



Literature in Malaysian Classrooms: A Conceptual Paper

Natasha Zuhaimi¹(✉) and Amalia Qistina Castenada Abdullah²

¹ Academy of Language Studies, Universiti Teknologi MARA, Cawangan Pahang,
Kampus Raub, 27600 Raub, Pahang, Malaysia
natashaz@uitm.edu.my1

² Academy of Language Studies, Universiti Teknologi MARA, Cawangan Negeri Sembilan,
Kuala Pilah, 72000 Kuala Pilah, Negeri Sembilan, Malaysia
amali608@uitm.edu.my2

Abstract. Adhere to the latest Twelfth Malaysia Plan (12MP). It is essential to elevate the status of our nation to be at par with other developed countries globally. That said, students need to be critical thinkers is highly necessary. As early as primary school, students ought to be exposed to components that could open their minds and be able to think critically outside of the box. This exercise could be honed through the learning of English Literature in schools. English literature is one of the primary sources for students to garner tremendous knowledge of the worldview regardless of their level of education. They are not merely exposed to the components of grammar but the ideologies and theories of world literature, locally and globally. Thus, it is crucial to know the overview of the literature in the Malaysian context as it helps educators identify the essence of worldview. Acquiring and exposing students to diverse Literary components could help them widen their knowledge. To make English literature significant in schools, it is pertinent for the readers to know the challenges of teaching and learning English Literature; in the eyes of the students, as well as the suggested recommendation by the researchers to implement a more conducive English Literature learning classroom by making literature enjoyable; gaining students' cooperation; using novel methods to avoid memorising literary components.

Keywords: Culture · English learning · English Classroom · Literature in Action

1 Introduction: Education Background in Malaysia

Presently, the Malaysian Government is working closely with the Ministry of Education to rejuvenate the education system in Malaysia. The sole reason is to embolden individuals to develop their essential skills enabling them to be at par with other advanced nations. The 21st-century education system has been the benchmark for many institutions worldwide in equipping students with the necessary knowledge, skills, norms, values, cultural elements and beliefs. These competencies are the key ingredients to successful individuals in the current and future world of work and community [1]. For our country to move forward, the government and the people must cooperate using a mixed

approach whereby the planning process must consider the diverse stakeholder groups. For instance, the Twelfth Malaysia Plan (12MP) has highlighted that for Malaysia to sustain their economic growth, as well as propelling micro, small and medium enterprises (MSMEs), this nation must move to high value-added and high-skilled economic activities on becoming a high-income nation incorporated with advanced technology [2].

As Malaysia is progressing towards improving the education system, the former Prime Minister of Malaysia, Datuk Seri Najib Tun Razak, introduced the National Educational Blueprint (2013–2025) on the 11th of September 2012. The existence of the Blueprint is to revise and reform the education system to assist in achieving the status of a developed nation by the year 2020. The blueprint consists of 11 shifts to revamp and fill the gap in the current education system. These shifts ensure Malaysia can compete with other developed nations worldwide. Among all the changes formed, the main concern in this paper is shift number two, which is to “ensure every child is proficient in Bahasa Malaysia and English language and is encouraged to learn an additional language”. It is irrefutable that both languages are equally paramount as Bahasa Malaysia is the National language of Malaysia, whereas English is the language used internationally. In the Malaysia Education Blueprint, the government emphasised that the immediate priority in advancing the education system is boosting all the students’ proficiency in Bahasa Malaysia and English. After three years of schooling, every child must master 100% basic literacy of Bahasa Malaysia and the English language. By the end of Form 5, 90% of students will score minimum credit for Bahasa Malaysia in SPM, whereas 70% will result in English [1].

To coordinate the new strategy of the National Education Blueprint (2013–2025), the Ministry of Education (MoE) has implemented a set of manual books as a reference to be distributed among the educators and other authorities involved. This book is called “Dasar Memartabatkan Bahasa Malaysia, Memperkukuh Bahasa Inggeris (MBMMBI). The Malaysian Cabinet Ministers decided to abolish the “Pengajaran dan Pembelajaran Sains dan Matematik dalam Bahasa Inggeris (PPSMI)” policy on 8th July 2009 and replaced it with MBMMBI [3]. The MBMMBI is more flexible and futuristic, moulding the students’ language proficiency. Instead of mastering the English jargon for science and mathematics, the MBMMBI policy allows the teachers and lecturers to up-skill their language expertise. Educators have more freedom to develop their students’ Higher-order Thinking Skills (HOTS) through various components. As mentioned in the Malaysia Education Blueprint (2013–2025), six crucial traits that thrive students to be competitive in the changing society of the future are critical thinking and innovation, leadership quality, bilingualism, values and personality, and nationality. Henceforth, the Ministry of Education has emphasised the aim of MBMMBI through Pelan Strategik Interim KPM 20112020 (2012).

1.1 Aim

MBMMBI aims to enable society to master the usage of Bahasa Melayu (BM) and English in the national education system. This aim is to complement the MBMMBI policy to increase students who are proficient and confident in using BM and English.

The focus of improving BM and the English language to form a harmonious society and be a nation that can compete internationally [4].

Based on the aim of MBMMBI, it can be observed that languages play a pivotal role in the economic growth of a nation as it is used as a medium of communication, internationally and locally. Therefore, this paper intends to focus on enhancing students' English language proficiency and critical thinking skills through literature. One of the closest ways to acquire language proficiency and develop critical thinking skills is by inculcating literature in English language teaching in Malaysian classrooms. Teaching literature in Malaysian classrooms is one of the critical drivers to honing students' language proficiency, and it is often seen as an authentic and closest means to the target language [5]. The Ministry of Higher Education has identified six traits in enabling the student to thrive in the changing of society in the future: critical thinking and innovation, leadership quality, bilingualism, values and personality, as well as nationality [6]. Hence, this paper will further unravel the relevance of English literature to be included in the English syllabus to enhance students' critical thinking skills.

2 Literature Review

2.1 English Literature in Malaysia

To begin with, Malaysia is a diversified country of different races and ethnicities. Previously, one of the most debated problems confronting Malaysia was the development of linguistic medium and language policy. The issue was soon resolved after independence. Hence, the official language of Malaysia is Bahasa Malaysia. However, despite being freed from colonisation, the English language has an equally important role in sustaining Malaysia's economic growth. English schools were established during colonisation to educate and equip students with specific skills to serve their colonial masters [7]. As a result, a few proportion of society became English-speaking citizens. Even after Malaysia had gained independence, the traces of the remaining English language left by the coloniser has impacted many developed countries. Therefore, the English language has become the 'second language subject' in Malaysia, which inevitably affects the teaching and learning of literature in English as it was only seen as a tool for reading programs and is considered an 'elective subject' [5].

Nevertheless, at present, learning the English language has become paramount. The Standard-Based English Language Curriculum (SBELC) aims to enable students to communicate confidently, proficiently, and competently. For students to be knowledgeable, respectful of other cultures, and well-versed in emergent literacies, make deliberate decisions through critical and analytical thinking and collaborate with others to solve problems creatively and innovatively in the real world [6]. Reading is the most efficient way to increase students' English proficiency and critical thinking. It is through reading that languages can be honed and developed. Reading culture should be cultivated among students regardless of their background. This can be achieved through learning literature that comprises reading and critical thinking skills.

Introducing English literature entices students' interest in authentic learning of the language. [8] stated that literature provides space for critical thinking related to issues, themes and text constructions that are authentic and relevant in the real world. It helps broaden students' insight and viewpoints upon reading various literary components. Not only can students be proficient in the English language, but also, they will improve their thinking skills and develop critical thinking instantaneously. Likewise, inculcating literature will help develop students in a holistic and integrated manner comprising the intellectual, spiritual, emotional, and physical aspects to create balanced and harmonious humanity with high social standards [5, 6]. There are three models in teaching literature [5]:

- The Cultural Model is a traditional approach to teaching Literature where learners must discover and infer a specific text's social, political, literary and historical context. It reveals the universality of thoughts and ideas, and learners are encouraged to understand different cultures and ideologies concerning their own. This model views Literature as a source of facts, and it is teacher-centred, where the teacher passes knowledge and information to the students.
- The Language Model is an approach that offers learners an opportunity to access a text systematically and methodically. This approach allows teachers to apply strategies in language teachings such as cloze procedure, prediction exercises, jumbled sentences, summary writing, creative writing and role-play to deconstruct literary texts to serve specific linguistics goals.
- The Personal Growth Model is an approach that focuses on the personal development of the students, including emotions and personal characteristics. It requires students to relate and respond to the themes and issues by connecting them to their personal experiences. It is influenced by cultural and language models, where the focus is on the particular use of language in a text in a specific cultural context.

In brief, to be proficient in the English language, the Government foresee that learning grammar and constructing technical sentences per se is insufficient to develop a student's English language proficiency and critical thinking. Hence, the existence of English literature is an aid in uplifting the English language syllabus and enhancing students' critical thinking skills.

2.2 Role and Position of Literature in Malaysian Classrooms

English literature components in Malaysia can be divided into three sections according to the student's level of study; these sections are as follow;

2.2.1 Primary Level

Typically, primary school is where students are polished and exposed first-hand to learning the English language. Teachers ensure that the class is stimulating enough for primary school students to participate. The general aim of KSSR in learning the English language is to equip students with the necessary skills to communicate effectively in a variety of contexts and situations that are appropriate based on the student's level of development

[6]. The approach of emerging the English literature components and the English language syllabus for primary school students needs to be carefully implemented. For a smooth implementation, [4] adopted these approaches in the KSSR module.

- Back to basics

Teachers need to begin with the necessary literacy skills to build a strong foundation of language skills. The phonics strategy is introduced to help pupils read, while a good foundation in penmanship will help pupils acquire good handwriting. Essential listening and speaking skills are introduced to help pupils enrich their language understanding.

- Fun, meaningful and purposeful learning

Lessons which are contextualised and meaningful help pupils learn more effectively. Lessons should be fun and exciting through purposeful pupil-centred learning activities.

- Learner-centred teaching and learning

Teaching approaches, lessons and materials must suit pupils' differing needs and abilities. Appropriate activities and materials must be used with pupils of different learning capabilities to realise their full potential. Pupils will master all learning standards using the Mastery Learning strategy to help them to acquire the language.

- Integration of salient new technologies.

In line with growing globalisation, technology is used extensively in our daily life for various purposes such as communication, gaining information and knowledge and being connected globally. Hence, emergent technologies can be used in language teaching and learning to engage pupils in visual and interactive activities. The information is available on the Internet and other electronic media will be vital for knowledge acquisition.

- Assessment

Assessment for learning is an integral part of teaching and learning which enables teachers to assess whether pupils have acquired the learning standards taught. The feedback on pupils' learning progress will inform teachers of the best approach or strategy for enhancing classroom teaching and learning. All language skills should be assessed using appropriate assessment tools. Formative and summative assessments should be used to gauge pupils' performance. Formative assessment is an ongoing process, while summative assessment is conducted at the end of a term.

- Character-building

Character building is an important principle that must be implemented throughout the curriculum. Lessons based on values must be incorporated into teaching and learning to impart the importance of ethical values for the healthy development of individuals.

With these approaches, it has developed a simplified KSSR module as a reference for teaching and learning. The module is divided into two stages; Stage One is for Year 1 until Year 3, whereas Stage Two is for Year 4 until Year 6. Table 1 is the overview of the stage [6].

The new primary curriculum identifies literature as Language Arts (LA). During stage one, students focus more on reading literary components from Big Book and the Lady Bird series and music, poetry, and drama. Meanwhile, in stage two, students must

Table 1. Primary School SBELC Lesson Organization

Stage One		Stage Two
Years 1 and 2	Year 3	Years 4, 5 and 6
<ul style="list-style-type: none"> • Module One: Listening and Speaking • Module Two: Reading • Module Three: Writing • Module Four: Language Arts 	<ul style="list-style-type: none"> • Module One: Listening and Speaking • Module Two: Reading • Module Three: Writing/Grammar • Module Four: Grammar/Writing • Module Five: Language Arts 	<ul style="list-style-type: none"> • Module One: Listening and Speaking • Module Two: Reading • Module Three: Writing/Grammar • Module Four: Grammar/Writing • Module Five: Language Arts (Contemporary Children’s Literature)

study the Contemporary Children’s Literature component as they will be exposed to different literary genres such as poems, short stories, and graphic novels. This literary genre revolves around three main themes: the World of Self, Family and Friends, the World of Knowledge, World of Stories [6]. For the activities to run efficiently, teachers play a fundamental role in exploring these themes to create fun-filled and productive activities for the students to engage in. The LA module creates a platform for students to plan, organise, produce and perform their creative works. The fun-filled activities will eventually encourage the student’s imaginations to run freely and develop their creative thinking.

English literature during the primary level acts as a stepping stone to spark students’ interest in learning literature in a fun and interactive way. Once the students can express themselves freely with insightful ideas, it is progress for critical thinking. Critical thinking skills should be honed at the primary level as students of this level are continually developing their worldview outlook. Therefore, by the end of Year 6, students can achieve the following objectives by the KSSR [5];

- a) Communicate with peers and adults confidently and appropriately in formal and informal situations.
- b) Read and comprehend various English language texts for information and enjoyment.
- c) Use appropriate language, style and form to write for different purposes through various media.
- d) Appreciate and demonstrate an understanding of English language literary or creative works for enjoyment.
- e) Use correct and appropriate rules of grammar in speech and writing.
- f) Appreciate and inculcate values, positive attitudes and patriotism.

Based on the outcome of year 6, it can be concluded that allowing primary school students to speak their minds and thoughts regarding literary works allows them to be balanced with critical and creative thinking and innovation. These outcomes align with the aim of KSSR states that “students will be equipped with necessary skills in enabling them to communicate effectively in a variety of contexts and situations that

are appropriate based on the student's level of development" [6]. Hence, LA must be included as a part of the English language syllabus to develop students' critical and creative thinking skills.

2.2.2 Secondary Level

Upon finishing the primary level, students are compulsory to pursue their secondary level [1]. The general aim for secondary-level English language study, as stated in the KSSM module, is to reinforce students' basic understanding of the English language. This is so that they can communicate in the language for knowledge acquisition and future workplace needs and enable them to communicate effectively in various contexts [6]. At the secondary level, English language learning mainly focuses on preparing students to survive life after graduating from school and become holistic individuals equipped with critical and creative thinking and innovation. To be able to develop those skills, literature is very much essential to be embedded in the English language syllabus. During the early years, English literature components for the secondary level were incorporated gradually into the English language syllabus. The syllabus was first finalised and implemented during the year 2000, beginning with Form One and Form Four, then in the year 2001 with Form Two and Form Five, and finally in the year 2002 to Form Three (*Surat Pekeliling Ikhtisas Bil. 4/2000*). The *Surat Pekeliling Ikhtisas Bil. 4/2000* was circulated on 18 February 2000. The main content of the letter is to emphasise the importance of reading culture and introduce the new syllabus. The aims are as stated below;

- a) Inculcate reading habits among the students
- b) Enhance the student's proficiency in the English Language through the study of a set of prescribed literary texts
- c) Contribute to personal development and character building
- d) Broaden students' outlook through reading about cultures and world views.

Reading literary texts with understanding is undeniably prominent in broadening and enhancing students' knowledge. Therefore, the Ministry of Education has revised the latest SBELC module for the English language. The modular approach ensures that four primary language skills will be addressed: Listening, Speaking, Reading and Writing, and the aspects of Grammar and Literature in Action (LiA). These components revolve around four themes throughout the secondary study years: People and Culture, Health and Environment, Science and Technology, and Consumerism and Financial Awareness [6]. Unlike the primary level's English themes, the secondary level is related to the development of the real world. Generally, most secondary-level students already have prior knowledge of essential literature; the government decided to emphasise the component of Higher Order Thinking Skills (HOTS). For instance, [9] stated that students must give opinions about the literary works they have read and understand. These HOTS questions will test students' understanding based on their interpretation and understanding. In fact, [10] emphasised that the reason behind the HOTS questions is to motivate the students and encourage them to read by making the relevant connection between the themes of the text and their personal life and experiences.

Different texts for literature are used in various forms, from local and non-local literary texts. Moreover, the LiA components involve literary texts of different genres,

Table 2. Texts used in English literature (Forms 1 to 5)

Form	Poems	Short stories	Plays	Novels
1	The River by Valerie Bloom Mr Nobody by author unknown	Flipping Fantastic by Jane Langford		
2	I wonder by Jennir Kirby, Heir Conditioning by M. Shanmughalingam	One is One and All Alone by Nicholas Fisk	Rumpelstiltskin by Angela Lanyon	
3	A fighter's Line by Marzuki Ali Leisure by William Henry Davies Amid Hardship by Latiff Mohidin He Had Such Quiet Eyes by Bibsy Soenharjo	QWERTYUIOP by Vivian Alcock The Fruitcake Special by Frank Brennan	Gulp and Gasp by John Townsend	
4	Nature by H.D. Carberry Are you Still Playing Your Flute by Zurinah Hassan			
5				(Pahang, Terengganu, Johor, Sabah, Sarawak, Labuan) The Curse by Lee Su Ann (Selangor, Kuala Lumpur, Putrajaya, Negeri Sembilan, Malacca) Step by Wicked Step by Anne Fine (Perlis, Kedah, Penang, Perak) Catch Us If You Can by Catherine MacPhail

specifically; poetry, dramas, short stories, graphic novels, and novels [6]. The literary components would create a healthy discussion during teaching and learning. English literature at the secondary level needs to be implemented productively during the teaching and learning sessions. Once a week, students must be exposed to literature components

Table 3. Secondary School SBELC Lesson Organization

Themes	English language Components
People and Culture	<ul style="list-style-type: none"> • Listening • Speaking • Reading • Writing • Literature in Action (LiA)
Science and Technology	
Health and Environment	
Consumerism & Financial Awareness	

from Forms 1–5 [6, 11]. The knowledge attained will be tested as a part of the formal national-level examinations at PMR and SPM. The sample of the texts used is shown in Table 2 [12].

Combining local and non-local literary masterpieces is a good exposure for the students to shape their worldview. However, [11] stated that the organisation and learning process of attaining English language skills and LiA do not have specific instructions. Table 3 depicts the organization of secondary school SBELC lessons;

English teachers must devise a strategic lesson plan for the students. Literature should be viewed as the students' gateway for them to have fun learning the English language. Hence integrating the literature component in the English syllabus will help enhance students' critical thinking skills, and by the end of Form 5, these students can achieve the following objectives listed by the KSSM [6].

- a) Understand meaning in a variety of familiar contexts.
- b) Recognize features of spoken genres on familiar topics.
- c) Communicate information, ideas, opinions and feelings intelligibly on familiar topics.
- d) Understand a variety of texts by using a range of appropriate strategies to construct meaning.
- e) Explore and expand ideas for personal development by reading independently and widely.
- f) Communicate intelligibly through print and digital media on familiar topics.
- g) Communicate with appropriate language, form and style in various contexts.
- h) Respond to, analyse and evaluate various literary text types.
- i) Appreciate and inculcate values, positive attitude, patriotism and citizenship through language activities.

In conclusion, students of the secondary level need to prepare themselves to efficiently use the English language despite being bombarded with a different outlook of the worldview. Furthermore, the student knows how to value themselves and respect other people's point of view regarding cultural differences.

3 Challenges of Teaching and Learning English Literature

Learning English literature in Malaysian classrooms offers various benefits, one of which is equipping the students with critical and creative thinking skills. The primary and secondary school, English language syllabi emphasized developing students' critical and

creative thinking in the latest KSSR and KSSM framework [6]. With a productive and engaging class, literature could be the center of focus in learning the English language. However, some people are still cynical about the emergence of literature as part of the English language syllabus. The reason for the emergence of the literature components as part of the English language syllabus is to ensure that students can communicate fruitfully in various contexts. As the English language is the international language used, it is inevitable to learn it as part of Malaysia's official second language [1]. The challenges faced in the teaching and learning of English literature as part of critical and creative thinking development can be observed through the attitude of the students and teachers, respectively.

First and foremost, literature in the eyes of the students, some of them enjoy learning the English literature components, although it is difficult to understand. However, the students also reviewed that some teachers rely too much on conventional methods in teaching literature, such as asking the students to copy down notes, merely explaining class and discussing the correct answer for the task done [5]. Literature class should be lively and stimulating; an ideal classroom should be noisily filled with the acts of asking and answering questions, giving opinions, agreeing, and disagreeing, laughing and engaging in-class activities [9]. Hence, the students can exchange views and opinions and expand their worldviews. Next, students find it hard to comprehend the literature texts because some are culturally and contextually foreign, leading to the students' disinterest in reading. Based on this, it is concluded that students were anxious about reading materials that are difficult to discuss and relate to their environment [13].

Even at present, students are not entirely using their ability to think critically in answering HOTS questions, especially those sitting for SPM national examination. This can be observed whereby teachers still formulate strategies to help their students to survive the paper 1 English language exam for SPM [9]. These strategies usually include memorisation of the literacy components. Depending too much on memorisation of the literacy components is one of the setbacks of getting the students to think critically and creatively. If the questions are not within the materials the students had memorised, they will be anxious and not know how to answer them. This matter leads to the role of teachers in teaching English literature components efficiently. It is indisputable that the quality of teachers is the most significant in moulding the students' interest and understanding of Literature [1]. Some teachers believe emerging literature in the English language syllabus is a burden as they must cope with the whole syllabus, including the new components. This is due to the teachers not being too welcome with the literature components, thus having anxiety and misconception [10]. They have resulted in teachers being unable to teach the English literature components effectively because of the lack of exposure and proper guidelines in teaching the components. Although there is no specific method in the teaching of Literature in Action (LiA) for the secondary level [6].

As human beings, we fear changes as we are already comfortable in our comfort zone. The execution of the new syllabus requires ample time for it to be accepted by everyone. However, for Malaysia to move towards 21st-century education, these challenges are necessary as it is an opportunity for the nation to improvise and move forward.

4 Conclusion and Recommendation

With all the evidence, it is firmly believed that English literature must be emphasized in the English language syllabus to develop students' critical and creative thinking skills. There are many benefits to learning the worldview of literature. Literature was exposed gradually, starting from the primary level. The primary level is a platform for the students to get a glimpse of how literature works, whereas the secondary level expands students' exposure to an accurate worldview. By emerging literature with an English language syllabus, students can communicate effectively regardless of the topic. The essence of literature is to encourage students to read more to attain knowledge. With the existing guidelines, objectives and aims of the Ministry of Education, there is still plenty of room for improvement. Here is the list of recommendations that would help attract students' interest in accepting literature as a part of the English language syllabus.

Firstly, make the literature class enjoyable. Regardless of primary and secondary level, students enjoy a fruitful yet fun classroom atmosphere. Teaching literature can be versatile. Teachers need to attract students to look forward to learning English literature. Literature class does not necessarily need students to sit quietly and read books; instead, involve them in fun activities like storytelling, singing competition, choral speaking and many more. Teachers could opt for other ways or platforms to attain students' attention in class. For instance, they are integrating technology or making an interactive quiz session. There are many ways to get a fruitful yet fun literature class, letting the students express their opinions and thoughts to inculcate their critical and creative thinking skills. We would be surprised by the new and creative ideas shared with them.

Secondly, the students also need to play a substantial role in actively participating in the learning session, especially in developing their love of reading. In reading literature materials, students must actively ask themselves questions about the content of the book, novel or poem. This is a process of in-depth critical and creative thinking skills. Having a sense of curiosity in reading is a stepping stone in sharpening students' critical and creative thinking skills. The art of writing literature materials is beautiful. Hence, students must read between the lines instead of taking the meaning of the masterpiece literally. One example is reading poems.

Lastly, avoid memorising literature components to answer HOTS questions. Memorising the literature components is not encouraged, as students tend to forget the answers. Learning literature gives the students the freedom to explicate materials and outlooks of the worldview, locally and internationally. The sole reason why students need to actively participate in class is to understand the literacy texts. Once the students can comprehend the meaning of the literacy texts, it is easier for them to express themselves. Literature opens people's minds to diversity and the art of the English language. Being able to speak the English language per se is not significant enough to make one knowledgeable, but to be able to use it in various contexts confidently is the purpose of learning Literature. Henceforth, it is concluded that English literature in both primary and secondary schools is equally significant to develop a well-balanced and holistic individual with critical and creative thinking skills [5].

References

1. Malaysia Education Blueprint (2013–2025). (2012).
2. Twelfth Malaysia Plan 2021–2025: A Prosperous, Inclusive, Sustainable Malaysia. (2021).
3. Kementerian Pendidikan Malaysia: Kurikulum Standard Sekolah Rendah Dokumen Standard Kurikulum dan Pentaksiran. pp. 1–8. (2015).
4. Ministry of Education. Dasar memartabatkan Bahasa Malaysia memperkukuhkan Bahasa Inggeris: MBMMBI (2014).
5. Suliman, A., Yunus, M.: The Re-Introduction of English Literature Subject in Malaysian Secondary Schools; Urban versus Rural Teachers. *Journal of Education and Human Development* 3(2), 943–955. (2014).
6. Ministry of Higher Education: Management Guidebook: Primary School and Secondary School. (2019).
7. Mohamed, A. A.: Review on Literature and its Place in Malaysia's Education. *Current Trends, Issues and Challenges of Education and Language Studies*, 172–190 (2019).
8. Aziz, M. A. & Nasharudin, S. N. S.: An Investigation on Approaches to Teach Literature in the ESL Classroom: A Case Study of Sekolah Menengah Kebangsaan Taman Desa Skudai Johor Bahru. *Universiti Teknologi Malaysia Institutional Repository* (2010).
9. Norhezan, C. T., Nor Hashimah, I., Ainon, O.: Promoting Higher Order Thinking Skills in Literature Class via Critical Thinking Module (CTM). *ASIAN TEFL Journal of Language Teaching and Applied Linguistics* 1(1), 69–80 (2018).
10. Omar, Y.: The Inclusion of Literature Components in Malaysian English Papers: the Challenges and Pros in Teaching and Learning. *Al-Ta Lim Journal* 24(3), 174 (2017).
11. Kaur, P., Nooraida, M.: Examining the Role of the English Literature Component in the Malaysian English Curriculum. *Procedia - Social and Behavioral Sciences* 134, 119–124 (2014).
12. Ministry of Education: Teacher's resource book English literature component for Form 2. Putrajaya: Curriculum Development Division, Ministry of Education, Malaysia. (2011).
13. Shah, P. M., Empungan, J. L.: ESL teachers' attitudes towards using ICT in literature lessons. *International Journal of English Language Education* 3(1), 201–218. (2015).

Open Access This chapter is licensed under the terms of the Creative Commons Attribution-NonCommercial 4.0 International License (<http://creativecommons.org/licenses/by-nc/4.0/>), which permits any noncommercial use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons license and indicate if changes were made.

The images or other third party material in this chapter are included in the chapter's Creative Commons license, unless indicated otherwise in a credit line to the material. If material is not included in the chapter's Creative Commons license and your intended use is not permitted by statutory regulation or exceeds the permitted use, you will need to obtain permission directly from the copyright holder.

