

21ST CENTURY INSTRUCTIONAL APPROACH IN TEACHING OF LITERATURE

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Abstract

In fulfilling the demand of 21st century learning especially in English language classroom, conventional methods in teaching and learning became questionable on its effectiveness. The fact that today's students belong to Net-generation and are not technophobia is evident enough on the importance of integration of technology in teaching and learning. In this case, teaching and learning literature is one of the greatest challenge in language classroom as it involves the comprehension of literary texts beyond what is presented. Thus, teachers play a vital role in creating fun and interesting literature lessons and take up the challenge of integrating technology in their lessons. This paper attempts to show the effectiveness of using Cospaces Edu (virtual reality maker) in teaching of literature. The analysis of the data indicated that majority of the students involved in the study has showed improvement in their understanding of the literary text presented as students had the opportunity to engage closely with the literary texts given. It is hoped that the outcome of this study will benefit both teachers and students in teaching and learning literature.

Keywords: 21st century, instructional approach, technology, literature, Cospaces Edu

Introduction

In view of restoring the significance of English in the environment of Malaysian schools, changes in the curriculum of education have been observed over the previous few years. While the English Literature Component is designed to enhance language skills for learners, it is also designed to generate the aesthetic portion of the language that is the students' private reaction. Nevertheless, latest studies have shown that students were seen as passive and were unable to react critically, and classes in literature were often too teacher-centered and thus marked educators as dull and less creative. (Gurnam Kaur, 2003; Siti Norliana, 2003; Suriya Kumar, 2004). If literature classes are only fact-answer classes in which learners are not directed and offered possibilities to work with their colleagues and communicate their opinions and reactions that contribute to their language development and esteem of literature, then it is feared that the fundamental goals and goals of the English literature element will not be accomplished and ultimately fail. Students and classrooms of today are becoming increasingly varied and unique every day. The advent of ICT has created it possible for educators and learners to work with each other in a variety of ways. Students often experience issues in reading and understanding the allocated literary texts in the element of literature in the classroom. It has been shown that secondary school students

are not encouraged to read literary texts owing to the absence of language skills learning materials. Thus, there is a need to use technology in designing literature lesson. In making the method more meaningful, the proper use of materials and tools in teaching and learning is undeniably helpful. Current worldwide advances provide educators with more possibilities to design and implement lessons based on ICT.

Literature Review

Teachers' role in literature classroom

As stated by Fauziah and Jamaluddin (2009), Literature teachers face major difficulties, particularly in the framework of the second language. Not only does the teacher have to cope with the difficulty of literary text material and design, they also face linguistics and aesthetic unfamiliarity. However, the difficulty of the topic issue is indurate if literature educators are unwilling to schedule their classes correctly; and this scheduling method should include factors of the need and concern of learners. They claimed that teacher's methods or approaches in teaching literature in ESL classroom plays a vital role to create interest in students. "...their passion for the subject, which is naturally articulated and expressed through their methodologies and approaches, has the power to influence the students' interest and perception of life."

Based on an observation study done by Diana & Amin, teacher centred lessons are being conducted where they stated "the teacher acts as a dominant figure who reads the story, retells the story, explains, questions and gives answers to the students". This situation clearly shows that the students were not given the opportunity to take charge of their learning process. Whereas, as cited in Fauziah (2009) research, Moody (1983) claims that educators have to be innovative by incorporating differences in their classes so that learners are always responsive and willing to react to a variety of stimuli. Ultimately, the teachers' backs are responsible for acquainting and familiarizing themselves with a broad range of techniques and events to encourage and boost the value of learners.

ICT in education

The integration of technology into education has brought many affordances into the K – 12 classroom, and one would find it virtually impossible to find a school without a personal computer that students could access, but even still perhaps just as difficult to find a school without a policy surrounding mobile device technology. Learning Management Systems

(LMSs) have become ubiquitous in North American post-secondary education, and mobile reading devices such as tablets are beginning to be integrated based on successful studies (Charbonneau-Gowdy, 2015; Kissinger, 2013).

However, using mobile devices in the day-to-day classroom, and more particularly outside of the classroom in what is known as Mobile Assisted Language Learning (MALL) still suffers some rather formidable obstacles. Using mobile devices in language learning is problematic “in terms of the number of students and courses involved, the duration of implementations, the language skills targeted, the kinds of learning activities undertaken and the methodological approach used” (Burston, 2014). Using ICT instruments helps to create greater order thinking abilities. Kelman mentioned in Ali (2012) indicated that the use of technology can enhance higher order thinking skills. It should be observed that the emergence of the digital and information age has made it essential for future achievement to develop critical and innovative thinking and higher-order thinking abilities (Ali, 2012). VR is poised to essentially combine multiple existing technologies into a system that could improve the language-learning environment, particularly the post-secondary EAP classroom. Studies of both qualitative and quantitative research suggests that by combining mobile, immersive and 3-D VLE technologies, theoretically, a new, possibly improved, language learning could evolve.

Virtual Reality

Numerous researches were carried out to prove the effectiveness of this technology especially its relation to VUCA. Virtual reality systems enable its user to experience an immersive learning with the existence of interactive objects, environments and processes. Meanwhile, the presence of egocentric 3D viewing contributes to self-paced data exploration while increasing the potential of users' familiarity with the topic at hand.

Apart from the autonomous learning opportunity, the use of virtual reality correlates well with the idea of cooperative learning. Gutwin and Greenberg (2002) reiterated that people tend to achieve appropriate workspace awareness in physical environments through consequential communication, feedthrough, and intentional communication. As indicated by Pinho (2004), VR is portrayed by three fundamental measurements. The first is 'submersion' which implies that the client has the genuine impression of being inside the virtual universe of the PC.

According to Othman , M. shah et al (2015) “ In addition, teachers should be made to rediscover the joy of learning literature so that they do not become too dependent on worksheets and workbook available in the market. This study reveals that students are interested in learning

literature with the integration of ICT. Therefore, teachers should incorporate current technologies in their literature lesson to cater students' needs." The gadgets that make this sensation are computerized protective caps and an advanced cavern. The subsequent one is 'collaboration' which manages the client controlling virtual items. The gadgets that make this sensation are advanced gloves. The last one is 'contribution' which is clarified as investigation of a virtual domain. It seems as though the client is partaking in the virtual world and he/she can meddle legitimately in the aftereffect of the application, the client can explore in the virtual condition in an aloof or dynamic way.

As cited in Ryon in his research, Despite earlier claims of this new generation of students being labeled as digital natives (Prensky, 2001), this term has fallen out of favour, with Prensky (2009) acknowledging that it probably was a misnomer for a generation who has grown up surrounded by technology. The initial hype over integrating technology to satiate the needs of this tech-savvy generation has given way to research that posits that the use of technology by this upcoming generation does not necessarily equate to effective, educational use (Bennet, Matton & Kervin, 2009). However, this does not change facts that the so-called Millennial generation has new educational needs, and some of these needs are technologically based (Prensky, 2009; Franetovic, 2011). To meet these increasing needs, technologically enhanced language learning, specifically as it pertains to Virtual Reality (VR), should be further investigated.

Cospaces Edu Features

CoSpaces Edu allows learners to study using the technology's multiple instruments. In CoSpaces Edu, all characteristics can be adjusted to suit different class topics and teaching goals. Teachers and learners can unlock an easy set of built-in instruments to generate anything in 3D, use current library resources, build blocks to model their own items, or upload internal documents. They also become creative by defining their space atmosphere with different predefined environments and moods or by using their own 360 ° background pictures. Teachers and learners can incorporate items and personalities from a ready-to-use 3D model library at the start point and build their own virtual world.

CoSpaces Edu's blank canvas is the ideal location for learners to unfold their fantasy using the many different 3D development instruments and components accessible to produce anything. Students can go even further and add content to render their room vibrant where the 3D development instruments and engineering characteristics of CoSpaces Edu are the perfect combination to generate

narratives. Students can practice storytelling and appreciate developing freely, for instance as portion of a lesson exercise such as studying literature.

CoSpaces Edu can also be used as a platform for creating graphic class lectures and infographics with the different development instruments, including incorporating text and inserting pictures. The discovery and exploration of 3D designs in VR can contribute importance to the teaching experience and is a significant component of motivation as it allows learners to immerse themselves in their designs. Students must use CoSpaces Edu's VR headset and allow the class to tap into their activities. At the same moment, Cospaces Edu provides the curriculum a fresh dimension by adjusting it to suit the recent techniques and making it more interactive and engaging. Virtual reality can be used by allowing learners to generate virtual activities depending on their learning to modernize the research content or as a complement to traditional teaching techniques. Students also function as content creators and not simply customers who allow them to become content producers, developers, and inventors, not just content customers. By providing them with room to generate material on Virtual Reality, they are provided a fresh view on multimedia and teaching today. Entering immersive environments in 3D and 360 ° can add a great deal of value to the experience and content being viewed. Students will love to create and explore the content of Virtual Reality.

According to Chapelle (2003) as cited in Rashidah, M.shah et al (2013), “technology-based learning activities offer more advantages and opportunities for natural learning, besides being effective, fast and having more impact on students’ achievement compared to conventional learning activities”.

Viewing in Virtual Reality allows the learners to be visually and physically linked to the content and to gain a deeper knowledge of the ideas being investigated. Presenting with CoSpaces can be an excellent tool to increase the involvement of learners and motivate more reserved learners to talk.

Methodology

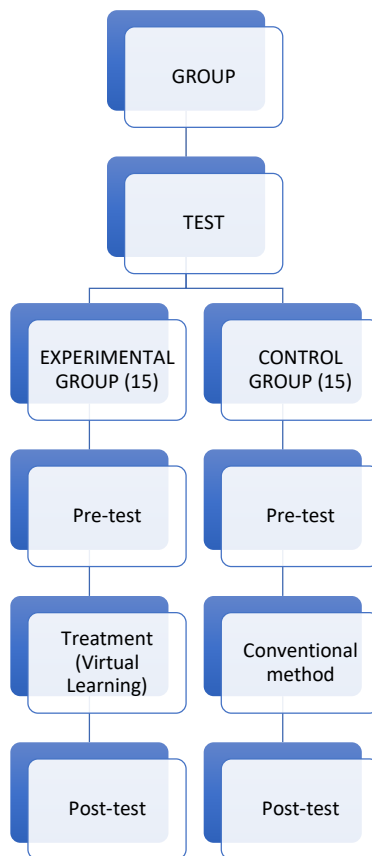


Figure 1: Research design

Figure 1 shows that the chosen class was given a test before they are disseminated into experimental and control group. The test is to make sure that each group contains students of every level and thus it provided the researcher a fair and reliable end result. Once the students are separated according to their test result, a pre-test was given to both the experimental and control group. This pre-test was to examine the students' comprehension on a particular literary text which they have already learnt in their previous lessons. Next, the treatment on the use of virtual learning in learning literary texts was given to the experimental group. Meanwhile the control group continued with their lessons according to their normal schedule and learning method. Once the entire treatment ends, a post-test was conducted to both the experimental and control group. Both groups were evaluated to gain the outcome.

The research was done with the help of the students' English teacher during the experiment. The researcher planned the activities to be given to the students throughout the treatment period as well as the test, pre-test and post-test.

Findings and Discussion

The findings and results obtained by the students in the pre-test and post-test were presented. The scored obtained in the pre-test and the post-test for both the experimental and control group were presented in the form of percentage in table.

This pre-test and post-test were organized for the control and experimental groups and the data being evaluated using pre and post-test standard procedures. The mean of percentages of pre and post-

test were compared to access the outcome of the research. This comparison only allows for evaluation at an aggregated level and does not give a qualitative picture of their knowledge before training or the impact of the training on specific knowledge.

A set of interview questions also being asked to the teachers to determine their perception towards the use of virtual reality in teaching Form Four literary texts. Their answers were analysed after the pre-test and post-test being conducted. The teachers also monitor the progress of the students throughout the tests and state their perception towards the use of virtual reality in teaching literary texts afterwards.

Table 1a: Pre and post-test results for control group

Question No.	Pre-test (%)	Post-test (%)
1.	50	52
2.	45	44
3.	55	51
4.	70	72
5.	60	58
6.	68	68
7.	55	60
8.	65	68
9.	40	45
10.	50	50

Table 1b: Pre and post-test results for experimental group

Question No.	Pre-test (%)	Post-test (%)
1.	37	46
2.	45	53
3.	40	49
4.	50	54
5.	60	70
6.	55	75
7.	60	70
8.	40	55
9.	45	65
10.	50	63

At pre-test, experimental group have 50% understanding of 8 out of 10 questions that they had to answer. They had the vague and ambiguity of what the text is all about. After the use CoSpaces Edu, the students' understanding increases to above 80% for all the questions. These were shown in the post-test results in table 1a. This shows that the use of CoSpaces Edu is efficient in improving students' understanding of Form 4 English literature text. The CoSpaces Edu device allows the students to visually understand the text by using both graphics and texts.

Meanwhile, by using conventional method, the control group also increases their understanding but not as high as using the CoSpaces Edu device. The participants still have the misunderstanding of some parts in the text thus making the percentages lower than the experimental group. These can be observed in pre and post test results in table 1b. The post test showed the students' understanding increases up to 75% only by using the conventional method. The conventional method used is to learn English literature text by solely reading and this explains the lack of understanding as they cannot visualize some parts accurately.

The experimental group showed huge significant number in improving the level of Form Four students' comprehension when learning the English literature. This was being verified with the percentage of improvement of the students' understanding of the Form 4 English literature text in the table 1a. According to Melor, Hadi & Dexter (2013), "the use of visual aids helps the students to cope with cultural elements embedded in the texts. This was probably because the use of audio visual, animated videos and films, graphic pictures and other visual aids helped the students to visualize the texts clearly". This shows that the Cospaces Edu has enhanced the students' understanding in literature text that they learned through the new method.

Whereas the control group showed a slightly lower improvement to the level of Form 4 students' comprehension when learning the English literature. This was being verified with the percentage of improvement of students' understanding of the Form 4 English literature text in the table 1b. This shows that CoSpace Edu is effective in improving the level of Form Four students' comprehension when learning the English literature. Students can imagine as they visualize some parts accurately using CoSpace Edu. According to O' Sullivan (1991), "It is widely recognized that literature has an essential association with life. Due to the ability of literature to hone creativity in language and imagination, its inclusion is essential in any system of education that promotes the importance of discovery as a vital feature of the learning process." The students' imagination was triggered as they can relate both texts and visuals in enhancing their understanding.

CoSpace Edu also gets positive teachers' perception towards the use of virtual reality in teaching literary texts. Tasneen (1996), on the perception on importance of the literature by teachers and students' states that; the teachers (37%) and students (68%) believed that literature was an asset to be used as the language teaching resource. The teachers get the idea of using the device to enhance students' understanding of the English literature text. The CoSpace Edu device tackles different teaching method to the literature text. This means to achieve students' understanding in teaching the English Literature text, teachers need to step up the teaching method to digital age teaching method. Although it is still not widely being used in Malaysia, some other countries had done various researches regarding this hot topic. In North American post-secondary education, and mobile reading devices such as tablets are beginning to be integrated based on successful studies (Charbonneau-Gowdy, 2015; Kissinger, 2013).

Notably, the teachers showed positive perception towards CoSpaces Edu as it shows greater impact on students' understanding compared to conventional method. They do not feel offended as the students only gain 70% of maximum understanding when they were applying the old school method while by using CoSpaces Edu, the students gain 85% of understanding. This new technology method significantly showed positive reaction from the experimental group as well as the teachers.

The experimental group showed huge significant number in improving the level of Form Four students' comprehension when learning the English literature. This was being verified with the percentage of improvement of the students' understanding of the Form 4 English literature text in the table 1a. Whereas the control group showed a slightly lower improvement to the level of Form 4 students' comprehension when learning the English literature. This was being verified with the percentage of improvement of students' understanding of the Form 4 English literature text in the table 1b. This shows that CoSpace Edu is effective in improving the level of Form Four students' comprehension when learning the English literature. Students can imagine as they visualize some parts accurately using CoSpace Edu. O' Sullivan, "It is widely recognized that literature has an essential association with life. Due to the ability of literature to hone creativity in language and imagination, its inclusion is essential in any system of education that promotes the importance of discovery as a vital feature of the learning process." The students' imagination was triggered as they can relate both texts and visuals in enhancing their understanding.

Conclusion

The objective of this study is to determine the effectiveness of CoSpaces Edu (a virtual reality maker programme) in improving the level of Form Four students' comprehension when learning the English Literature. This study shows that the virtual reality did improve the students' comprehension in learning English Literature. The scores obtained by the experimental group in the post-test supported this result. The effectiveness of this method was shown from the results achieved by the students in the experimental group in which their performance showed an impressive improvement in the post-test compared to the pre-test. Besides, the results obtained by the experimental group for both the pre-test and post-test were also compared with those from the control group. From the comparison, the results showed that students in the experimental group scored better results in the post-test compared to those from the control group. As for the control group who did not receive any exposure to CoSpaces Edu, the students performed moderately in the post-test.

As a conclusion, the usage of CoSpaces Edu (a virtual reality maker programme) in the English Literature lessons did improve the level of Form Four students' comprehension in learning English Literature.

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