

APPENDIX 1

Literary Texts for The Literature Component in the English Language Curriculum for Secondary Schools

NOVEL			
Tingkatan 1	Tingkatan 2	Tingkatan 3	Tingkatan 4 & 5
Tiada novel hanya cerpen dan puisi	1. Potato People (Angela Wright) –unabridged 2. Robinson Crusoe (Daniel Defoe) – retold 3. Phantom of the Opera (Gaston Leroux) –retold (translation)	1. Walkabout (Vance Marshall) – simplified 2. The Prisoner of Zenda (Anthony Hope Hawkins) – simplified 3. Dr. Jekyll and Mr. Hyde (R. L. Stevenson) – retold	1. Jungle of Hope (Keris Mas) – translation – unabridged 2. The Return (K. S. Maniam) – unabridged 3. The Pearl (John Steince) – unabridged

CERPEN			
Tingkatan 1	Tingkatan 2	Tingkatan 3	Tingkatan 4 & 5
1. The Pencil (Ali Majod) – translation 2. How Dalat Got Its Name (Heidi Munan) 3. Of Bunga Telur and Bally Shoes (Che Husna Azhan)	Tiada cerpen dan puisi, hanya novel	Tiada cerpen dan puisi, hanya novel	1. The Lotus Eater (Somerset Maugham) 2. The Necklace (Guy de Maupassant) 3. The Drover's Wife (Henry Lawson) 4. The Sound Machine (Roald Dahl) 5. Looking for a Rain God (Bessie Head)

PUI SI			
Tingkatan 1	Tingkatan 2	Tingkatan 3	Tingkatan 4 & 5
1. Life's Brief Candle (William Shakespear) 2. The Dead Crow (A. Samad Said) - translation 3. The Lake Isle of Innisfree (W. B. Yeats)	Tiada cerpen dan puisi, hanya novel	Tiada cerpen dan puisi, hanya novel	1. If (Rudyard Kipling) 2. Sonnet 18 (William Shakespeare) 3. Si Tenggang's Homecoming (Muhammad Hj. Salleh) 4. Monsoon History (Shirley Lim) 5. The Road Not Taken (Robert Frost) 6. There's been a death in the house opposite (Emily Dickison)

APPENDIX 2

The Literature Component in the English Language Curriculum for Secondary Schools

1.0 Listening and Speaking

Students should be able to:

- 1.1 listen to and understand poetry and prose;
- 1.2 recite poems with correct intonation, stress, rhythm, and enunciation;
- 1.3 retell what the text is about in their own words;
- 1.4 narrate sequence of events;
- 1.5 discuss the theme and message;
- 1.6 discuss plot, character, setting and author's point of view;
- 1.7 compare and contrast figures;
- 1.8 make inferences and draw conclusions about the theme, message, character, and author's point of view;
- 1.9 discuss the values;
- 1.10 relate events, characters values and messages in texts to one's own life;
- 1.11 discuss how the author / poet uses language to achieve a particular reason;
- 1.12 give an informed personal response to the text; and
- 1.13 dramatise texts and role play character.

2.0 Reading

Students should be able to:

- 2.1 read aloud poetry and prose with correct stress, intonation, pronunciation and expression;

- 2.2 read and understand poetry and prose;
- 2.3 follow sequence of events;
- 2.4 read and describe plot, character, setting and author's point of view;
- 2.5 compare and contrast characters;
- 2.6 read and give the meaning of a poem as they understand it within context;
- 2.7 identify themes in stories, and messages in poems;
- 2.8 relate events, characters, values and messages in texts to one's own life;
- 2.9 draw values and lessons from the text;
- 2.10 make inferences and draw conclusions about theme, message, characters, and author's point of view;
- 2.11 recognise and understand how a poet / author uses language to achieve a particular purpose; and
- 2.12 read and dramatise texts.

3.0 Writing

Students should be able to:

- 3.1 write out the sequence of events in texts;
- 3.2 describe plot, character, setting and author's point of view;
- 3.3 compare and contrast characters;
- 3.4 explain themes and messages in stories and poems;
- 3.5 relate events, characters, values and messages in texts to one's own life
- 3.6 paraphrase poems;
- 3.7 summarise the text briefly;
- 3.8 give a personal response to the text; and
- 3.9 compose short poems and write brief stories.

APPENDIX 3

Students Examination Results

Low Proficiency Students

Name	Mid Year Results (Form 4)
Liza	43
Laila	40
Linda	39
Sarah	38
Sally	49

Fairly Proficient Students

Name	Mid Year Results (Form 4)
Julia	60
Janet	73
Junaidah	69
Jamie	74
Jane	77

APPENDIX 4

Lesson Plan 1 and Activity

Lesson Plan: -

Date: 8/8/2000

Class: 4 Ros

Time: 7.30 – 8.50 a.m.

Topic: Literature / The Lotus Eater

- Objective:
- 1) Students should be able to predict what the story is about from the title.
 - 2) Students should be able to discuss the plot or main events of the story.

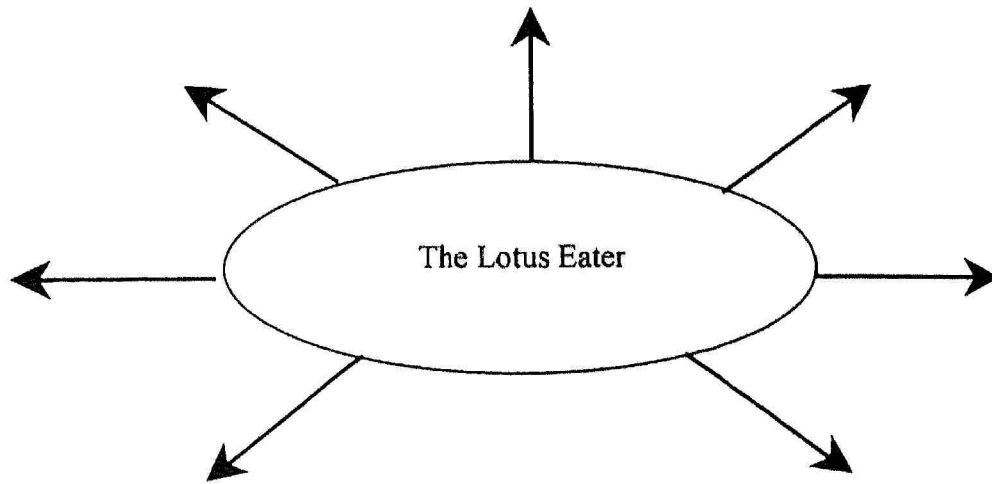
- Activity:
- 1) Introduction into short stories.
 - 2) In groups, students predict what the story is about from the title (see activity I).
 - 3) Presentation and discussion.
 - 4) Students compare and contrast their prediction with the title.
 - 5) In groups, students discuss the plot of the story (see activity II).
 - 6) Presentation and discussion.
 - 7) Feedback and Recap lesson.

Evaluation: Students were able to predict from the title and discuss the plot of the story.

Activity I:

Instructions:

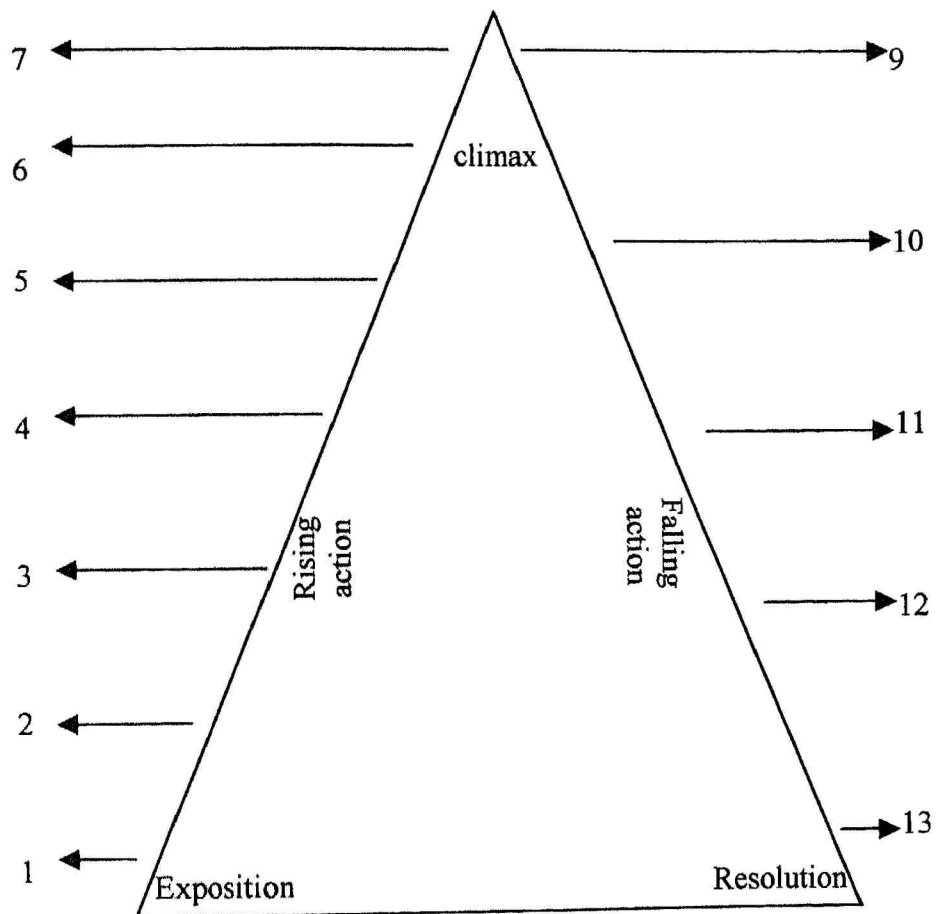
- 1) Get into groups of five.
- 2) In your groups, discuss and predict what the short story is about from the title.
- 3) Then, select a leader to present your discussion to the class.



Activity II:

Instructions:

- 1) Get into groups of five.
- 2) In your groups, discuss the plot or main events of the short story (The Lotus Eater).
- 3) Select a leader to present your discussion to the class.



APPENDIX 5

Lesson Plan 2 and Activity

Lesson Plan:

Date: 24/8/2000

Class: 4 Ros

Time: 11.50 – 1.10 p.m.

Topic: Literature / The Lotus Eater

Objective: Students should be able to discuss about the main characters in the short story.

- Activity:
- 1) Recap previous lesson.
 - 2) In groups, students discuss about the main characters in “The Lotus Eater” (see activity III).
 - 3) Presentation and discussion.
 - 4) Note taking.
 - 5) Feedback and Recap.

Evaluation: Students were able to discuss about the main characters.

Activity III:

Instructions:

- 1) Get into groups of five.
- 2) In your groups, discuss about the main characters and find textual evidence from the text to support their characteristics.
- 3) Select a leader to present your discussion.

A) Thomas Wilson – Before 60

Characteristics

Textual Evidence

B) Thomas Wilson – After 60

Characteristics

Textual Evidence

Characteristics

Textual Evidence

Characteristics

Textual Evidence

Characteristics

Textual Evidence

APPENDIX 6

Lesson Plan 3 and Activity

Lesson Plan:

Date: 5/9/2000

Class: 4 Ros

Time: 7.30 – 8.50 a.m.

Topic: Literature / The Necklace

Objective: Students should be able to discuss the plot of the story.

- Activity:
- 1) Recap previous lesson.
 - 2) In groups, students discuss the main events or the plot of the short story
(see activity IV).
 - 3) Presentation and discussion
 - 4) Short Quiz
 - 5) Note Taking – on the plot
 - 6) Feedback and Recap lesson

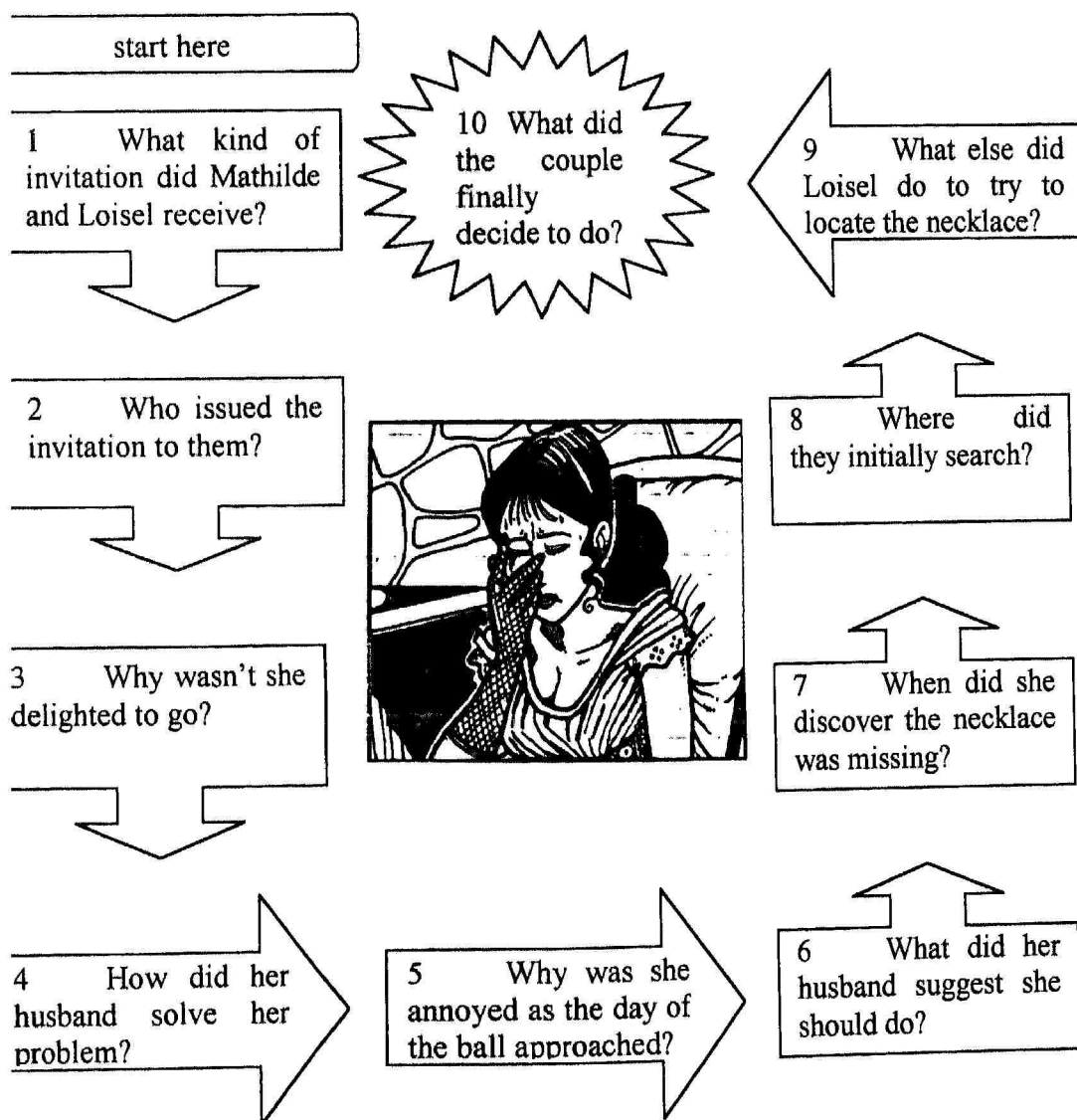
Evaluation: Students were able to discuss the plot of “The Necklace”.

Activity IV:

Instructions:

-) Get into groups of five.
-) In your groups, discuss the plot of the short story based on the questions given below.
-) Select a leader to present your discussion to the class.

Mathilde Loisel is very upset in this picture. A number of events have led to this situation. Answer the questions in sequence to find out what has upset her.



APPENDIX 7

Lesson Plan 4 and Activity

Lesson Plan:

Date:21/9/2000

Class: 4 Ros

Time: 11.50 – 1.10 p.m.

Topic: Literature / The Necklace

Objective: Students should be able to discuss about the main themes in the short story.

- Activity:
- 1) Elicit ideas related to the main themes.
 - 2) In groups, students discuss about the main themes, poverty versus wealth, dreams, illusion versus reality (see activity V, VI, and VII).
 - 3) Presentation and discussion.
 - 4) Whole class discussion on the other themes such as love, pride before fall.
 - 5) Note Taking.
 - 6) Feedback and Recap Lesson.

Evaluation: Students were able to discuss about the main themes in “The Necklace”.

Activity V:

Instructions:

- 1) Get into groups of 5.
- 2) In your groups, discuss the themes based on the activities below.
- 3) Select a leader to present your discussion to the class.

Activity V: Theme of Poverty and Wealth

Select words for the text to depict both wealth and poverty in the story.

WEALTH	
◆	_____

◆	_____

◆	_____

◆	_____

◆	_____

◆	_____

◆	_____

◆	_____

POVERTY	
■	_____

■	_____

■	_____

■	_____

■	_____

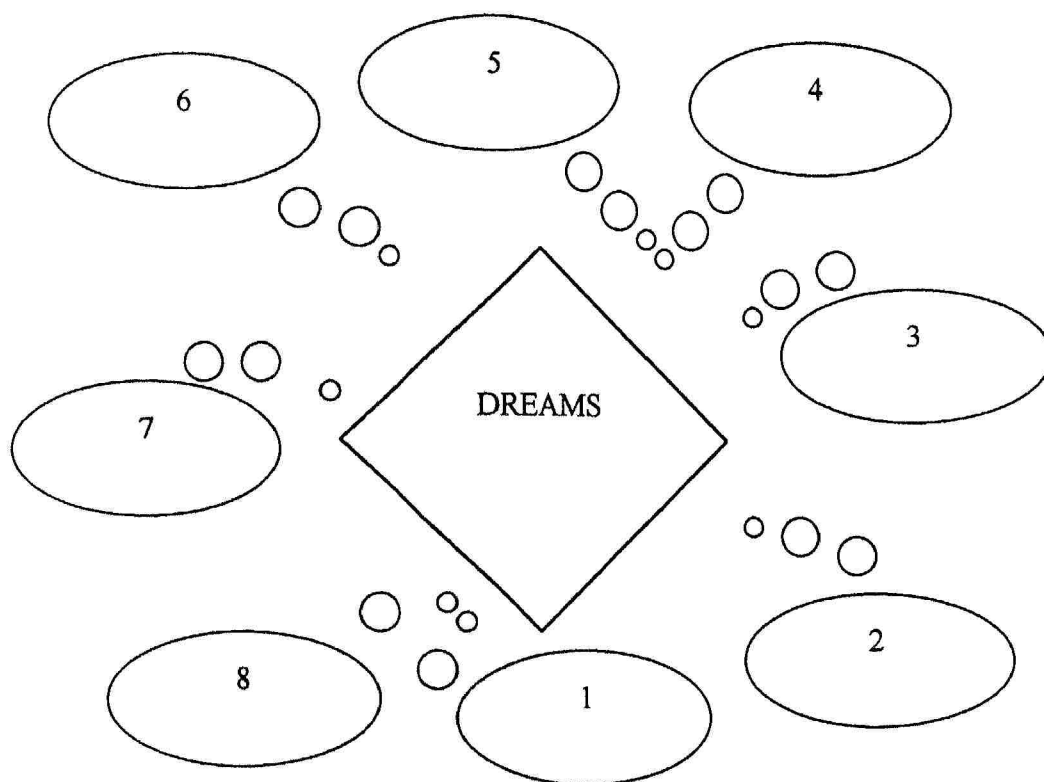
■	_____

■	_____

■	_____

Activity VI: Theme – Dreams

In the dream bubbles below, state what Mathilde's dreams are. Refer to the text for evidence and write the quotations in the box provided.



1	
2	
3	
4	
5	
6	
7	
8	

Activity VII: Theme – Illusions Versus Reality

Decide whether each statement below is Mathilde's illusion or reality. Identify and write the alphabets in the bubbles provided.

A	No. I am Mathilde Loisel.
B	What would have happened if she has lost that necklace? Who knows? Who knows?
C	This life lasted ten years.
D	Born to enjoy all delicacies and all luxuries.
E	Natural ingenuity, instinct for what is elegant, a supple mind.
F	"Ah, the good soup! I don't know anything better than this."
G	She dresses plainly because she could not afford to dress well.
H	I shall look poverty – stricken. I would rather not go.
I	She would have liked so much to please, to be envied, to be charming, to be sought after.
J	She had a friend, a former schoolmate at the convent, who was rich.

ILLUSION

This box is labeled 'ILLUSION' and contains five empty thought bubbles of varying sizes, each with a small circle at the bottom left, intended for students to place the letters of statements they identify as illusions.

REALITY

This box is labeled 'REALITY' and contains five empty thought bubbles of varying sizes, each with a small circle at the bottom left, intended for students to place the letters of statements they identify as reality.

APPENDIX 8

Interview Questions For Students

- 1) Do you like learning literature?
- 2) Do you enjoy reading short stories?
- 3) What do you think of using group work to learn literature?
- 4) How does group work help you to learn literature?
- 5) What strategies or ways do you use to learn literature during group work?
- 6) What do you think of the use of these strategies?
- 7) After using the social language learning strategies over a period of time, how do you feel?

APPENDIX 9

Student Questionnaire

The data collected will be used for a post – graduate study on the use of social language learning strategies in a literature-based Form 4 ESL class.

Instructions: Please answer all the questions by placing a tick in the space provided which reflects the most appropriate response or by writing in the spaces provided.

1 (a) Do you enjoy learning literature during English lessons?

Yes _____

No _____

2 (a) Do you enjoy reading short stories during literature lessons?

Yes _____

No _____

(b) Explain why or why not?

3 Do you work in groups during literature lessons?

Yes _____

No _____

4 (a) Do you like learning in a small group during literature lessons?

Yes _____

No _____

(b) Explain why or why not?

5 During group work in your literature class, do you use the following ways to learn:

	Always	Often	Sometimes	Never
(a) Ask your friends questions related to the i) text ii) activity				
(b) Ask for clarification from your friends about the i) text ii) activity				
(c) Ask your friends to repeat or explain what they have said about the i) text ii) activity				
(d) Ask your friends to paraphrase what they have said about the i) text ii) activity				
(e) Ask your friends to give examples from the text				
(f) Ask your friends to correct your mistakes in relation to the i) text ii) activity				

	Always	Often	Sometimes	Never
(g) Ask your friends whether your answer or response is correct in relation to the i) text ii) activity				
(h) Co-operate with your friends to complete or perform a task				
(i) Co-operate with friends who are more proficient to complete a task				
(j) Learn to be more aware of your friends thoughts and feelings about the i) text ii) activity				
(k) Ask your friends about their feelings and thoughts about the i) text ii) activity				
(l) Learn to empathise with your friends through learning the culture of the i) text ii) activity				

6 Please list down any other ways you learn literature during group work.

7 After using the above ways to learn over a period of time, how do you feel?

1. Never or almost never true of me.
2. Generally not true of me.
3. Somewhat true of me.
4. Generally true of me.
5. Always or almost true of me.

	1	2	3	4	5
(a) I feel motivated to learn literature.					
(b) I enjoy learning literature.					
(c) I express my thoughts, feelings and ideas.					
(d) I am more confident to present my thoughts, feelings and ideas during presentations in front of the class.					
(e) I am not shy to express my thoughts, feelings and ideas during group work.					
(f) I am not shy to speak in front of the class.					
(g) I am not afraid of making mistakes during group discussions.					
(h) I am not shy when my friends correct my mistakes.					
(i) I am willing to learn from my friends.					
(j) I am willing to teach my friends.					
(k) I am more willing to co-operate with my friends to complete a task.					

8 Please list down any other feelings or comments you wish to make about group work during literature based lessons.

APPENDIX 10

Sample of Students' Work

Fairly Proficient-Individual Work

