

Information & Communication Technology (ICT) Tools in Teaching and Learning Literature Component in Malaysian Secondary Schools

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Abstract

Literature Component has been part of the English Syllabus in Malaysian secondary schools level since the year 2000. Previous researches have proven that teaching Literature component is not easy as teachers still rely heavily on the conventional methods like discussing plot, characters, theme, setting and moral values of the texts. With the advancement of Information and Communication Technology (ICT), this study is meant to explore the teachers and students' usage of ICT and their attitudes towards ICT in teaching and learning of Literature component. The study involves 58 Form 5 students and 33 English teachers in Kapit district, a rural area in Sarawak, Malaysia. The study revealed that ICT is used on the satisfactory level by the teachers as well as the students. In addition, both the students and the teachers possessed high positive attitudes towards the use of ICT tools in Literature lesson and the component itself. However, the implementation and usage do not demonstrate the attitude. To conclude, more actions should be taken to encourage wider usage of ICT in the teaching and learning of Literature component.

Keywords: ESL, attitude, literature component, ICT, English syllabus, teachers, students, Malaysian secondary schools

1. Introduction

The teaching and learning of English Literature in the English Second Language (ESL) context has evolved from being a core part of the English Language curriculum to a point of near extinction only to re-emerge in the 21st century in a stronger form (Subramaniam, 2007). The downturn of the teaching and learning of Literature is crucially indicated by the change in the instructional medium in the education system. The change has also affected the teaching and learning of Literature subject. Due to that, the Government is concerned with the deteriorating situation and many have been done to overcome the issue. They come with one purpose, to promote English proficiency and the study of literature in general and involving both the primary and secondary schools (Subramaniam, 2003).

In 1999, the Ministry of Education Malaysia announced a major change in the English Language Teaching (ELT). This change involves the teaching of Literature in English at the Malaysian secondary schools level, whereby Literature in English is embedded in the English subject as part of the lesson. In the English language curriculum specifications, the Literature component is classified under 'language for aesthetic use' learning outcome (Ministry of Education, 2003). The implementation took place starting from the year 2000 and students are taught on four different genres including the poem, short story, drama and also novel. Currently, the students are learning the second set of the prescribed texts, starting from the year 2010.

Learning Literature in English is not easy (Chacko, 2007). This means that having to learn Literature in English may seem to be a difficult thing as it deals with the language and also the content of the lesson. Literature is about expressing appreciation towards the literary texts and not only about the understanding of the text. Learning Literature may serve as a challenge to the students especially if the student lacks in terms of the language repertoire. Thus, it is important for the teachers to create a fun and interesting Literature learning.

On the other hand, most teachers lack ideas on making Literature lesson a meaningful one. As some of the English teachers are not trained to teach Literature, they find difficulties in applying the best approach and method to teach the lesson. A study conducted by Aziz and Nasharudin (2010) revealed that teachers do not

know the best approach to teach Literature in order for students to gain both language and appreciation of the Literature itself. This implies that the approach and methodology used during Literature lesson may not be suitable to the students' understanding. Due to that, students do not fully understand what they have learned and do not know how to appreciate literature accordingly (Aziz & Nasharudin, 2010). In fact, a study done by Ghazali, Setia, Muthusamy & Jusoff (2009) revealed that teachers spent a lot of time discussing plot, characters, theme, setting and moral values of the texts in class and the students responded that the teaching strategies used were boring. That is worrying as students seem to lose focus in learning Literature as a result of teaching methods applied by the teachers. Due to that, ICT tools are seen as alternatives in the teaching and learning of Literature component.

Adding to that, the Malaysian Education Minister, Tan Sri Muhyiddin Yassin in his speech during the Digital Education Show Asia, stressed the importance of incorporating Information and Communication Technology (ICT) in education (Fernandez, 2013). He further stated that it is no doubt ICT made a difference in the betterment of the education system. In fact, he believed that digital literacy is important as it ensures responsibility and ethics as part and parcel of being a Netizen in Malaysia (Fernandez, 2013). On the other hand, it was also announced that 7 000 WiMax towers have been erected with another 3 000 more to go up by year-end which could benefit 7 000 schools from the 4G Virtual Learning Environment (VLE). This indicates on how beneficial ICT is in the teaching and learning process.

The study explores students' usage of ICT tools in learning Literature. It further seeks the students' attitude in the use of ICT in learning Literature and the component itself. This study also investigates how ICT is used in the teaching of Literature by the teachers as well as the teachers' attitudes towards the use of ICT in teaching Literature. There are five research questions posed by the researcher. The questions are:

- 1) Do students use ICT tools in learning Literature component?
- 2) What are the students' attitudes in the usage of ICT in Literature Learning?
- 3) What are the students' attitudes in learning Literature component?
- 4) How do the teachers use ICT tools in teaching Literature lesson?
- 5) What are the teachers' attitudes in the usage of ICT tools in teaching Literature?

2. Literature Review

2.1 Information and Communication Technology (ICT)

Information and Communication Technology or widely known as ICT is not something new nowadays. We are all living in the decade of multimedia and the millennium of the Internet and the World Wide Web WWW (Yunus, Lubis & Lin 2009). Somehow or rather, ICT appears to be a force which has changed lots of aspects in life. It influences business field as well as the trade, marketing, science, entertainment and most importantly, the education field. In fact, computers and ICT are things we cannot do without today and in the future (Mohamed, 2003). In the education field, ICT is applied in assisting students to be more effective in their learning. In fact, it aids the teachers in doing the administrative works efficiently. The concept of ICT in education is seen as a system that enables information gathering, management, manipulation, access and communication in various forms (Ministry of Education, 2003). In line with this, the Ministry of Education of Malaysia has formulated three main policies related to ICT in education (Ministry of Education, 2003):

- ICT is for all students. ICT is used as an enabler to reduce the digital gap between the schools.
- ICT is used as a teaching and learning tool, as part of a subject, and as a subject itself.
- ICT is to be used to increase efficiency, productivity and effectiveness of the management system.

As seen above, ICT is very prominent as it provides lots of medium for the teachers and the students to explore and enhance the teaching and learning process. ICT is seen as a skill for life, now as important as being literate and numerate (Simmons & Hawkins, 2009). This implies that one without the ICT skill is a person who is left behind and needs to adapt to the changes. It should be noted that living in the 21st century requires an advanced and systematic tool, which can foster a better and more conducive learning process. Bakar, Rajuddin, Ibrahim, Wahid & Hassan (2008a) mentioned that the educators' role in schools to ensure the teaching and learning process to be executed in par with the current development is indeed needed. By integrating the ICT in the education system, the standard indirectly will be increased.

2.2 Benefits of ICT Tools

Information and Communication Technology (ICT) includes computers, the Internet and electronic delivery

systems such as radios, televisions and projectors among others, and is widely used in today's education field (Fu, 2013). Due to that, ICT is seen as a medium that could facilitate the teaching and learning process. There are many benefits that can be gained from using ICT tools in the education field.

ICT helps to improve teaching and learning quality. Cited from Lowther et al. in Fu (2013), there are three important characteristics needed to develop good quality teaching and learning with ICT. The three characteristics are autonomy, capability and creativity. The first character implies that students will be in control of their own learning via the use of ICT. This means that they are able to work on their own or with others. Here, teachers will be in duty to empower students in completing their works either with peers or groups. The second characteristic denotes that students can develop the capability to apply and transmit knowledge at the same time employing new technology whenever they have the confidence in learning processes. ICT also assists students in optimizing their creativity. New multimedia devices can be discovered and materials in the styles readily available can also be created. Thus, the use of ICT can help to develop teaching and learning quality through the assimilation of students' autonomy, capability and creativity.

Using ICT tools help to offer the opportunities to develop higher order thinking skills. Kelman cited in Ali (2012) stated that higher order thinking skills can be enhanced by using technology. It should be noted that the advent of the digital and information age has made the development of critical and creative thinking, and higher-order thinking skills vital to future success (Ali, 2012). This indicates that the advancement in ICT benefits students as well as the teachers to develop the higher order thinking skills and not merely depend on the lower order thinking skills. Further, Muir also cited in Ali (2012) proposed that technology is a promising tool to engage students in critical and creative thinking. When the students are exposed longer to the ICT environment, it will indirectly help in fostering students' higher order thinking skills. By this, the attainment of higher levels of cognition can be achieved when students are able to apply technology.

2.3 Teachers and ICT

Teacher plays a dominant role in integrating the ICT based teaching (Bakar et al., 2008a). When the MOE incorporates ICT in the education system, teachers will facilitate and monitor students' progress. This means teachers will not only teach the content knowledge of the subject, but somehow the lesson should be ICT oriented. Bakar et al. (2008a) further added that teachers must master the basic ICT and computer literacy skills, in par with the advancement of ICT innovation in education. This implies that teachers regardless of age should be at no reason trying to equip themselves with the knowledge on ICT. Teachers should not only focus on the traditional method of teaching, but innovation and changes should also play a part in the teaching process. Bakar, Rajuddin, Ibrahim, Wahid & Hassan (2008b) stated that majority of teachers find difficulties in changing their way of teaching to something new and more updated like in applying ICT in teaching. This should not happen as education system evolves and so do the teachers and their way of teaching.

Few studies have been conducted in regards to teachers and ICT. Salehi and Salehi's study (2012) involving 30 high school English teachers in Iran revealed that majority of the respondents had never implemented ICT in the classroom or they preferred to use it very little. Further, it was also revealed that teachers' attitude contributed to the factors that hinder from using ICT in teaching activities as well as insufficient technical support and little access to Internet and shortage of time. Mwalongo (2011) in his study regarding the Tanzanian teacher's perception about ICT came to a conclusion whereby teachers did not use ICT to radically change their pedagogical practices. Instead, ICT was used to maintain teacher's traditional pedagogical practices. In terms of using ICT in teaching and learning, the respondents mentioned that ICT was used in preparing the notes, teaching and learning resources as well as for examinations. Other studies related to ICT are the ones by Ali, Nor, Hamzah & Alwi (2009) and Beauchamp and Parkinson (2008)

Of these studies, it implies that the teachers have the ICT skills. However, due to certain hindrances, they could not integrate it in their teaching and learning process. A prominent gap that can be concluded is that most studies focus on the teaching and learning of English in general, and less on the ICT integration in the teaching and learning of Literature lesson. Therefore, this study is meant to discover the use of ICT in the teaching of literature lesson in Malaysian Education System.

2.4 The Importance of Literature Lesson

Literature is an expression of life through the medium of language and in the ESL classroom and it is often seen as an authentic means of learning the target language (Sidhu, Fook & Kaur, 2010). In addition, society without Literature or one where Literature is relegated to the outermost margins of social and personal life is a deprived society (Bapoo, 2007). Literature serves as an avenue to inculcate the reading habits among the students. Undeniably, in order to study the Literature component, students need to read the literary texts. The texts would

encourage students to read thus promote language acquisition and expand students' language awareness (Nair et al., 2012). Glancing back through the historical overview of Literature Programmes in Malaysia, Subramaniam (2003) revealed that the Literature was used in secondary school through English Language Reading Programmes since 1976, namely English Language Reading Programme (ELRP) and Class Reader Programme (CRP). However, both ELRP and CRP failed to contribute to the development of English Language standard in the country as these programmes were not tested in exam and many teachers did not have required skills in approaching the literary texts (Subramaniam, 2003). This means by incorporating the Literature component back in the English Language syllabus, it may help to increase the reading habit among the students despite the implementation of NILAM programme in school. Thus, Literature could help to instil the love of reading habit among the students.

Currently, the standard of English in our country is deteriorating (Nair et al., 2012). Therefore, Literature is seen as a platform to raise the language proficiency among the readers. It encourages the awareness among learners on how the language works (Muthusamy, Marimuthu, Michael, Ghazali & Veeravagu, 2010). Literature helps in enriching learners' knowledge of syntax, morphology, semantics and even phonetics whenever learners are taught effectively. In fact, in literary texts, learners are exposed to abundant examples of the subtle and complex use of grammar and vocabulary (Sidhu, 2003). By this, students will indirectly be learning the grammatical aspect while trying to enjoy and appreciate the literary texts. When students read literature, they learn the target language in a whole context rather than memorizing words and rules (Muthusamy et al., 2010). Students will also enhance their skills in English lesson. Sidhu et al. (2010) believed that a literature-enriched curriculum not only helps learners improve their reading and writing skills but more importantly helps them internalize grammar and vocabulary. Hence, Literature can serve to nurture literacy and proficiency in the language where at the same time, it is meant to be enjoyed.

2.5 Studies Related to Literature Component in Malaysian Education System

Malaysia English Language Teaching Association (2012) stated that literature learning provides space for critical engagement with issues, themes and text constructions that are authentic and relevant in the real world. In fact, it broadens and widens students' viewpoints upon reading other cultures and world views. Hence, it is clear that placing literature component in the syllabus gives the chance to students to improve their language proficiency as well as develop their creative thinking in expressing thoughts and opinions (Aziz & Nasharudin, 2010). In addition, Yunus, Salehi & John (2013) conducted a study to investigate the teacher's views on the use of visual aids in enhancing students' interest in reading literary texts. The study concluded that majority of the respondents had positive perceptions on the use of visual aids and it created enjoyable learning environment in the literature classroom. Noor, Mahamod, Hamat and Embi (2012) studied the students' perceptions in the use of Computer Assisted Teaching and Learning (CATL) multimedia software in learning the Bahasa Malaysia novel. The study involved 122 Form One students in Johor and the response indicated that the multimedia software meets the students' needs in learning the novel. In fact, the study also revealed that the students' motivation increased and their understanding could be enhanced by using the multimedia software. This is also parallel to Mahamod and Noor (2011).

2.6 Prescribed Texts in the English Literature Component

There have been two sets of prescribed texts in the Malaysian English Literature Component. The first set was used since the implementation of the component in the English Language Syllabus in the year 2000 and 2011 marked the end of this set when the Form 3 students sat for their PMR exam in that particular year. Then, it was changed to new prescribed literary texts. One of the reasons in changing the texts is due to the difficulties of the texts. This is evident as teachers reported that students found the local titles 'difficult' and could not relate to the subject matter (Kaur, 2010). The new texts for secondary schools will see the current works; introduced when then Education Minister Datuk Seri Najib Tun Razak first announced the introduction of the literature component into the English curriculum in 2000, finally being replaced (Kaur, 2010). Below is the list of the English Literature Component Prescribed Texts in the first cycle.

Table 1. List of English literature component prescribed texts (2000 – 2011)

Form	Poem	Short Story	Novel
Form 1	1. Life's Brief Candle – William Shakespeare 2. The Dead Crow – A. Samad Said 3. The Lake Isle of Innisfree – W. B. Yeats	1. The Pencil – Ali Majod 2. How Dalat Got Its Name – Heidi Munan 3. Of Bunga Telur and Bally Shoes – Che Husna Azhari	
Form 2			1. Potato People – Angela Wright 2. Robinson Crusoe – Daniel Defoe 3. Phantom of The Opera – Gasion Leroux (all abridged)
Form 3			1. The Prisoner of Zenda – Anthony Hope Hawkins 2. Dr Jekyll and Mr. Hyde – R. L. Stevenson (all abridged)
Form 4	1. If – Rudyard Kipling 2. Sonnet 18 – William Shakespeare 3. Si Tenggang's Homecoming – Muhammad Haji Salleh 4. Monsoon History – Shirley Lim 5. The Road Not Taken – Robert Frost 6. There's Been a Death in the Opposite House – Emily Dickinson	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	
Form 5			1. Jungle of Hope – Keris Mas (translation) 2. The Return – K. S. Maniam 3. The Pearl – John Steinbeck

The second set is currently used in schools starting from the year 2010. In the current prescribed texts, graphic novels have been introduced in form 1 syllabus and drama component has also been taught for the first time in form 2 and form 4. Dr Mohamed Abu Bakar, from the Education Ministry's Curriculum Development Centre stated that this fresh approach to teaching Literature in Malaysian schools is aimed at providing students with an enjoyable learning environment as well as inculcating the reading habit (Kaur, 2010). Below are the prescribed texts used in the English Literature Component.

Table 2. List of English literature component prescribed texts (2010 onwards)

Form	Poem	Short Story	Novel	Drama
Form 1	1. The River – Valerie Bloom 2. Mr Nobody – poet unknown	1. Flipping Fantastic – Jane Langford	1. Black Beauty – Anna Sewell 2. Boscombe Valley Mystery – Sir Arthur Conan Doyle 3. Journey to the Centre of the Earth – Jules Verne	
Form 2	1. I Wonder – Jeannie Kirby 2. Heir Conditioning – M. Shanmughalingam	1. One is One and All Alone – Nicholas Fisk		1. Rumpelstiltskin – Angela Lanyon
Form 3	1. A Fighter's Line – Marzuki Ali 2. Leisure – William Henry Davies		1. Around the World in 80 Days – Jules Verne 2. The Railway Children – Edith Nesbit 3. How I Met Myself – David A. Hill	
Form 4	1. In the Midst of Hardship – Latiff Mohidin 2. He Had Such Quiet Eyes – Bibsy Soenharjo	1. QWERTYUIOP – Vivian Alcock 2. The Fruitcake Special – Frank Brennan		1. Gulp and Gasp – John Townsend
Form 5	1. Nature – H.D. Carberry 2. Are You Still Playing Your Flute – Zurinah Hassan		1. The Curse – Lee Su Ann 2. Catch Me If You Can – Catherine MacPhail 3. Step by Wicked Step – Anne Fine	

Therefore, the Malaysian English as Second Language students are exposed to different types of genre in literary texts to widen their understanding and view by learning poem, short story, novel and drama.

2.7 Attitudes towards the Use of ICT Tools in Literature Lesson

Attitude is one of the main factors that determine the success in language learning (Ghazali et al., 2009). Candlin and Mercer cited in Ghazali et al. (2009) stated that attitudes towards the target language, its speakers and the learning context may all play some part in explaining their success or failure. Teaching strategies, classroom atmosphere as well as social environment can help to lessen negative attitudes. Attitude is likely a personal factor which could influence the person on the use of ICT (Yunus et al., 2009). This happens as the attention in using ICT may be influenced by attitude. In fact, there is a relationship between experience levels and favourable attitudes towards the use of ICT tools. Attitude is related to the motives of studying a language which can be

divided into two main categories, integrative and instrumental motives (Ghazali et al., 2009).

There are many studies conducted in order to investigate the role of attitude in second language acquisition, knowing that negative attitudes can be transformed. A study conducted by Chisalita and Cretu (2012) involving 120 female students in Romania revealed that they considered ICT has a high influence on the ways in which they learn and they were no longer able to prepare school activities without using type of resources. Giavrimis, Giossi and Papastamatis (2011) in their study on 162 primary teachers in Northern Greece focusing on teacher's attitude revealed that one of the main reasons for primary schools teachers' participation in ICT programmes is their interest in exploiting ICT, in both their teaching and personal lives. Yunus et al. (2009) investigated students' attitude towards the use of ICT in language learning denoted that the students had positive attitudes towards ICT usage. Thus, students and teachers' attitude would affect the usage of ICT tools.

3. Methodology

3.1 Research Design

The study applies mix method approach, whereby the researcher concurrently gathers both quantitative and qualitative data. The data collection is based on the questionnaire distributed to the respondents and this serves as the primary instrument. Then, the semi-structured interview serves as the secondary instrument of the study.

3.2 Sample

This study focuses on two groups of respondents. The first group involves 58 Form 5 students in a public school in the rural area of Sarawak, Malaysia. Then, 6 students were selected for the interview session. On top of that, the second group involves the English teachers, teaching in Kapit division. There were 33 English teachers involved in the study, from two different schools. For the interview session, 4 teachers were chosen to provide more information for the study.

3.3 Research Instrument

Questionnaire is designed to collect information which can be used subsequently as data for analysis (Denscombe, 2003). The questionnaire items were adapted and adopted from Yunus et al. (2009) and Bakar and Mohamed (2008). In addition, to obtain specific information, a semi-structured interview was used in the face to face interview with the selected respondents. The interview was guided by a set of questions and they were derived from the five research questions. In order to gather data for the study, the first set of questionnaire required the students to respond to four parts of the questionnaire:

- The demographic profile of the respondents
- Students' Use of ICT tools
- Students' Attitudes towards the use of ICT tools in Literature Lesson
- Students' Attitudes in Learning Literature Lesson

Part 1 items were measured by several options based on the items. Part 2 were measured by the time frame. On the other hand, Part 3 and 4 were measured by a four-point Likert-scale range from 1- Strongly Disagree, 2- Disagree, 3- Agree and 4 – Strongly Agree. Likert scale is frequently used in social science and education research as it is easily manageable and usable (Piaw, 2011). For the second set of questionnaire, the teachers were required to respond to three parts of the questionnaire:

- The demographic profile of the respondents
- Teachers' Approaches in Literature Lesson
- Teachers' Attitudes towards the Use of ICT in Literature Lesson

Part 1 items were measured by several options based on the items. Part 2 were measured by four-point Likert-scale range from 1 – Always, 2 – Sometimes, 3 – Rarely and 4 – Never. Meanwhile, Part 3 items were measured by four-point Likert-scale range from 1 – Strongly Disagree, 2 – Disagree, 3 – Agree and 4 – Strongly Agree.

3.4 Data Analysis and Procedures

The data gathered from the respondents were analysed for the purpose of answering the research questions. The questionnaires were analysed using the mean, frequency count technique and percentages. They were presented in the form of tables. Demographic variables of the respondents were also collected to support data to understand the overall analysis. The data analysis utilised was the Statistical Package Social Science (SPSS) Version 20. The information gathered from the interview was used to provide in-depth information and support the findings from

the questionnaire.

4. Findings

There were fifty-eight students involved in this study. 65.5% of the respondents are female while the other 34.5% are male students. In terms of the race distribution, the Sarawakian Bumiputeras conquer the majority with 53.4% proportion. Then, most of respondents have the ICT access at their own home (70.7%). Finally, majority of the respondents (34.5%) have the exposure to ICT for 5 to 6 years while another 32.8% respondents have been exposed to ICT for more than 9 years.

4.1 Students' Use of ICT Tools

Table 3 presents the distribution and frequency for the use of ICT tools among the students. In general, the findings showed that the students do not use ICT tools widely for the purpose of learning. Students averagely spent 1 – 3 hours weekly on ICT tools. Only 3 items indicated that students used them more than the average hour, which are surfing Internet for leisure (3.64 hour), accessing Facebook (3.28 hour) and watching YouTube (3.07 hour). In fact, students had a low usage of ICT tools in Literature based activities, with the mean of lesser than 2.05 hour.

Table 3. Distribution and frequency for students' use of ICT tools

Item	Do not use	Less than an hour	1 – 4 hours	5 – 8 hours	9 – 12 hours	13 – 16 hours	More than 16 hours	Mean
Surfing Internet for leisure	4 (6.9%)	7 (12.1%)	20 (34.5%)	15 (25.9%)	5 (8.6%)	1 (1.7%)	6 (10.3%)	3.64
Writing blogs in English	42 (72.4%)	10 (17.2%)	6 (10.3%)					1.38
Reading English newspaper	25 (43.1%)	28 (48.3%)	4 (6.9%)	1 (1.7%)				1.67
Practising English exercises	19 (32.8%)	17 (29.3%)	19 (32.8%)	3 (5.2%)				2.10
Searching for English essays	19 (32.8%)	25 (43.1%)	14 (24.1)					1.91
Accessing Facebook	8 (13.8%)	13 (22.4%)	21 (36.2%)	5 (8.2%)	1 (1.7%)	2 (3.4%)	8 (13.8%)	3.28
Watching YouTube	5 (8.6%)	19 (32.8%)	21 (36.2%)	3 (5.2%)	4 (6.9%)	2 (3.4%)	4 (6.9%)	3.07
Searching Literature materials	16 (27.6%)	26 (44.8%)	15 (25.9%)	1 (1.7%)				2.02
Learning Literature lesson from websites	26 (44.8%)	20 (34.5%)	12 (20.7%)					1.76

There were a large number of students reported that they did not write blogs in English (72.4%). Some other activities also indicated that students did not read English newspapers (43.1%), practise English exercises (32.8%), search for English essays (32.8%) and Literature materials (27.6%) and learn Literature lesson online (44.8%). This is probably because students did not have the initiative to utilise ICT tools in their learning process and used it more for the leisure and entertainment purpose.

The interview with the selected students also revealed that students did not really utilise ICT for learning purpose as seen from this extract *“Usually I surf social websites like Facebook to chat with my friends. And I will entertain myself by watching videos and listening to music”* (a female student). Another extract illustrated this situation will be *“Usually, I spend my time with surfing the Internet and logging in the Facebook”* (a male

student). This implies that students rarely make full use of ICT tools in English lessons in general and English Literature in specific.

4.2 Students' Attitudes towards the Use of ICT tools in Literature Lesson

This section presents the students' attitude towards the use of ICT tools in the learning process. The distribution of frequency of each item is shown in Table 4. Findings from this study revealed that students have a high positive attitude towards the use of ICT tools. Excluding the 10th item, the result shows the range from 81% to 98.2% agreed. From this, we can conclude that the students felt positive towards the use of ICT. The highest percentage of students agreed on item is "it is easy to use ICT in learning Literature". This is followed by "it saves time using ICT to search for information on Literature" and "I like to use ICT to get information on Literature", as both items have 96.5% students agreed.

Table 4. Students' attitudes towards the use of ICT tools in literature lesson

Item	Strongly Disagree	Disagree	Agree	Strongly Agree
Using ICT has improved my language skills		6 (10.3%)	35 (60.3%)	17 (29.3%)
Using ICT in learning Literature is fun		11 (19.0%)	38 (65.5%)	9 (15.5%)
Using ICT in learning Literature is interesting		11 (19.0%)	40 (69.0%)	7 (12.1%)
I like to use ICT in learning Literature		8 (13.8%)	44 (75.9%)	6 (10.3%)
It is beneficial using ICT to learn Literature		10 (17.2%)	43 (74.1%)	5 (8.6%)
It is convenient to get information on Literature using ICT		7 (12.1%)	40 (69.0%)	11 (19.0%)
I like to use ICT to get information on Literature	1 (1.7%)	1 (1.7%)	30 (51.7%)	26 (44.8%)
It is easy to use ICT in learning Literature	1 (1.7%)		39 (67.2%)	18 (31.0%)
It saves time using ICT to search for information on Literature		2 (3.4%)	30 (51.7%)	26 (44.8%)
My English teachers use ICT in teaching Literature	30 (51.7%)	19 (32.8%)	5 (8.6%)	4 (6.9%)

Another item which denotes a high frequency was "using ICT has improved my language skills" as 89.6% students agreed. Item "it is convenient to get information on Literature using ICT" had 88% of students agreed. Another essential finding will be from items, "using ICT in learning Literature is fun/interesting", where both items had 81% students agreed on them. This illustrates that students are in favour of using ICT in learning Literature. Some of the positive remarks mentioned by the respondents include "Using ICT in learning Literature enables me to comprehend the Literature component effectively" (a male student), "ICT is very beneficial to students as it helps students to understand further about Literature in terms of the vocabularies" (a female student) and "ICT enables me to have an overall image for what I'm learning with the aid of graphic materials provided" (a female student). Perhaps, with the aids of visual, graphic and animation, it boosts and motivates the students to learn Literature.

On the other hand, the study revealed that the English teachers did not utilise ICT in teaching the Literature component. 84.5% of respondents disagreed on this item, which implies the fact the teachers did not apply ICT

tools in the teaching process. This is supported from the interview where the students commented “*One of the factors is that lack of guidance from my English teacher*” (a female student) and “*The first factor is because of my English teacher, lack guidance from my English teacher*” (a male student). Perhaps, we will get different findings from the teachers’ section later.

4.3 Students’ Attitudes in Learning Literature Lesson

This section provides an insight on students’ attitudes in learning Literature, as illustrated in Table 5.

Table 5. Students’ attitudes in learning literature lesson

Item	Strongly Disagree	Disagree	Agree	Strongly Agree
Learning English Literature is fun		9 (15.5%)	42 (72.4%)	7 (12.1%)
English Literature is important		6 (10.3%)	40 (69.0%)	12 (20.7%)
Learning English Literature is difficult	1 (1.7%)	30 (51.7%)	22 (37.9%)	5 (8.6%)
English Literature is hard to understand	2 (3.4%)	27 (46.6%)	27 (46.6%)	2 (3.4%)
English Literature is boring and not interesting	1 (1.7%)	19 (32.8%)	25 (43.1%)	13 (22.4%)
My English teachers make a good use of ICT in teaching Literature lesson	21 (36.2%)	15 (25.9%)	19 (32.8%)	3 (5.2%)
I like reading the literature component		8 (13.8%)	46 (79.3%)	4 (6.9%)
I like learning the literature component		8 (13.8%)	46 (79.3%)	4 (6.9%)

Findings from this section revealed that students were in positive attitudes to liking learning Literature in English. Though they believe that “Learning English Literature is fun” (84.5%) as well as “English Literature is important” (89.7%), students found the “Learning English Literature is difficult” (53.4%) and “English Literature is hard to understand” (50%). This might imply that students need a suitable approach in learning Literature to better their understanding. The students also indicated that they like reading and learning Literature component, with 86.2% agreed on both items. The same issue as discussed earlier related to the teachers using ICT. In this section, 62% of students disagreed on “My English teachers make a good use of ICT in teaching Literature lesson” which was 22.5% lower than the previous section. Perhaps, the students knew that their teachers know how to use the ICT tools in Literature lesson but they did not apply it in the real learning situation.

The second part of the findings will be focusing on the teachers as the respondents. There were 33 teachers selected in this study. Out of these 33 respondents, 12 were male teachers while the other 21 were female teachers. There were only 2 teachers who were not majoring in English. In terms of experience in teaching, more than half of the respondents (54.5%) had only been teaching for 1 – 5 years and 7 teachers had the experience teaching English for more than 20 years. 27 teachers claimed that they had been trained to teach Literature while the other 6 were not.

4.4 Teachers’ Approaches in Literature Lesson

The figures tabulated in table 6 revealed that the teachers have mixed response towards their approach of teaching Literature using ICT tools. In general, the usage of ICT in teaching Literature is on the satisfactory level. For example, more than half of the teachers (51.6%) indicated that they used ICT tools in teaching Literature lesson. However, this may imply that they just used ICT tools in general for typing or doing slide presentation, as

agreed by 48.5% teachers. In greater detail, only 24.2% teachers utilised social media in the teaching of Literature. This is supported by the interview with some teachers who mentioned that “*I find my materials from blogs as well as YouTube*” (female teacher) and “*I did but it was long time ago when I was observed by the teachers for Lesson Study. I downloaded video from YouTube*” (male teacher). In fact, one teacher revealed that she had never applied social media in teaching Literature by claiming “*At the moment, I do not apply any*”. Quite positively, 60.7% teachers claimed that ‘I explore new teaching techniques by using social media’ although we may not know if they execute it in their teaching.

Table 6. Teachers’ approaches in literature lesson

Item	Always	Sometimes	Rarely	Never
I use ICT tools in teaching Literature lesson	2 (6.1%)	15 (45.5%)	15 (45.5%)	1 (3.0%)
I use Power Point presentation in teaching Literature lesson	2 (6.1%)	14 (42.4%)	13 (39.4%)	4 (12.1%)
I utilise social media in teaching Literature lesson (blogs, Facebook, Youtube & etc.)	1 (3.0%)	7 (21.2%)	14 (42.4%)	11 (33.3%)
I download Literature materials from the social media to be given to the students	6 (18.2%)	12 (36.4%)	11 (33.3%)	4 (12.1%)
I explore new teaching techniques by using social media	5 (15.2%)	15 (45.5%)	9 (27.3%)	4 (12.1%)
I create Facebook group on learning Literature to discuss the lesson		1 (3.0%)	3 (9.1%)	29 (87.9%)
I post Literature notes on social media to be downloaded by my students		1 (3.0%)	7 (21.2%)	25 (75.8%)
I ask the students to copy down notes from resource books	16 (48.5%)	11 (33.3%)	5 (15.2%)	1 (3.0%)
I merely explain to the students on each Literature lesson in the class	8 (24.2%)	14 (42.4%)	8 (24.2%)	3 (9.1%)
I use more answering comprehension questions technique in class	10 (30.3%)	21 (63.6%)	2 (6.1%)	

A high percentage of 97% teachers did not create Facebook group to discuss on Literature lesson, which is similar to the item ‘I post Literature notes on social media to be downloaded by my students’, which was done only by one teacher. Possibly, this is parallel with the claim made by a male teacher who revealed that “*most students ignore what I’ve shared especially on Facebook though I tag them and they seem they don’t care about it*”. As expected, most of the teachers were still rely so much on the traditional approach in teaching Literature. This can be illustrated by the last three items in the section where 81.8% of the teachers agreed on ‘I ask the students to copy down notes from resource books’, 66.6% were in support of ‘I merely explain to the students on each Literature lesson in the class’ and another 93.9% were in mutual agreement with ‘I use more answering comprehension questions technique in class’. This seems to imply that the teachers in this study may have positive attitude towards the use of ICT in teaching and learning process. However, they still rely much on the traditional approach in the teaching Literature component.

4.5 Teachers’ Attitudes towards the Use of ICT in Literature Lesson

Previously, the study has gathered findings on students’ attitude. This section will present the findings on teachers’ attitude towards the use of ICT tools, as tabulated in Table 7. It seems that the teachers have a high positive attitude towards the use of ICT tools. The result shows among the 10 items, the range from 54.5% to 84.9% agreed. From this, we can interpret that teachers felt positive towards the use of ICT tools. A high

percentage of teachers agreed on the item such as 'I can use ICT effectively to teach Literature' (84.9%), sharing similar percentage with 'I have the readiness to use ICT in teaching Literature lesson' and 'I have the skills to teach Literature using ICT'. Other item which denotes a high frequency was 'I feel I am able to motivate students to use ICT in learning Literature' as 78.8% teachers agreed. This demonstrates that the teachers had confidence in themselves to utilise the ICT tools in their teaching. This is supported by a female teacher's statement that "*if I were given a chance, I would actually encourage my students to actually go online and search for materials but not all students are equipped with the computer and Internet access*". Another male teacher also responded "*It is good to share the notes and sample answers to the students, especially on the Facebook because most of the students have Facebook*".

Table 7. Teachers' attitudes towards the use of ICT in literature lesson

Item	Strongly disagree	Disagree	Agree	Strongly agree
I continuously use ICT to teach Literature		9 (27.3%)	22 (66.7%)	2 (6.1%)
I can use ICT effectively to teach Literature		5 (15.2%)	25 (75.8%)	3 (9.1%)
I have the readiness to use ICT in teaching Literature lesson		5 (15.2%)	25 (75.8%)	3 (9.1%)
I have the skills to teach Literature using ICT		5 (15.2%)	25 (75.8%)	3 (9.1%)
I feel very confident in using ICT to teach Literature lesson		8 (24.2%)	20 (60.6%)	5 (15.2%)
I feel I am able to motivate students to use ICT in learning Literature		7 (21.2%)	21 (63.6%)	5 (15.2%)
I am confident to discuss anything related to Literature using FB group with students	1 (3.0%)	14 (42.4%)	16 (48.5%)	2 (6.1%)
I am confident to communicate with students using MSN, YM or even Skype	2 (6.1%)	13 (39.4%)	18 (54.5%)	
I am ready to share my Literature notes with my students using the social media	3 (9.1%)	9 (27.3%)	21 (63.6%)	
I am willing to learn new ICT related stuff		6 (18.2%)	17 (51.5%)	10 (30.3%)

More interestingly, they had the willingness to learn new stuff related to ICT. However, when it comes to utilising social media as part of the ICT tools in the teaching and learning process, it gained lower percentage of teachers' agreement. Item 'I am confident to discuss anything related to Literature using FB groups with students' only had 54.5% teachers agreed, similar with the item 'I am confident to communicate with students using MSN, YM or even Skype'. Another item which had a low score was 'I am ready to share my Literature notes with my students using the social media' with 63.6% teachers agreed. Perhaps, these teachers have the ICT skills but lacking in terms of using the social media as they were not so much exposed to the Internet and Web 2.0. Due to that, these senior teachers found it challenging to integrate the social media as part of the ICT tools in the teaching of Literature component. This can be seen from an excerpt "*At the moment, I'm not really prepared to teach and to apply social media in my teaching, especially in Literature*" (a female senior teacher who will be retiring in one year time).

5. Discussions

From the survey, we can conclude that the use of ICT is on the satisfactory level. Students only spend an average

of 1 to 3 hours weekly on the ICT based activities. In fact, students only used less than 2.05 hours weekly for Literature based activities. This denotes that students had a low usage of ICT tools in Literature based activities. A high percentage of students claimed that they did not write blogs in English. This finding is similar to the study conducted by Yunus et al. (2009) on the use of ICT among the students. Hokanson and Long (2012) stated that when teachers and students blog, they are able to actively engage audiences outside the usual classroom time boundaries. The findings also revealed that students usually spent their time more on leisure purpose like surfing the Internet, accessing Facebook and watching videos on YouTube. Simmons and Hawkins (2009) stated that the rise of social networking sites such as Facebook has provided the motivation in addition to the tools to self-publish. In addition, Yunus and Salehi (2012) claimed that social networks are used by millions of users, most of whom are students and adolescents, for a variety of purposes but with a heavy emphasis on social needs. This implies that majority of the students do not utilise ICT tools in the learning process. It should be noted that the use of ICT can help teachers and students to meet the challenges of the future (Yunus, 2007).

Regarding the students' attitude, it was revealed that the students possessed high positive attitudes towards the use of ICT tools in Literature lesson. This is parallel with Noor et al. (2012) and Chisalita and Cretu (2012). It is important for the students to possess positive attitudes towards ICT tools in Literature as attitude is likely a personal factor which could influence the person on the use of ICT (Yunus et al., 2009). When the students are positive in their learning, this will lead to an encouraging outcome of their learning. Yunus et al. (2009) investigated students' attitude towards the use of ICT in language learning denoted that the students had positive attitudes towards ICT usage. A study done by Ghazali et al. (2009) was meant to discuss the students' attitudes towards the texts used. The study came to conclude that the students had positive attitudes towards the text selection. Those studies have shown that attitudes play an important role in students' learning process.

The students also demonstrated high positive attitudes towards learning Literature component. Although the component is seen as 'difficult' and 'hard to understand', the students found the component as fun and important. In addition, they realise the importance of learning it. This is in par with Sidhu et al. (2010), stating that Literature is an expression of life through the medium of language and in the ESL classroom and it is often seen as an authentic means of learning the target language. Perhaps, students' positive attitude in learning Literature is influenced by the importance of reading, as agreed by 85.2% students. Nair et al. (2012) claimed that the texts would encourage students to read thus promote language acquisition and expand students' language awareness. Undeniably, learning Literature is difficult and tough. As argued by Chacko (2007), learning Literature in English is not easy. Due to that, students should look up for alternatives in order to engage themselves better in the lesson. Thus, ICT can function in assisting students' better understanding of the lesson.

The teachers were also required to indicate their usage of ICT tools in the teaching of Literature component. The findings indicated that ICT is used on the satisfactory level by the teachers, similar to the students. Slightly more than half indicated that they used ICT tools in teaching Literature and the teachers merely utilise ICT tools for general usage like typing and preparing PowerPoint slides. However, they did not really engage themselves in utilising social media as part of the ICT tools in teaching Literature. This can be evident when 97% teachers did not utilise Facebook group in Literature lesson though Facebook group is a medium that is both fun and interesting especially to the ICT savvy Y-generation, for teaching and improving writing (Yunus & Salehi, 2012). Teachers should utilise the role of social media like YouTube in the teaching and learning process. As stated by Needleman (2012), through the use of online video-sharing sites such as YouTube, students' work has the potential to gain an audience that extends far beyond the teacher and the four walls of the classroom. Teachers should manipulate Facebook as a medium to enhance the teaching and learning process as it is the most popular online social networking site among students (Yunus & Salehi, 2012). Social media functions as an essential tool in the teaching and learning process. Social media has offered a platform where we can learn from and with the smartest people we meet from around the world, whenever we need to or are ready to (Nussbaum-Beach, 2012).

The question arises as the teachers claimed they explore new teaching techniques using social media, but the last three items in the survey revealed the other way around. This seems to be relevant with the study conducted by Aziz and Nasharudin (2010) regarding the teachers' way of teaching Literature lesson. Other studies in agreement with these findings will be Ghazali et al. (2009), Sidhu et al. (2010) and Subramaniam et al. (2003). ICT does not have an educational value in itself, but it becomes precious when teachers use it in the learning and teaching process (Hismanoglu, 2012). In concurrence with this, Barbour and Ferdig (2012) claimed that many K-12 teacher education programmes have yet to embrace K-12 online learning; as such, many pre-service and in-service teachers are unprepared to teach online. This is indeed right as some experienced teachers are unprepared for changes.

In fact, it was also revealed that the teachers possessed high positive attitudes towards the use of ICT tools in

Literature lesson. This is in par with Yunus and Salehi (2012) and Mahamod and Noor (2011). The teachers demonstrated the readiness in utilising ICT tools in teaching Literature lesson and they believed that they could use it well in the lesson. This is important because if teachers are not confident using ICT in teaching, it would probably hamper the effort by the MOE to use ICT as an enabler in teaching and learning (Bakar & Mohamed, 2008). However, the teachers seemed to utilise less on the social media as part of the ICT tools in their teaching. Hence, teachers should incorporate social media as part of the ICT tools in the literature teaching and learning process. Yunus (2007) claimed that positive attitude towards ICT usually foretell future computer use. This indicates that if the teachers are positive towards the use of ICT, it will indirectly affect the students' learning process. Teachers should engage themselves with every ICT opportunity to enhance the students' learning process. Teachers should remember that social networking tools have much to offer the world of education (Simmons & Hawkins, 2009). In fact, teachers should vary their strategies in teaching Literature lesson. Using a variety of attractive teaching strategies is another way to improve students' attitudes (Ghazali et al., 2009). Thus, the use of ICT tools is proposed as one of the ways to vary the teaching strategies.

6. Conclusion

Feedback from the students' indicated that majority of them do not really utilise the ICT tools. Hence, actions need to be taken to encourage students' usage in ICT tools as claimed by Yunus et al. (2009); ICT could provide variety of learning opportunity for the students. Numerous studies conducted earlier have also proven that ICT could assist the teaching and learning strategy. There are many tools in ICT that could help the teachers to vary the teaching strategies and the students could also utilise ICT tools in their learning. Another interesting finding from the study is that the students have positive attitude towards learning Literature component and using ICT in learning the component. However, they agreed that Literature component is difficult to be learned and it is also hard to be understood. Perhaps, a more constructive and suitable methodology and approach should be taken by the teachers in order to better students' understanding on Literature component.

The finding also showed that the teachers possessed high positive attitudes towards the use of ICT tools in Literature lesson. They indicated that they agreed ICT helps in the teaching and learning process. Yet, when it comes to the approaches employed by the teachers, they revealed that they still relied so much on the traditional approach like explaining, comprehension question techniques and copying notes. This needs to be changed. In conclusion, the study revealed that ICT is used on the satisfactory level by the teachers as well as the students. Although they have positive attitude towards the use of ICT tools, the implementation and usage do not demonstrate the attitude.

7. Implications

From the findings of this study, both groups were aware that ICT tools assist the teaching and learning process. They also knew that ICT may help to enhance the teaching and learning process. Students should also make full use of the ICT tools in order to better their understanding in learning Literature component. Teachers, on the other hand should vary their teaching methodologies in Literature lesson and they should utilize ICT tools in their lesson. Perhaps, more actions and steps need to be undertaken to encourage wider usage of ICT tools in the learning of Literature component. Ministry of Education might organize more programmes or courses related to the integration of ICT tools in Literature lesson to encourage the use of it in the teaching and learning process.

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