TESL teachers were not significantly different in their understanding of the

functions of literary devices with the KPLI language teachers (*mean difference=.1000,

p=.484*).

In order to find out whether there was any significant differences among English

language teachers in the expertise category similar Tukey post hoc tests were conducted

and the results are displayed in Table 4.69.

Table 4.69   Tukey Multiple Comparison Test Expertise of English Language
Teachers   based on the Understanding of the
Functions of Literary Devices

.	(I) EXPERTISE	(J) EXPERTISE	Mean Difference (I-J)	Std. Error	Sig.
Tukey	Novice	Competent	-0.03*	0.039	.004
		Expert	-0.16*	0. 023	. 006
	Competent	Novice	0.03*	0.039	.004
		Expert	-0.13*	0.050	.005
	Expert	Novice	0.16*	0. 023	. 006
		Competent	.0.13*	0.050	.005

Based on the Tukey post hoc multiple comparison in Table 4.65 it was found the novice

English language teachers were significantly different in the understanding of the

function of literary devices from the competent English language teachers (*mean*

difference =.-0.03, p= .004),S and expert language teachers *(mean difference = -.0.16, p = .006).* At the same time the competent English language teachers were significantly different in the understanding of the function of literary devices from the expert English language teachers (*mean difference* =-0.13, *p* = .005).

In order to determine the association between the dependent variable which is understanding of the functions of literary devices and the independent variable (Academic Qualification*Expertise) the partial eta squared which was 0.41 was converted to percentage (41%). Therefore 41% was attributed to the interaction between Academic Qualification*Expertise in the understanding of the function of literary devices among English language teachers. The remaining 59% indicated the presence of other factors not investigated influenced the understanding of the function of literary devices of English language teachers.

The null-hypothesis was rejected as there was interaction effect of academic qualifications and expertise on the subject matter knowledge of literary devices, familiarity with the use of literary devices and understanding of the function of literary devices of English language teachers.

4.8   Summary

This chapter presents the methods used in screening of the data and testing of the assumptions of the multivariate analysis.

 The results of the analysis are described in the form of data generated and analysed through the application of the research design. The analysis is provided according to research questions.

The results of the analysis indicated there were differences in the subject matter knowledge of literary devices, familiarity with the use literary devices and understanding of the functions literary devices based on academic qualifications and expertise among English language teachers.

The analysis also revealed there were differences in the subject matter knowledge of literary devices, familiarity with the use literary devices and understanding of the functions literary devices between English major and non-English, TESL and non-TESL and KPLI and KPLI language teachers.

There was positive correlations between subject matter knowledge of literary devices and familiarity with the use literary devices, subject matter knowledge of literary devices and understanding of the functions literary devices and familiarity with the use literary devices and understanding of the functions literary devices among English language teachers.

There were interactions between academic qualifications and expertise on subject matter knowledge of literary devices, familiarity with the use literary devices and understanding of the functions literary devices among English language teachers.

CHAPTER FIVE

CONCLUSIONS

5.0   Introduction

This study emerged from one of the objectives of the literature component which is to "show an awareness of how language is used for particular purposes" (Ministry of Education, 1999: 12). Many local researchers "consider the literature component as relevant" (Subramaniam, Hamdan and Khoo, 2003:72) and "a good come back" (Norlaila Awang, 2001; 48) when it was included as a tested section of the English language paper in two public examinations namely the *Pentaksiran Tingkatan Tiga* (PT3 or Ninth Grade examination) and *Sijil Pelajaran Malaysia* (SPM or Eleventh Grade Examination). With the emphasis on the language aspect in the literature component in the Malaysian syllabus, there is now a need for English language teachers to look beyond the traditional approach to understand the literary texts. Therefore, it was imperative to investigate whether English language teachers were knowledgeable to teach the component from the language perspective.

Early research conducted by Porter and Borphy (1988) had indicated that those who had majored in specific subjects had revealed strong subject matter knowledge. However, there are only a few research in this area on which defensible conclusions can be based and they are subject–specific related to the qualifications of teachers (Monk-King 1994; Goldhaber and Brewer, 1996, 2000). Commenting on the same idea it was mentioned "adequately qualified teachers especially at secondary school level ought to have background education and training in the subject they teach" (Ingersoll, 2001: 21; Darling-Hammond, 2000; 2002). At the same time emerging research on teacher qualifications tend to show a major portion of the difference can be attributed to teachers

who are suitably qualified and knowledgeable in their subjects (Rice, 2003; Ingvarson et al., 2004).

5.1   Discussion

This section presents the discussion of the findings and provides the conclusions obtained from the analysis. At the same time, a few recommendations are suggested for future research. The first section of this chapter discusses the findings with respect to the research questions put forward in Chapter One (Section 1.3). This is followed by a discussion on the implications for English language teachers and then the recommendations for research.

5.1.1   The Influence of Academic Qualifications of English Language Teachers on their Subject Matter Knowledge of Literary Devices

Based on the analysis of the questionnaires, it was found there were differences in the subject matter knowledge of literary devices among the four groups namely English major, English minor, TESL and KPLI English language teachers. The English major were better in their subject matter knowledge of literary devices than the English minor, TESL and KPLI language teachers. Similar differences were found in the subject matter knowledge of literary devices between the English minor who were better than the TESL and KPLI language teachers. The TESL teachers were better in their subject matter knowledge of literary devices than the KPLI language teachers. The analysis of the questionnaires indicated that academic qualifications had influenced the subject matter knowledge of literary devices among the four groups namely the English major, English minor, TESL and KPLI of English language teachers.

The analysis of the worksheets revealed the English major language teachers had scored the highest for their subject matter knowledge of literary devices followed by the English

minor, TESL and KPLI language teachers. There were variations in the scores within each group of English language teachers that indicated the influence of their subject matter knowledge of literary devices. The results obtained in the worksheets further supported the evidence obtained in the questionnaires that indicated academic qualifications had influenced the subject matter knowledge of literary devices of the four groups of English language teachers.

Further, the interviews also revealed the influence of academic qualifications on the subject matter knowledge of literary devices of the four English language teachers. There was hardly any difference in their explanations for subject matter knowledge of literary devices. However, there was a difference in the number of examples each teacher gave to show the language in the poem that indicated their subject matter knowledge of literary devices. The English major provided seven examples, the English minor gave four, while the TESL gave three and the KPLI gave two examples. The results further supported the findings of the questionnaires and worksheets that confirmed the influence of academic qualifications of the four groups on the subject matter knowledge of literary devices.

The analysis revealed that academic qualifications had influenced the subject matter knowledge of literary devices of the four groups of English language teachers. The influences of academic qualifications can be attributed to the diversity of literature courses the English major, English minor, TESL and KPLI English language teachers had pursued in their undergraduate programme. These four groups of English language had followed different literature courses offered by the various public and private tertiary institutions they had attended. The prevalence of academic freedom among the different tertiary institutions to design their own literature courses had influenced the subject matter knowledge of literary devices of the four groups English language teachers.

Hence, the subject matter knowledge of literary devices of the four groups of English language teachers was influenced by the structure and course content in literature they had pursued.

The English major language teachers who had followed a complete literature programme were exposed to numerous literature courses that had enriched their subject matter knowledge of literary devices. The literature programmes offered by the main tertiary institutions had courses in linguistics, applied linguistics and stylistics (Course Work Handbook, Bachelor of Arts, University of Malaya, 2012/2013 session, Course Guide, University Putra Malaysia, 2012/2013 and Course Guide, University of Science, Malaysia. 2012/2013. Based on the evidence from the analysis obtained, the English major language teachers had shown better subject matter knowledge of literary devices as they were trained in literature *per se*. On the other hand, the English minor language teachers had specialised in other subjects like history, geography, commerce, or physical education but had studied a few literature courses as electives. As for the TESL teachers, the main emphasis in their programmes was on the pedagogical aspect to teach the English language. The English minor language teachers had acquired sufficient literary knowledge to teach the literature component. The KPLI English language teachers had majored in subjects like geography, history, computer science, or physical education. However, they had completed a course in the teaching of the English language as a second language approved by the Ministry of Education. The literature component in their programme was to empower them with a basic knowledge of literature that would enable them to recognize and explain to their learners the synopsis, themes, characters, plots, settings and background of the literary texts. Hence, the diversity of literature courses attended by the English major, English minor, TESL and KPLI had resulted in the disparity of their subject matter knowledge of literary devices. The results of the

analysis revealed that the diversity in the academic qualifications of the four groups of English language teachers had influenced their subject matter knowledge of literary devices.

The results supported the claim made by Porter and Borphy (1988) that those who had majored in a particular subject had strong subject matter knowledge. As these four groups had undergone different types of literature courses, it is possible they might not have acquired comparably equal and comparable subject matter knowledge of literary devices. The English minor, TESL and KPLI had undergone the "alternative quick-entry" courses and therefore were unable to compete with those who had followed a complete literature programme like the English major language teachers (Grossman, 1999). The analysis revealed that academic qualifications had influenced the subject matter knowledge of literary devices and indicated that teachers who were adequately qualified in specific subjects were more effective in their instructional practices than other variables (Hattie, 2006). It has to be mentioned there are only a few research in this area on which defensible conclusions can be based and they were subject-specific related to the qualifications of teachers (Monk-King, 1994; Goldhaber and Brewer, 1996, 2000). The findings of this study were not consistent with the findings of others like Kennedy (1999), Martin et al. (2000) and Wenglinsky (2000) that claim majoring in a particular subject did not assure they had acquired sufficient subject matter knowledge to be effective.

5.1.2 Influence of Academic Qualifications of English Language Teachers on the Familiarity with the Use of Literary Devices

The construct familiarity has been included as it is an integral and important part of subject matter knowledge. Therefore, the questionnaires were analysed to determine the

influence of academic qualifications on the familiarity with the use of literary devices of the English major English minor, TESL and KPLI language teachers. The analysis of the questionnaires revealed the English major had attained a higher level of familiarity with the use of literary devices than the English minor, TESL and KPLI language teachers. At the same time, it was found the English minor had a higher level of familiarity with the use of literary devices than the TESL and KPLI language teachers while the TESL language teachers were higher in their familiarity with the use of literary devices than the KPLI language teachers. The KPLI language teachers had the lowest level of familiarity with the use of literary devices compared to the other three groups. The analysis of the questionnaires provided empirical evidence of the influence of academic qualifications on the familiarity with the use of literary devices of the four groups of English language teachers.

It was found from the analysis of the worksheets there were differences in the familiarity with the use of literary devices among the four groups of English language teachers. The English major language teachers had obtained better scores than the English minor, TESL and KPLI language teachers that indicated their higher level of familiarity with the use of literary devices. At the same time there were overlapping of scores among the three groups that is the English minor, TESL and KPLI language teachers. The scores also revealed there were differences in the familiarity with the use of literary devices within each group of English language teachers. Based on this evidence obtained from the worksheets, it was found that the familiarity with the use of literary devices of the four groups of English language teachers was influenced by academic qualifications. The results from the worksheets indicated the English major language teachers whose academic qualifications were subject specific were associated with a higher level of the familiarity with the use of literary devices.

The analysis of the interviews with the four English Language teachers provided further evidence of the influence of academic qualifications on the familiarity with the use of literary devices. On examination, it was found the English major language teacher had provided six examples, English minor gave four examples, TESL teachers provided five examples and KPLI teachers gave four examples of their familiarity with the use of literary devices from the poems. Based on the number of examples provided by the four English language teachers it was evident their academic qualifications had influenced their familiarity with the use of literary devices.

Within the local context, the four groups of English language teachers had different literature background. All those who had majored in English literature had followed an intensive and rigorous literature programme. In their wide range of literature courses, there were subjects like linguistics and applied linguistics, and introduction to stylistics included as part of their programme (Course Work Handbook, Bachelor of Arts, University of Malaya, 2012/2013 session; Course Guide, University Putra Malaysia, 2009/2010). As the course work of the undergraduate English major language teachers contained different aspects of linguistics and stylistics, they had acquired an in-depth familiarity of the various literary devices. Therefore, their literature background was useful as they could pick out a variety of literary devices contained in the different literary genres like poems, novels, short stories and dramas. The results of this study indicate subject majors were better than those who were not subject majors. It is evident this observation is not in accordance with the study conducted at the National Centre of Research on Teacher Learning at Michigan State University(1980) that stated majoring in a subject did indicate teachers efficiency in it.

The English minor, TESL and KPLI teachers had also revealed their familiarity with the use of literary devices that was influenced by their academic qualifications. This could be due to the nature of the literature courses these teachers had pursued in their undergraduate programmes. The English minor language teacher had selected a few courses in literature as electives. As for the TESL teachers their language programme focused predominantly on pedagogical aspects of teaching the English language but they had completed literature courses that were specially designed and incorporated into their teaching programme. The KPLI language teachers were majors in other subjects but had undergone a TESL course and the literature component included in it was mainly to acquaint these language teachers with basic literature knowledge (Khan, 2003). Hence, it was evident from the diversity of courses taken in literature by the English minor, TESL and KPLI language teachers, that could have resulted in the differences in their familiarity with the use of literary devices. The research findings indicate that "out-of-field" English language teachers as mentioned by Wayne and Young's (2003) like the English minor, TESL and KPLI who had taken "alternative quick-entry" courses were not at par with those "in-field" English major language teachers who had completed literature *per se* courses (Grossman, 1989; Darling-Hammond, 1991). Therefore, the nature of the literature courses of the English major, English minor, TESL and KPLI groups had influenced their familiarity with the use of literary devices.

5.1.3 Influence of Academic Qualifications of English Language Teachers on the Understanding of the Functions of Literary Devices

It has been mentioned by a number of researchers like Grossman (1988), and Wineburg and Wilson (1988) Lampert (1986), and Leinhnart and Smith (1988) that understanding is as an essential construct for teachers. Therefore, this component was included in the questionnaire and was analysed to determine the influence of academic qualification on

the understanding of the functions of literary devices of the English major, English minor, TESL and KPLI language teachers. The analysis indicated the English major language teachers had shown a higher level of understanding of the functions of literary devices than the English minor, TESL and KPLI language teachers. The English minor language teachers were better than the TESL and KPLI and the TESL teachers were better than the KPLI in their understanding of the functions of literary devices. The analysis revealed the KPLI language teachers had the lowest level of understanding of the functions of literary devices. The analysis of the questionnaires distinctly revealed the understanding of the functions of literary devices was influenced by academic qualifications.

The worksheets that were analysed indicated there were differences in the understanding of the functions of literary devices among the four groups of English language teachers namely the English minor, TESL and KPLI were also influenced by their academic qualification. The scores obtained revealed there were differences in the understanding of the functions of literary devices among the four groups of English language teachers. There were differences among the three groups namely the English minor, TESL and KPLI but there were overlapping of scores. Therefore, based on the analysis of the worksheets it was evident academic qualifications had influenced the understanding of the functions of literary devices of the four groups of English language teachers.

The interviews were also analyzed to determine the influence of academic qualifications on the understanding of the functions of literary devices. The four English language teachers had provided the functions of the different literary devices they had chosen. Nevertheless, there were differences in the explanations provided by each language teacher to show how the functions of the literary devices enhanced the meaning of the

poems. It was found the English major had provided explicitly better explanations to indicate overall understanding of the functions of the literary devices. The English minor, TESL and KPLI had also provided their explanations to show their understanding of the functions of literary devices but they did not show how these literary devices were used to enhance the meaning of the poems. Therefore, it was evident their academic qualifications had influenced the understanding of the functions of literary devices among the four English language teachers.

There was explicit evidence from the analysis that pointed out academic qualifications of the English language teachers had influenced their understanding of the functions of literary devices. The English major language teachers had undergone a complete literature course that had acquainted them with the different literary genres like novels, poems, short stories and dramas. Hence, their literature background had enriched their understanding of the function of the different literary devices. Although the English minor, TESL and KPLI had had undergone literature courses, they were not as intensive and varied like that of the English major language teachers.

 Therefore, there was a distinct difference in the understanding of the functions of literary devices of the English major language teachers compared to the other three groups. They manifested better understanding of the different literary devices as they were "adequately qualified" with the necessary "background education and training in the subject they teach" (Ingersoll, 2001: 21).

The English minor language teachers had selected a few courses in literature as electives as they had majored in other subjects. As for the TESL teachers, their literature courses were specially designed and included in their teaching programme. The main emphasis

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in their literature courses provided them with the basics to teach the literature component. The KPLI language teachers had completed a programme that emphasized on the pedagogical competency of teaching the English language. The course content in their literature programme focused on the identifying of the plots, themes, setting, persona, and point of view in the different genres. As there were differences in the contents of the literature programmes followed by the English major, English minor, TESL and KPLI language teachers that had influenced their understanding of the functions of the literary devices.

Research is still being conducted to show explicitly the influence of understanding among teachers and its importance in instructional practices (Gallaghar, 1991; Palmquist & Finley, 1997).

The present study conducted among English language teachers revealed there were differences in the understanding of literary devices among English language teachers and supports the results obtained by Lederman (1999).

5.1.4 Influence of Expertise of English Language Teachers on the Subject Matter Knowledge of Literary Devices

Expertise consists of three groups based on the number of years of teaching experience. They were novice, competent and expert English language teachers. Based on the analysis of the questionnaires, it was found the novices were lower in their subject matter knowledge of literary devices than the competent and expert English language teachers. The competent English language teaches were lower than the expert English language teachers but higher than the novices in their subject matter knowledge of literary devices. The analysis further revealed the expert English language teachers had the highest level of subject matter knowledge of literary devices among the three groups

of English language teachers followed by the competent and the novice. The analysis of the questionnaires revealed that expertise had influenced the subject matter knowledge of literary devices of the English language teachers.

Based on the analysis of the worksheets there were differences in the scores of the three groups of English language teachers that indicated the influence on expertise. The expert English language teachers had scores comparatively higher than the competent and novice English language teachers in their subject matter knowledge of literary devices. The competent English language teachers had scores that were lower than the expert language teachers but higher than the novice language teachers the novice language teachers had the lowest scores. However, there were minimal overlapping of scores between the three groups. There were also differences in scores within each group of English language teachers. The differences in subject matter knowledge of literary devices was due to the presence of English language teachers with diverse academic qualifications. For example in the novice group there were nine English major, thirteen English minor, thirty TESL and twenty-four KPLI language teachers. Similarly, the competent and expert groups also contained the four different categories of academically qualified English language teachers. The existence of these four categories of academically qualified English language among the novice, competent and expert English had resulted in the differences in the subject matter knowledge of literary devices.

The interviews were analysed to determine the influence of expertise on the subject matter knowledge of literary devices among the four English language teachers. There was one novice, one competent and two expert English language teachers. Based on their explanations provided by the novice and competent English language teachers, there was

hardly any difference in their subject matter knowledge of literary devices. However, differences were evident in the explanations provided by the first and second expert English language teachers in their subject matter knowledge of literary devices.

The interviews were analysed further to determine their understanding of the language in the different genres with the help of their subject matter knowledge of literary devices. The novice English language teacher provided two examples, the competent English language teacher provided four examples, while the first expert English language teacher provided five examples and the second English language teacher gave eight examples. Hence, there was difference in the number of examples provided by the novice, competent and expert English language teachers to show the influence of expertise on their subject matter knowledge of literary devices.

The analysis of the questionnaires, worksheets and interviews revealed that expertise had influenced the subject matter knowledge of literary devices of English language teachers and affirms the ideas of other researchers like Berliner (2000) and Mumby, Russel and Martin (2001). The evidence obtained from the analysis support the views of Borko, Bellamy and Sanders (1992), Kagan and Tippins (1992) and Bisset (2001) that mentioned there were differences between novice and expert teachers in their subject matter knowledge. The results uphold the views put forward by Stancavage and Dossey (1998) and Darling-Hammond (2000) that expert teachers were better than the novice and competent because they had an intuitive grasp of knowledge that was complex and domain specific.

5.1. 5 Influence of Expertise of English Language Teachers on the Familiarity with the Use of Literary Devices

Familiarity with the use of literary devices was also incorporated as the use of literary devices and stylistics has become a standard practice in foreign and second language classes (Hall, 2005; Pope, 2005). Further, literary devices enables one to explore literature through the analysis of language (Carter and Stockwell, 2008). Familiarity with the use of literary devices has been included as Parkey and Stamford (1995) had expressed that having subject matter knowledge alone was insufficient as the use of it indicated better conceptual knowledge of content. Based on the mean difference, the novice English language teachers had the lowest level of familiarity with the use of literary devices among the three groups The competent English language teachers were better than the novice but lower than the expert English language teachers in their familiarity with the use of literary devices. The expert language teachers had the highest level of familiarity with the use of literary devices among the three groups. The analysis of the questionnaires indicated that expertise of the three groups namely novice, competent and expert English language teachers had influenced their familiarity with the use of literary devices.

The analysis of the worksheets revealed the expert English language teachers had obtained the highest scores among the three groups. The scores of the competent English language teachers were better than the novice but lower than the expert English language teachers. The novice English language teachers had obtained the lowest scores for their familiarity with the use of literary devices. Besides the differences in the scores among the groups, there were also differences in the scores within each group of English language teachers. The variability in the scores among the expert English language teachers was more than that of the competent and novice English language teachers. This

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indicated there was a greater difference in the influence of familiarity with the use of literary devices among the expert English language teachers than the novice or the competent English language teachers. Therefore, the analysis of the worksheets revealed that familiarity with the use of literary devices among the three groups was influenced by the expertise of English language teachers.

The interviews were analysed to determine influence of familiarity with the use of literary devices among the four English language teachers. The first expert English language teacher had given six examples, one example each for simile and onomatopoeia, two examples each for personification, imagery and alliteration and six examples for repetition. The second expert English language teacher had given four examples, one example each for simile, alliteration, personification and repetition. It was found the competent English teacher had given five examples of literary devices, two examples for imagery, one example each for alliteration, personification and simile and six examples for repetition. The novice teacher provided four examples, one each for imagery, alliteration and symbol and six examples for repetition. A closer look at each one of these English language teachers revealed they had different academic qualifications that had influenced their familiarity with the use of literary devices. The first expert language teacher was an English major with eleven years of experience in teaching the literature component. The second expert English language teacher was an English minor and had taught for ten years. The competent language teacher was a TESL graduate who had taught for seven years while the novice was a KPLI English language teacher with three years of teaching experience. These four English language teachers had different literature background knowledge based on their expertise as indicated by the analysis. Hence, their familiarity with the use of literary devices of the four English language teachers was influenced by expertise.

Based on the familiarity with the use of the reader-response framework, Earthman (1992) and Peskin (1998) found that expertise of the different groups of English graduates had influenced the responses for short stories and poems. The results obtained in this study confirmed the evidence put forward by Earthman (1992) and Peskin (1998) that expertise influenced familiarity with the use of literary devices. In this study literary devices was used while Earthman (1992) and Peskin (1998) had used the reader-response framework to determine the influence of expertise.

5.1.6 Influence of Expertise of English Language Teachers on the Understanding of the Functions of Literary Devices

As indicated by Barnet (1994) understanding is an important construct and central idea in subject matter knowledge for it provides better application of ideas. As such an in-depth understanding of the subject among teachers enables them to provide adequate explanation that is meaningful (Hartford, 1993).

The analysis of the questionnaires revealed there was a significant influence of expertise on the understanding of the functions of literary devices among the three groups in expertise namely novice, competent and expert English language teachers. More specifically the novice English language teachers were lower in their understanding of the functions of literary devices than the competent and expert English language teachers. The competent English language teachers were also lower in their understanding of the functions of literary devices than the expert English language teachers. However, the expert English language teachers were higher than the novice and competent English language teachers in their understanding of the functions of literary devices. Therefore, the analysis of the questionnaire revealed that expertise of the

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English language teachers had influenced their understanding of the functions of literary devices.

The responses of the three groups of English language teachers were analysed based on the worksheets. The expert English language teachers had obtained higher scores than the competent and novice English language teachers. The analysis revealed there were overlapping of the scores between the novice and competent groups of English language teachers. However, there were more competent English language teachers who had higher scores than the novice English language teachers. The novice English language teachers had lower scores than the competent and expert English language teachers.

Another difference observed was the variation in the scores obtained by each group of English language teachers. The small difference indicated there was not much variation among them in the understanding of the functions of literary devices. In the competent group (n=8) there was greater difference among the eight English language teachers in their understanding of the functions of literary devices. Among the expert English language teachers (n=8), their differences were similar like the competent English language teachers. The analysis also revealed there were differences in the understanding of the functions of literary devices in the scores among English language teachers within each group that indicated the variability in the influence of expertise on the understanding of the functions of literary devices.

The analysis of the interviews indicated there were differences in the explanations provided by the English language teachers for the understanding of the functions of literary devices. It was found the first expert English language teacher had provided better explanations for the various literary devices he had chosen. He had provided the

functions of the different literary devices and further explained his understanding of these devices that helped to understand the poem better. The second expert language teacher had also provided the functions of the various literary devices but her explanations of the understanding of the literary devices as used in the poems were vague. The novice English language teacher had not provided a clear explanation for the function and understanding of the literary devices he had chosen. The TESL language teacher had merely provided the functions of the various literary devices.

On closer examination it was found the expert English language teacher had majored in English literature and had eleven years of experience in teaching the literature component. At the same time, he had attended numerous courses in the teaching of the literature component that had enriched and influenced his understanding of the different literary devices. The second expert English language teacher was an English minor with ten years of experience in teaching the literature component and had also attended courses that enabled her to obtain sufficient knowledge of the literature component. The competent English language teacher revealed in the interview "there were not many literature courses" in the TESL programme. As such there was less exposure to literature that influenced his understanding of the functions literary devices. From the interview with the novice English language teacher it was found she was a non-English major and had completed the KPLI English language programme. The literature component included in her programme emphasised mainly on the analysis of the plot, persona, tone and mood, setting, and theme (Khan, 2003) and little attention was given to the language aspect. Therefore, her academic qualifications and expertise had influenced her understanding of the functions of literary devices.

The evidence obtained in this research had revealed that expertise had influenced the English language teachers and confirmed the results obtained by other researchers who had conducted on expertise of teachers (Paterson & Clark, 1978; Leinhardt, 1983; Leinhardt & Smith, 1985; Leinhardt & Greeno ,1986; Magliaro & Borko, 1986; Patterson & Comeaux, 1987; Berliner, 1988). At the same time, the results of this research confirmed the evidence obtained in a previous research conducted by Dreyfus and Dreyfus (1996) who had shown that experts perform better because of the influence of their strong background knowledge. Further, this study agrees with the results of the research conducted by McHuge and Lake (2010) who had reported that expertise was influenced by education. As indicated in this research expertise consisted of novice, competent and experts who had different educational and academic qualifications.

5.2 Differences in Literary Devices among the Three Groups of English Language Teachers

The English language teachers were divided into three groups namely English major and non-English, TESL and non-TESL and KPLI and non-KPLI language teachers. The purpose was to determine whether there were differences in subject matter knowledge of literary devices, familiarity with the use literary devices and understanding of the functions of literary devices among the three groups of English language teachers.

5.2.1 Differences in Literary Devices between English Major and non-English Major Language Teachers

The analysis revealed that the English major were better than the non-English major language teachers in their subject matter knowledge of literary devices. From the analysis of the questionnaires, it was found there was a significant difference between the two groups. The English major had a higher mean difference (*mean difference*=3.39)

than the non-English major language teachers (*mean difference*=3.48). Similar differences were also found from the analysis of the worksheets. The English major had higher scores compared to the non-English major language teachers. The interviews also revealed that the English major had better conceptual knowledge of literary devices that the non-English major language teachers.

Further, analysis was conducted to determine the differences in the familiarity with the use of literary devices between the English major and non-English major language. There was a significant difference between the two groups based on the analysis of the questionnaires. The English major had a higher level (*mean difference*=3.53) of familiarity with the use of literary devices than the non-English major language teachers (*mean difference*=3.48). The analysis of the worksheets also revealed the English major language teachers had obtained higher scores although their number was numerically smaller (3) than the non-English major language teachers. The analysis of the interviews revealed that the English major language teachers were more familiar with the literary devices as they had provided more examples of the different literary devices in the poems. The English major had provided more examples compared to non-English major language teachers.

The English major language teachers revealed a higher level of understanding of the functions of literary devices than the non-English language teachers as indicated by the analysis of the questionnaires. There was a significant difference between the two groups and based on the mean difference, the English major were better. The scores of the worksheets revealed the English major had obtained higher scores than the non-English major language teachers. From the interviews, it was found that the English major had

provided explicitly better explanations to indicate overall understanding of the functions of the literary devices.

The discussions above indicate that the English major language teachers had better subject matter knowledge of literary devices, familiarity with the use literary devices and understanding of the functions of literary devices than their non-English language counterparts. As English major were subject specialists, they had acquired their knowledge from the literature courses. The differences in the subject matter knowledge of literary devices between the two groups of English language teachers can be attributed to their academic qualifications and supported the research conducted by Harris & Sass (2007) and Boyd et al. (2008) who had indicated differences existed between teachers based on academic qualifications, As the English major language teachers had better background literature knowledge (Widdowson, 1992) than the non-English major language teachers, they were able to display a higher level of subject matter knowledge of literary devices. The English major language teachers were better qualified as their literature programme was more intensive and rigorous than the non-English majors, that provided greater impact and difference in their subject matter knowledge of literary devices (Hattie, 2003).

The English major language teachers were numerically fewer but were better in their familiarity with the use literary devices than the non-English major language teachers. These English major language teachers had been exposed to different genres like poems, novels, short stories and dramas in their literature courses that had enhanced their familiarity with the use of literary devices. Their in-depth knowledge of literature and the literary devices had contributed significantly to their familiarity with the use of literary devices. The non-English major group consisted of the English minor, TESL and KPLI

who had pursued different literature courses that were less intensive than the English major language teachers. As the non-English major language teachers were not subject-specific and had majored in other subjects, they were out-of-field' teachers who had received minimal training in literature (Robinson, 1985). There was a disparity in the familiarity with the use of literary devices between the English major and non-English major language teachers.

The analysis revealed there was a difference between the English major and non-English major in their understanding of the functions of literary devices. The English major language teachers were better in their understanding of the functions of literary devices as they had acquired their knowledge from their wide range of literature courses. Their background knowledge of literature was useful as it had influenced a better understanding of the functions involved in the literary devices (Parkey and Stanford, 1995).Therefore, they were able to provide explanations and justifications that were meaningful to show their understanding of the functions of the literary devices (Harford, 1993). The non-English major group consisted of the English minor, TESL and KPLI language teachers. The main objective in their literature programmes was to provide sufficient exposure to the different literary genres and knowledge to help them become future English language teachers (Khan, 2003). As such there was a significant conceptual difference in the background knowledge of the non-English major language teachers that had influenced their understanding of the functions of literary devices (Newton-Newton, 1999).

5.2.2 Differences in Literary Devices between TESL and non-TESL Teachers

The next dominant groups of English language teachers presently involved in teaching the literature are the TESL and non-TESL teachers. Based on the analysis of the

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questionnaires there was a significant difference in the subject matter knowledge of literary devices between the TESL and non-TESL language teachers. It was found the TESL teachers had lower level of subject matter knowledge of literary devices than the non-TESL teachers. Similar differences were evident in the analysis of the worksheets that revealed the TESL teachers had lower scores compared to the TESL teachers. The analysis of the interviews provided further evidence of the difference between both the groups. The non-TESL teachers demonstrated a higher level of subject matter knowledge.

The TESL and non-TESL teachers were examined for their familiarity with the use of literary devices. The analysis of the questionnaires indicated there was a significant difference between both the groups and the non-TESL teachers had a higher level of familiarity with the use of literary devices than the TESL teachers. The non-TESL teachers had higher scores for the worksheets than the TESL teachers. From the interviews it evident the non-TESL teachers were better as they had provided more examples than the TESL teachers.

The responses of the TESL and non-TESL teachers for the questionnaires, worksheets and interviews was analysed to determine if there were differences in their understanding of the functions of literary devices. The analysis of the questionnaires revealed there were significant differences between both groups. However, the mean difference for the TESL teachers (3.48) was lower than the mean of the non-TESL teachers (3.56). This indicated the TESL teachers had lower level of understanding of the functions of literary devices. Subsequently, the analysis of the worksheets revealed differences in scores between the two groups. Similar differences were also detected between the TESL and non-TESL teachers. for the interviews. There were differences in the conceptual

understanding of the functions of literary devices and also the examples provided between TESL and non-TESL language teachers.

The TESL teachers involved in this study had obtained their degrees in the teaching of the English language from public and private institutions of higher education. The main emphasis in their graduate programmes was the pedagogical approach to teach the English language. However, courses in the teaching of literature related to the small "l" had been included and the objective of these literature courses was to provide sufficient exposure to the different literary genres. Therefore, the literature courses of the TESL teachers were less intensive. Hence, their academic courses had influenced their literary knowledge and consequently caused the difference in their subject matter knowledge of literary devices.

The non-TESL teachers had demonstrated a higher level of subject matter knowledge of literary devices. This group of teachers consisted of the English major, English minor and the KPLI language teachers. The English major language teachers had specialized in literature and their undergraduate programmes were intensive, rigorous and diverse and contained courses ranging from language, linguistics and introduction to stylistics (Course Guide, Bachelor of Arts, University of Malaya,(2013/2014); Course Guide, University Putra Malaysia, (2013/2014). The English minor language teachers had followed courses in literature as elective subjects. Although they had not studied as many courses in literature as the English major language teachers, they had acquired sufficient literary knowledge through these elective courses in literature. The KPLI teachers had majored in other subject like geography, history, or computer science but in their English language programme that was reviewed in 2000, the teaching of literature became a minor subject in it (Khan, 2003). The literature component in this KPLI programme

included appreciation, understanding language use and critical evaluation of important ideas in literary texts. The importance given to the literature courses by the non-English major language teachers was greater and they had enriched and influenced their subject matter knowledge of literary devices. Therefore, there was a marked difference in the subject matter knowledge of literary devices between the TESL and non-TESL language teachers.

The literature component is presently taught by two dominant groups of English language teachers namely the TESL and non-TESL teachers. The differences in their familiarity with the use of literary devices can be seen by examining their literature background. The TESL language teachers were trained to teach the English language and more importance was accorded to the pedagogical aspect in their programmes. However, the literature courses in their graduate programme were fewer. They were mainly to familiarize them with elements like setting, themes, language, poetic devices, moral values, plot, point of view and characterization of the four literary genres namely poetry, short stories, novel and drama There was less emphasis on the language aspect in their literature courses and the TESL teachers were exposed to the elements of the different genres (ibid., 2003). As such based on the course content of the TESL teachers, they less familiar with the numerous literary devices found in these texts. The non-TESL teachers were diversified academically as there were English major, English minor and KPLI teachers. Each group had been exposed to different types of literature courses. The literature courses of the English major language teachers were diverse and intensive and focused on the big "L" that had enriched and empowered them by providing the different analytical tools of literary analysis and not the pedagogical strategies of classroom practices (Wong Soak Koon, 2003). Therefore, their knowledge of literature had enabled them to acquire familiarity with the use of literary devices. The English minor language

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teachers had also been exposed to courses in the big "L" as they had completed elective courses in literature in their graduate programme. They had studied a variety of genres in these elective courses that had exposed then to different literary devices (ibid., 2003). Based on their academic courses in literature they were also familiar with the use of literary devices. The KPLI teachers were non-English options as they had majored in other social science subject like geography, history and media studies. However, they had followed basic literature courses in their KPLI programme that had enabled them to be familiar with the different literary devices (Khan, 2003). Based on the literature courses of the three groups there was a high content of literature, especially among the English major and English minor language teachers. As such it was evident, the non-TESL teachers were better in their familiarity with the use of literary devices.

The importance of understanding has become increasing important and those who understand have a different level of knowledge (Brown, Collins, and Harris, 1978). Barnet (1994) has pointed out that the construct understanding is valued because it is an essential aspect of subject matter knowledge. At the same time, Hartford (1993) has commented those who understand well are able to provide better explanations and meaningful justifications. The analysis showed differences existed between the TESL and non-TESL teachers in their understanding of the functions of literary devices. The T programme for ESL teachers focused on the enrichment and empowerment of pedagogical strategies of classroom situations The literature component in their programme provided them knowledge of literature related to the small "l" and the emphasis is language for pragmatic vocabulary or grammar learning (Halliday, 1975). The nature of their literature programmes limited their scope of understanding of the functions of literary devices. On the other hand, the non-TESL teachers were exposed to literature courses that were mainly for English major language teachers as such they

were acquainted with the different literary devices. Hence, there was a difference in their understanding of the functions of literary devices. The non-TESL teachers consisted of English major, English minor and KPLI language teachers and the contents of their literature courses differed considerably. The courses of the English major were extensive and covered literary works of different periods like The Renaissance Period to the Modern Period. They were also exposed to practical criticism of the different genres (Course Guide, Bachelor of Arts, University of Malaya 2009/2010; Course Guide University Putra Malaysia, (2009/2010). The importance of background knowledge of literature had played a vital role in their understanding of the functions of literary devises (Widdowson, 1992: 115). The English minor had chosen different elective courses in literature that had enabled them to acquire sufficient knowledge and familiarity of the literary devices understanding and functions of the literary devices. The KPLI language teachers were exposed to literature courses that emphasized on the small "l" that focused on literature to promote language learning (Ganakumaran, Shahizah Ismail Hamsan and Koo Yew Lie, 2003).

Based on the content and nature of the literature courses followed by the TESL and non-TESL language teachers, there were difference in the understanding of the functions of literary devices.

5.2.3 Differences in Literary Devices between KPLI and non-KPLI English Language Teachers

Another important group of teachers involved in the teaching of the literature component are the KPLI and non-KPLI language teachers, The KPLI teachers were trained English language teachers. Based on the analysis of the questionnaires it was found there were significant differences between the two groups in their subject matter knowledge of

literary devices. Based on the mean difference, the non-KPLI were higher (3.57) compared to the lower mean of the KPLI (3.34) From the worksheets it was found the scores of non-KPLI language teachers were higher than the KPLI language teachers for their subject matter knowledge of literary devices. The scores of the non-KPLI language teachers were higher as there were English major, English minor and TESL teachers within this group. In the interviews that were conducted, there were differences between the two groups. The explanation by the KPLI language teacher to indicate subject matter knowledge was vague compared to the non-KPLI language teachers.

Both the groups were examined to determine their familiarity with the use of literary devices. Based on the analysis of the questionnaires, there was a significant differences between both groups. The mean difference for the KPLI language teachers (*mean difference*=2.82), was lower than that of the non-KPLI language teachers (*mean difference*= 2.96). Based on the scores of the worksheets, the KPLI language teachers had lower scores compared to the non-KPLI language teachers. From the analysis of the interviews, it was found the KPLI had provided fewer examples compared to the non-KPLI language teachers. There were differences in the familiarity with the use of literary devices between the KPLI and non-KPLI language teachers.

The understanding of the functions of literary devices of the KPLI and non-KPLI language teachers were further analysed to determine if there were differences. The analysis of the questionnaires revealed a significant difference between both groups and the mean difference indicated it was higher for the non-KPLI (*mean difference*=3.56) than the KPLI (*mean difference*=3.34). The analysis of the worksheets showed the KPLI had lower scores compared to the non-KPLI language teachers. The interviews further confirmed the differences between the KPLI and non-KPLI language teachers.

There were differences in their subject matter knowledge of literary devices between the KPLI and non-KPLI language teachers and this can be attributed to the diversity in their academic qualifications. The KPLI language teachers were non-English options as they had majored in other social science subjects like computer science, media studies, sports science, domestic science, geography and history. They had attended a post-graduate teaching programme that "developed the pedagogical competencies…to prepare them as teachers of English in secondary schools" (Khan, 2003: 50). The literature course in their programme focused on the small "l" that provided a general understanding of important elements like identifying persona, plot, theme, and point of view contained in the four genres (ibid., 2003). As the main focus in the literature courses was to provide an overview of the literary genres, the KPLI teachers were not sufficiently exposed to the different literary devices. Hence, their subject matter knowledge of literary devices was influenced by the course content. The non-KPLI English major language teachers consisted of English major, English minor and TESL teachers. These non-KPLI teachers were exposed to a large body of literary texts that provided them with language enrichment and also literary knowledge (Carter and Long, 1991). As their coursework was a combination of both the small "l" and the big "L" and they had acquired sufficient subject matter knowledge of literary devices. Therefore, was a difference between the KPLI and non-KPLI English language teachers.

It was evident from the analysis there were differences in their familiarity with the use of literary devices. The KPLI language teachers were mainly trained to teach the English language and their training programme was limited by a definite time period (Subramaniam, 2003). The literature component in the programme for the non-KPLI language teachers was mainly to enhance their literary knowledge through the study of

selected literary texts that would contribute to their general knowledge of literature (Rosli Talif, 1995). The literature programme for the KPLI language teachers was only a small portion, as the main focus was the language teaching pedagogy (Gurnam Kaur, 2003). As such their familiarity with the use of literary devices of the KPLI teachers was limited in scope.

The non-KPLI group consisted of English majors, English minor and TESL English language teachers. Based on their academic qualifications, each group had been exposed to literature courses covering different aspects of literature (Subramaniam, 2003). As such they were more familiar with the different literary devices contained in the different literary genres. Therefore, there were differences between both groups in their familiar with the use literary devices.

The KPLI and non-KPLI also differed in their understanding of the functions of literary devices. The contents of the KPLI literature programme was developed according to the objectives of the literature component and met the basic pedagogical knowledge of literary texts for beginning teachers of the English language (Khan, 2003). These teachers were also required to be knowledgeable in the text-related issues like character interaction, point of view, theme, setting (ibid,: 2003). Based on the course structure less attention was given to other aspects like understanding of literary devices. The non-KPLI language teachers consisted of the English major, English minor and TESL teachers. This group of English language teachers were exposed to a variety of literature courses and the content was literature *per se.* They had acquired sufficient subject knowledge that enabled them to discuss and display an understanding of the literary elements in the different genres (Subramaniam, 2003). Similarly, the English minor and TESL teachers were also exposed to different literature courses that had enriched their understanding

based on the different genres. Therefore, the background knowledge of literature of the two groups namely the KPLI and non-KPLI teachers had resulted in their understanding of the functions of literary devices.

5.3 Correlations of the Dependent Variables on English Language Teachers

The three dependent variables namely subject matter knowledge of literary devices, familiarity with the use of literary devices and understanding of the functions of literary devices were correlated to determine their correlations among the English language teachers. In order to investigate the correlations, three pairs were formed namely subject matter knowledge of literary devices and familiarity with the use of literary devices, subject matter knowledge of literary devices and understanding of the functions of literary devices and familiarity with the use of literary devices and understanding of the functions of literary devices.

5.3.1 Correlations between Subject Matter Knowledge of Literary Devices and Familiarity with the Use of Literary Devices on English Language Teachers

The results of the present study indicated there was a high and positive correlation (r=0.73) between subject matter knowledge of literary devices and familiarity with the use of literary deices among English language teachers. Based on the outcome of this analysis it was evident that high level of subject matter knowledge of literary devices was associated with a correspondingly high level of familiarity with the use of literary devices among English language teachers. Although a correlation of 0.73 was a useful prediction of the relationship, there was no indication of the percentage of relationship between subject matter knowledge of literary devices and familiarity with the use of literary deices among English language teachers (Gay, Mills & Airasian, 2009). However, the coefficient of determination revealed that 53% of subject matter

knowledge of literary devices overlapped familiarity with the use of literary deices among English language teachers. This indicated that about one-half of subject matter knowledge of literary devices was "accounted for" by one-half of familiarity with the use of literary devices among English language teachers.

The analysis revealed that English language teachers involved in this research possessed almost the same levels of subject matter knowledge of literary devices and familiarity with the use of literary devices. As there was positive correlation, it can be further mentioned that English language teachers viewed subject matter knowledge of literary devices and familiarity with the use of literary devices as equally important in the teaching of the literature component.

Parkey and Stamford (1995) had reiterated that subject matter knowledge alone is insufficient as the use of it indicates better conceptual and content understanding. The importance of subject matter knowledge has been critically examined and recognized as pivotal in instructional practices (Ball & McDiarmid, 1990; Grossman, Wilson & Shulman, 1990;). Others like Malakolunthu (1999) and De Luise (2008) have stated that subject matter knowledge and its use are viewed as important for instructional practices and they cannot be separated as they are equally important. At the same research conducted in metacognitive skills require the use of subject matter knowledge based on one's thought process like understanding (Brown, 1978). In line with the above views, the results of this analysis indicated that subject matter knowledge of literary devices and familiarity with the use of literary devices are equally importance to English language teachers. Although the correlation was high, the coefficient of determination indicated about half of the subject matter knowledge of English language teachers overlapped

familiarity with the use of literary devices. This can be attributed to the differences in the academic qualifications and expertise among the English Language teachers.

5.3.2 Correlations between Subject Matter Knowledge of Literary Devices and Understanding of the Functions of Literary Devices on the English Language Teachers

Further analysis was conducted between subject matter knowledge of literary devices and understanding of the functions of literary devices among English language of English.

The correlation between subject matter knowledge of literary devices and understanding of the functions of literary devices among English language teachers was positive and high (0.73). This revealed that a high level of subject matter knowledge of literary devices corresponded with a high level of understanding of the functions of literary devices among English language teachers. However, the correlation of determination indicated that 53% of subject matter knowledge of literary devices overlapped the understanding of the functions of literary devices among English language teachers. Hence, about one-half of subject matter knowledge of literary devices overlapped and was accounted for by understanding of the functions of literary devices among English language of English.

The importance of understanding has been stressed and forms an integral part of knowledge (Barnet, 1994). It has also been mentioned that high in-depth understanding is linked with better knowledge of the subject (Fadzilah Abdul Rahman & Zuraini Jusuh, 2012). Other like Brown, Harris and Collins (1978) have reiterated that understanding is valued as it forms an essential and integral part of subject matter. Hashweh (1987) has

pointed out that inadequate subject matter knowledge and understanding may not be helpful as teachers may not be able to evaluate critically. Based on the research evidence, the importance of subject matter knowledge and understanding have indicated equal importance in instructional practices for teachers. The results of the analysis supported the views and showed that English language teachers are equally balanced in their subject matter knowledge and understanding of the functions of literary devices. However, only 50% of the subject matter knowledge and understanding of the functions of literary devices overlapped. This can be attributed to the smaller number of English major (32) compared to the larger number of non-English major (214) language teachers. Based on expertise there were only nine English major language teachers who were classified as experts.

5.3.3 Correlations between Familiarity with the Use of Literary Devices and Understanding of the Functions of Literary Devices on the English Language Teachers

It has been said that those who understand their subject matter well are able to transfer and use it in new ways and can help them be careful and critical readers (Nickerson, 1985). Studies conducted by Brown et al. (1978) have indicated that those with good metacognitive ability like understanding are capable of using their knowledge more efficiently and spontaneously. Based on the research evidence obtained in this study the correlation between familiarity with the use of literary devices and understanding of the functions of literary devices was 0.74. This indicated a positive and high correlation existed between familiarity with the use of literary devices and understanding of the functions of literary devices. However, the coefficient of determination indicated that 55% of familiarity with the use of literary devices was shared with understanding of the

functions of literary devices. It can be concluded that about half of familiarity with the use of literary devices overlapped understanding of the functions of literary devices among English language teachers while the other half did not.

It has been pointed out that besides subject matter knowledge of core concepts, familiarity with their use and understanding of the functions of these core concepts are essential for teachers (Norzilah Mohd. Zain & Rosaini Abu, 2000). At the same time understanding of the core concepts enabled them to provide meaningful explanations (Hartford, 1993). The positive correlation indicated that familiarity with the use and understanding of the functions of literary devices were important among English language teachers. Based on the analysis, the correlation indicated English language teachers regarded both constructs as important in the objective interpretation of the literary tests Nevertheless, the analysis revealed that one-half of the familiarity with the use and understanding of the functions of literary devices overlapped among English language teachers. Only one-half of both constructs overlapped mainly because of the differences in academic qualifications and expertise of English language teachers. It was found that there were more non-major English language teachers (n=214) compared to the numerically smaller number of English major (n=32) language teachers. The non-English major language teachers comprised of English minor, TESL and KPLI language teachers. These teachers were not subject specialists and "out-of-field" English language teachers who had followed a diversity of literature courses offered by the different tertiary intuitions. Their course content was not as intensive as that followed by English major language teachers who were exposed to a wide range of literary courses. At the same time, there were only nine expert English major language teachers compared to the 13 expert English minor, 37 expert TESL and 22 expert KPLI language teachers. Therefore, there was only a small number of English language teachers who were

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equipped with domain-specific and extensive curricular knowledge that enabled them to be familiar and apply them in particular cases (Carter, 1990).

5.4   Interactive Effects of Academic Qualifications and Expertise of English Language Teachers on the Dependent Variables

Analysis was conducted to determine the interactive effects of academic qualifications and expertise on the subject matter knowledge of literary devices, familiarity with the use of literary devices and understanding of the functions of literary devices.

There was significant two-way interaction effect for academic qualifications*expertise on the subject matter knowledge of literary devices, familiarity with the use of various literary devices and understanding of the functions of literary devices among English language teachers namely the English major, English minor, TESL and KPLI language teachers.

The results of the Tukey post hoc tests indicated that the English major language teachers were significantly different in their subject matter knowledge of literary devices, familiarity with the use of literary devices and understanding of the functions of literary devices based on their academic qualifications from the English minor, TESL and KPLI language teachers. The English minor were also significantly different in their subject matter knowledge of literary devices, familiarity with the use of literary devices and understanding of the functions of literary devices from the TESL and KPLI language teachers. At the sane tine, the TESL language teachers were also significantly different from the KPLI in their in their subject matter knowledge of literary devices, familiarity with the use of literary .devices and understanding of the functions of literary devices.

Similar Tukey post-hoc test revealed that the expert language teachers were significantly different in the subject matter knowledge of literary devices, familiarity with the use of various literary devices and understanding of the functions of literary devices from the competent and novice English language teachers. At the same time, the competent English language teachers were significantly different from the novice English language teachers in their subject matter knowledge of literary devices, familiarity with the use of literary devices and understanding of the functions of literary devices.

The analysis indicated there was interaction for academic qualifications*expertise on the subject matter knowledge of literary devices, familiarity with the use of literary devices and understanding of the functions of literary devices. The results revealed there was a difference in the subject matter knowledge of literary devices, familiarity with the use of literary devices and understanding of the functions of literary devices for academic qualifications and expertise. The simple effect comparison revealed there were differences among the four groups in academic qualifications namely English major, English minor, TESL and KPLI language teachers. Similar differences were also found among the three groups in expertise (novice, competent and expert).

Research is still in progress to show explicitly the interactive effects of academic qualifications*expertise on subject matter knowledge of literary devices, familiarity with the use of literary devices and understanding of the functions of literary devices on instructional practices. However, researchers like Darling-Hammond (2000) and Hattie (2006) have stressed on the importance of academically qualified and better prepared teachers who have more impact than other variables like class size or the background of learners. Other like Rice (2003) and Ingverson et al. (2004) have mentioned that

substantial portion of the differences can be attributed to the qualifications of teachers. The evidence obtained from the analysis tend to support the views of Rice (2003) and Ingverson et al. (2004) that there were differences in the subject matter knowledge of literary devices, familiarity with the use of literary devices and understanding of the functions of literary based on the qualifications of teachers. The results obtained support the views Rice (2003) and Ingverson et al. (2004) that revealed there were differences among English major, English minor, TESL and KPLI language teachers in their subject matter knowledge of literary devices, familiarity with the use of literary devices and understanding of the functions of literary. These differences could be attributed to the background knowledge of literature of the four groups as indicated by the content of the academic courses in literature they had pursued.

Researchers like Carter (1990) and Bereiter (2000) have emphasized on the domain-specific knowledge and extensive curricular knowledge of experts. The competent and novice English language teachers who were at the initial stages paid more attention to superficial feature while the expert could rely on their pool of knowledge in their instructional practices (Mumby, Russel, Martin, 2001). Further Earthman (1992) also pointed out that experts (graduates in English) were able to make better inferences from literary texts. As indicated above, it is evident that there are differences in knowledge-base among the groups in expertise. Similar differences were revealed in the results obtained in thus research. There were significant differences in the subject matter knowledge of literary devices familiarity with the use of literary devices and understanding of the functions of literary among the three groups in expertise. The results obtained supported the views of Carter (1994) and Bereiter (2000) that the experts were better than the competent and novice because of their domain-specific and curricular knowledge of literature. Another reason for the difference among the three

groups was the number of years they had been teaching the literature component. As mentioned by Palmer et al. (2010) their development of expertise was indicated by the number of years.

5.5   Implications

This study provides an insight as to how the Objective Knowledge Growth Framework based on Popper's theory can be used in order to document the knowledge process among English language teachers. The three instruments that were used helped to provide an insight into the differences in the subject matter knowledge of literary devices, familiarity with the use of literary devices and understanding of the functions of literary devices among the English language teachers. The results of the study provide an opportunity for English language teachers and educators to be open to the   theoretical underpinnings of the practice and to view knowledge growth as a process of systematically narrowing the gaps in their inherent knowledge thereby eliminating the errors by using tentative theories. English language teachers can refine their approach and use their knowledge base skillfully to teach the literature component.

The present study has provided useful insight into the interactive nature of subject matter knowledge of literary devices, familiarity with the use of literary devices and understanding of the functions of literary devices based on the academic qualifications and expertise of English language teachers. From the evidence obtained, English language teachers will realize the positive impact of subject matter knowledge of literary devices, familiarity with the use of literary devices and understanding of the functions of literary devices. It is therefore important for all English language teachers who are presently involved in teaching the literature component to equip themselves with subject matter knowledge, familiarity and understanding of literary devices so as to help them

shift from the conventional to a language-based approach. This approach will ensure they are teaching in accordance with the language objective and contribute towards the greater success of the literature component.

The evidence from this research will reveal crucial information regarding the use of literary devices based on the academic qualifications and expertise of English language teachers. From the results of the analysis it was evident that English major language teachers were better in their subject matter knowledge, familiarity and understanding of literary devices than the English minor, TESL and KPLI language teachers. This clearly indicated that the literature component should be taught by those who have the right academic qualifications. The results confirm Ingersoll's (2000: 21) view that "adequately qualified teachers especially at secondary school level ought to have background education and training in the subject they teach" At the same more expert English language teachers should be included in the teaching of the literature component as their knowledge-base would greatly benefit the learners compared to the novice or competent language teachers. As mentioned by Mach (1988) experts were able to function at a different level that was more detailed than the novices. As there were more non-English major language teachers, constant effort should be made to improve and upgrade their knowledge and skills of literary devices.

The results obtained from this research indicate the advantages of using literary devices as a new form of "language-oriented" approach to teach the language content in the literature component (Cummings & Simmons, 1983). Further, Langer (1992) has mentioned that teachers have followed a traditional approach in teaching of literature for a long time. For this reason, based on the findings of this study, it is suggested that English language teachers, are encouraged to use literary devices as a new strategy in

instructional practices to teach the literature component. By strengthening the subject matter knowledge of literary devices, familiarity with the use of literary devices and understanding of the functions of literary devices of English language teachers, a new approach can be introduced to explicitly understand the language in literary texts (Toolan, 1990).

It has been revealed that the overlapping of subject matter knowledge of literary devices, familiarity with the use of literary devices and understanding of the functions of literary devices is about 50%. This indicates that more needs to be done to increase the percentage. As such it is pertinent for the relevant educational institutions, like the teacher training colleges and universities, to include courses that can enhance the self-efficacy of English language teachers. The relevant authorities should not merely organize these courses and expect that they will self-generate the necessary interest among the English language teachers. In this context workshops and training sessions should be organized to educate English language teachers to develop self-efficacy towards the literary devices such as how to enhance their subject matter knowledge of literary devices, familiarity with the use of literary devices and understanding of the functions of literary devices. This approach will not threaten their sense of self-efficacy when they encounter any potentially difficult situation when teaching the literature component.

This research had produced clear empirical evidence of the influences and differences of academic qualifications on the subject matter knowledge of literary devices, familiarity with the use of literary devices and understanding of the functions of literary devices among English language teachers. The results provide explicit indications of the impending requirements of the English language teachers who are presently involved in

teaching the literature component to others outside the teaching profession like the academicians and ministry officials. The Teacher Education Division of the Education Ministry can review the contents of the literature component and provide more material help in the form of worksheets, teaching files and modules. This form of material assistance can motivate them to approach the literature component with better knowledge.

5.6   Recommendations

This study was conducted at a district level with an actual sample size of 246 English language teachers. It would be difficult to generalize covering the whole state. It is therefore suggested that future researchers include more districts that would involve a larger sample representative of the whole state.

Future researchers can conduct research either on academic qualifications or expertise on any one of the three dependent variables namely subject matter knowledge of literary devices, familiarity with the use of literary devices and understanding of the functions of literary devices. Findings of such studies would enable better strategy training and in-service courses for English language teachers. This form of domain specific training would provide opportunities for developing modules that are specifically made for cohorts of each section. In addition this type of research would be able to provide more specific information to curriculum planners for the effective preparation of suitable modules.

The research has indicated there are differences in their subject matter knowledge of literary devices, familiarity with the use of literary devices and understanding of the

functions of literary devices among English language teachers. It would be beneficial if the tertiary institutions and teacher training colleges include these components in their courses as they would provide the necessary background to approach the literature component from the language perspective.

Future researchers can also do a pre and post-test investigation using subject matter knowledge of literary devices, familiarity with the use of literary devices and understanding of the functions of literary devices among English language teachers among the different groups in academic qualifications and expertise. This form of investigation will provide information on the effectiveness of subject matter knowledge of literary devices, familiarity with the use of literary devices and understanding of the functions of literary devices among English language teachers.

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