

Students' Perception of the Teachers' Teaching of Literature Communicating and Understanding Through the Eyes of the Audience

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Abstract

Students' role in the classroom is no longer a passive one. Indeed, students' input on the teaching-learning process is paramount as it is their education that is at stake. Inevitably, their perception presents methodological challenges. The opportunity to be "heard" raises their own awareness about their own learning experience and the teaching process. Wittrock (1986) talks about this reciprocity, suggesting that research on students' thinking and perception functions as a mirror that can be used by both teachers and students to reflect upon their learning and teaching, hence enhancing their understanding of teaching and increasing its outcome. In other words, learners' perception and observation on the methodology and content could work in practice and become a part of exploratory studies (Eken 1999; Sidhu 2003). The purpose of this study is to look at students' thinking which promised to enhance understanding of teaching and its outcomes by providing information about teaching as experienced by the learners (Wittrock 1986). The three instruments used in the research were survey questionnaires, interview and observation. The research participants were 377 randomly selected Form One students from selected schools in WPKL. Data were collected through quantitative and qualitative analysis. Results of this research revealed that students admit their teachers have positive attitude towards literature and literature teaching. This showed that teachers always tried to cultivate an atmosphere that was cooperative rather than competitive, perceived to be non-threatening. Students were allowed to give their views and opinions, thereby, creating a receptive classroom atmosphere to produce maximum learning input.

Keywords: Students as audience, Learning, Perception, Teaching literature, Communication

Introduction

Teachers of literature are faced with great challenges especially in the second language context. Not only that students have to deal with the complexity of the content and style of literary texts, they are also confronted with linguistics and aesthetic unfamiliarity. Nonetheless, the complexity of the subject matter is indurate if teachers of literature are reluctant to plan their lessons properly; and this planning process should include considerations for students' need and interest. Therefore, how teachers develop their literature lesson and present it to the classroom can greatly affect the students' learning process. To a great extent, the success of any interaction in classrooms depends on the teachers' ability to initiate and promote communication among students. The teachers are important in designing the class lesson in such a way that it creates interest in students. An effective teaching process and a very conducive learning environment of the classroom are undeniably teachers' responsibility. This means that the enthusiasm of the teachers, which is generally translated in their actions and decisions, is a salient determinant of students' interest. Most teachers have a good idea of the sort of atmosphere they would like to have in their classrooms, and they normally do their best to set up such an atmosphere.

Throughout the teaching process of developing students' ability to learn literature, teachers have a very important role to play. It is in their capacity as a teacher that they play an important role in cultivating the love and interest for literature 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. Needless to say, it is up to the teacher to create and promote a positive environment and learning attitude for the students to feel comfortable with literature learning and not to feel scared and intimidated by the complexity of the texts chosen. Literature teachers have a challenging task to ensure that the students learn, let alone like the subject.

One important aspect of teaching literature is the teacher's creativity in approaching certain texts or themes. Lloyd Fernando (*NST* 4th July 2000), a local renowned literary writer said that 'in the hands of a creative, dedicated teacher, even the mundane of language activities can come alive in the classroom with effective learning transfer taking place'. Likewise, Bailey and Allwright (1991) suggest that in order to determine students' receptivity to creative approach, proper planning is required to articulate teachers' effort to promote creativity among students. Moody (1983), likewise, avers that teachers must be creative by introducing variations into their lessons so that students are always kept alert and ready to respond to many different kinds of stimulus (Moody 1983). The responsibility to acquaint and familiarize themselves with a wide variety of methods and activities to promote and stimulate students' interest ultimately lies on the teachers' shoulders. The importance of employing different teaching technique is further stressed by Lopez (*NST* 6th March 1998), an English language educator, who concurs that students generally have a poor grasp of the English language and part of the problem lies with the conventional teaching methods employed. Teachers of literature, needless to say, have extra responsibility of being innovative and creative to ensure that students, especially in the Second Language context, to not only understand but also internalize literary texts.

This is to say that although the way learners ponder upon their learning during lesson is not simply a reflection of the teaching method the teachers employed – despite the fact that method may be the most obvious in influence - equally important is the teachers' attitude and disposition. According to Holst (1981) as cited in Carter, Walker, & Brumfit (1989) students tend to think that literature is difficult and taxing and this could be partly attributed to teachers' assumptions about teaching **LIE** that focuses more on traditional classroom role in which they see themselves as imparting information – about the author, the background of the work, the particular literary conventions that inform the text and so on. With this assumption in their heads, they have generally overlooked the more basic aspects of reading literature such as how to structure a plot or to construe themes or how interpretations are arrived at. Indeed, teachers' willingness to include the students in the learning-teaching process will benefit tremendously from the students' observation and perception of their approaches. Needless to

say, teachers' reluctance to listen to their students can be damaging to the learning process. Indeed, their willingness to listen will move the students from the margin to the centre of the classroom activities. As such, it is wise to look at the teaching milieu from the students' point of view.

Elkins (1976) asserts that if the school is serious about making it possible for every student to learn, then teachers should systematically use diagnostic techniques that reveal those aspects of a student's makeup, which bear upon his motivation and capacity to learn. Similarly, Wittrock (1986) argues that by providing information about teaching as experienced by learners, research on students' thinking will result in a better understanding of the teaching process and its eventual outcomes. This is the functional instruction that influences students' learning and achievement. These factors were tailored to the students' needs and proficiency levels and to their reception and attitude in the learning of the subject. The real objective of teaching and learning is to give real directions to the learning activities that must be created because teachers need to cater for individual differences. Therefore, by diagnosing their own technique from the students' perspective, the teacher will be able to evaluate the relevance of their teaching.

Teachers' perception is considered important variables in this research and it forms part of teachers' presage variables. This paper employs Klazky's (1984), as cited in Woolfolk (1999), definition of perception, that is, as the processes of determining the meaning of what are sensed. Perception occurs when teachers interpret a given meaning to stimuli in their classroom environment or in the students' classroom behavior. Perception is important in a teaching and learning situation as it reinforces teachers' decision-making on how to handle classroom situations. Several past research have shown that thinking (perception) plays an important part in teaching.

Students' perception and observation can work in practice and become a part of exploratory studies (Eken 1999; Sidhu 2003). They contribute as much to the teaching-learning process by providing suggestions and directions for teachers' future improvement, i.e., seeing from the insiders' – who are already familiar with the whole - process point of view. Their perception is coloured by challenging and interesting experiences that allow them to observe learning and teaching behaviors more intimately; thereby raising their own awareness of the whole process of teaching as well as their own learning. Teachers can use the information or comments gathered from the students to polish their methodology and style of teaching and look for ways of improvement. It is hoped that the data collected from the students would complement and enhance the description of the current literature instruction in selected urban secondary schools in Wilayah Persekutuan Kuala Lumpur.

Research Framework

Table 1: Profile of Student Respondents

	Gender		Ethnic Group	
	Male	Female	Bumiputra	Non-Bumiputra
Frequency	157	220	193	184
Percentage	41.6%	58.4%	51.2%	48.8%
Total (N)	377		377	

The participants for this study were Form 1 students from nonresidential day schools in Wilayah Persekutuan Kuala Lumpur. There are 83 nonresidential schools in WPKL (the Federal Territory), and 377 students were selected as respondents from 48 schools through simple random sampling. Table 1 shows the profile of the student respondents. The major instrument used to collect relevant data was questionnaire. Descriptive statistics in the form of frequency, percentage and mean were used to present and to summarize the data. To interpret the level of the mean scores, the

researcher looked at the frequency, percentage and mean scores directly from the 5-point Likert scale. The researcher also looked at the mean score as well as levels of very low, low, moderate, high and very high to look at the teachers' and students' variables. The level and interpretation of mean scores are described in Table 2 below:

Table 2: Interpretation of mean scores of variables

1.0 - 1.80 very low
1.81 - 2.60 low
2.61 - 3.40 moderate
3.41 - 4.20 high
4.21 - 5.0 very high

Source: Score category breakdown adopted from Siti Rahaya and Salbiah (1996).

It is hoped that the data collected from the students would complement and enhance the description of the current literature instruction in selected urban secondary schools in Wilayah Persekutuan Kuala Lumpur. Data collected were described based on these variables: students' perception on teachers' attitude, students' perception on teaching atmosphere, the impact of literature instruction on the students, student-centered teaching method and teacher -centered method. Data on these variables were collected from the survey questionnaires, and were described using frequency counts and percentages of each individual items, and the overall mean scores and standard deviation values of each of the variable discussed. To maintain consistency throughout the survey, and to facilitate discussion of the results, the same demarcation points will be used as shown in Table 2. The variables and levels were interpreted in relation to each of the variables discussed.

Results

Generally set against the demarcation points for mean rating scores determined from Table 2, the overall mean scores for each of the variable varied from a moderate 4.22 (attitude) to 3.29 (teacher-centered teaching method). The results are as shown in Table 3. Students were able to perceive that teachers' attitude were very positive towards literature and literature teaching. This evidence was apparent with the variable attitude having a very high level mean score of 4.22. The variable teaching atmosphere was also at the high level with an overall mean score of 3.77. As the teachers' attitude was positive, and the teaching atmosphere was very conducive, their impact on the classroom teachers' teaching was very strong. The overall mean score for this variable was at a high of 3.79 as such students felt comfortable learning in a very conducive and a non-threatening situation. Results also show that students noted teachers using student-centered literature teaching method more often compared to teacher-centered. This was apparent as shown in the high- level mean score of 3.70 for student-centered teaching compared to 3.29 for teacher-centered teaching method.

Table 3: Frequency, Percentage And Mean Scores Of Students' Variables

Variable	Frequency and Percentage					Mn	SD	Level
	Mn Score VH	Mn Score H	Mn Score M	Mn Score L	Mn Score VL			
Teachers Attitude	202 (53.6)	146 (38.7)	28 (7.4)	1 (0.3)	-	4.22	0.52	Very high
Teaching Atmosphere	55 (14.0)	257 (68.2)	63 (16.7)	2 (0.5)	-	3.79	0.65	High
Impact on Students	148 (39.3)	163 (43.2)	57 (15.1)	7 (1.9)	2 (0.5)	3.98	0.65	High
TeacherCentered	39 (10.3)	126 (33.4)	14 (3.7)	62 (16.4)	1 (0.3)	3.29	0.70	Moderate

Student-Centered	69 (18.4%)	209 (55.4%)	91 (24.1%)	8 (2.1%)	-	3.70	0.50	High
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Mn = mean, Sd = standard deviation

VH = very high, H = high, M = moderate, L = low, VL = very low

i. Student's Perception on Teachers' Attitude

Students' Perception on Teachers' Attitude reveals about the students' perception of their teachers' attitude towards the teaching of literature. This includes teachers' disposition towards literature and literature teaching, and towards the students themselves. As perception is defined as the process of determining the meaning of what is sensed, it implies the ability to give meaning to stimuli. The purpose in education is to help shape teachers' perception on what is appropriate about teaching and on the conception of the rule in shaping their practice. Perception in the context of this research refers to the teachers' perception of literature teaching and what thoughts and personal opinions they have about literature and literature teaching. This perception, consequently, influences their teaching behaviors.

Set against the demarcation points for mean rating scores determined from Table 2, the overall mean score of 4.22 with a standard deviation of 0.65 for the variable teachers' attitude was within the high level range. Thus, the results suggest that teachers had a positive attitude towards literature and literature teaching as perceived by the students. The standard deviation of 0.65 suggested that students were homogeneous in their scores. This is an indication that most respondents agreed that their teachers were positive with their views and thoughts about literature teaching.

Results showed that between 83.3% to 93.6% respondents agreed that teachers took full responsibility in carrying out their task, creating a more cooperative than competitive environment. Teachers showed a fair amount of understanding – 93.6% would ask students if they had understood the lesson while 81.7% would attend to students who did not understand the lesson. Being responsible (84.3%) and enthusiastic (79.0%) yet fair to every student, they (70.6%) showed concern in students' progress and achievement in this subject. Thus respondents felt that teachers were always there to give assistance when needed in whatever form, giving fair attention to every student in the form of either advice or knowledge. 74.0% and 70.6% of respondents allowed students opportunity to give their views on related subjects respectively. This suggests that teachers had always tried to cultivate an atmosphere that is cooperative rather than competitive.

ii. Student's Perception on the Teacher's Teaching Atmosphere

Teaching atmosphere refers to the mood and flow of the classroom as the lesson begins and ends. This mood and flow, in effect, determines students' interest and concentration. Probst (1984) asserts that teaching atmosphere in classrooms should be in the non-threatening mode – conducive, non-competitive, and thought-provoking -, thus allowing students to enjoy the lesson that is going on.

Students' Perception of the teaching atmosphere informs us not only of the nature of the lessons carried out and the creativity of the teacher but also of the learning mood during literature teaching. The teachers' creativity affects the atmosphere of the class: to what extent it is creative, interesting and enjoyable. This creativity includes the tasks that teachers assigned and the activities that were to be carried out. Set against the demarcation points for mean rating scores determined from Table 2, the overall mean score of 3.79 with a standard deviation of 0.65 for the variable teaching atmosphere was within the high level range. Thus, the results suggest the variable teaching atmosphere was highly conducive as perceived by the students. This is evident in the high mean score shown. The standard deviation of 0.65 suggests that students were homogeneous in their scores. This is an indication that most respondents agreed that their teachers, as much as possible had tried to create a very receptive classroom atmosphere so that students would get maximum learning input.

Results showed that about 80.9% felt that teachers had created a friendly classroom environment whereby they felt comfortable and often at ease with the teachers' class. Teachers were always ready to explain (95.4%) whenever there were doubts and uncertainties. 81.3% thought that the teachers' teaching was easy to understand. If students were in doubt, teachers were always ready to explain and to provide appropriate responses to increase students' understanding. 62.6% of students observed that teachers teaching were creative, exchanging ideas with students (43.5%) while at the same time facilitating discussion (53.2%).

iii. Student's Perception on the Teachers' Teaching Impact

The impact of literature and literature teaching on students revealed the changes in the students' ability to perceive what was taught and learned. Teachers believed that they had developed students' creativity besides teaching language and literature. It is certain that the result of virtually everything that happens in classrooms, and not just of the teachers' efforts to implement a specific plan concerning the most desirable classroom atmosphere (Bailey and Allwright 1991), is of paramount importance to determine students' receptivity. The way learners learn about learning during lesson is not simply a reflection of the teaching method the teachers employ even though method may be the most obvious influence. Equally important is the teachers' attitude and disposition.

Set against the demarcation points for mean rating scores determined from Table 3, the overall mean score of 3.98 with a standard deviation of 0.65 for the variable teachers' impact of literature and literature teaching on students was within the high level range. Thus, the results suggest that the teaching of literature had a positive impact on literature teaching and learning. The standard deviation of 0.65 suggests that students were homogeneous in their scores. This is an indication that most respondents agreed that there was a significant impact of literature and literature teaching on students.

Results showed that the literature component class had given a great impact on students. Results revealed that 86.2% felt that their English language proficiency level had improved. As a result, 67.1% felt that the language class had given them the confidence to interact and communicate better. The literature class had triggered the interest of about 76.4% of students to read more as the interest of 75.1% of students was elevated and 64.7% were more willing to speak up than before. Thus, with a high mean score, the literature component had a great positive impact on students.

iv. Student's Perception on Teachers' Teaching Method: Teacher-centered or StudentCentered

Teacher-centered teaching and Student -centered teaching methods looked at teachers' preferred teaching mode when teaching literature. On one hand, in a student-centered class, teachers are mere facilitators and students will take on the discussion role. Students are seen as being able to assume a more active and participatory role vis-à-vis in traditional approaches. This teaching method promotes active participation of students in classroom activities. Teachers will facilitate students' discussion and interrupt only when necessary, allowing students to put the language to use and to explore the aesthetics of the texts. This research looks at teacher's attitude towards literature and literature teaching. Teacher-centered teaching is the traditional teaching method where teachers are at the centre of the class activities: teach, talk and explain all the way. In traditional classrooms, students have a definite and a fixed perception and idea of their own roles and those of their teachers. Their experiences tell them that teachers behave in certain ways and have particular roles in the process. The view seems to regard the teachers as 'custodian of knowledge'. Participation in classrooms is at a minimum, and is allowed only when teachers recognized as appropriate. Students are required to interpret what teachers say and to interpret them suitably. Participation is totally teacher controlled. This research looks at teacher's attitude towards literature and literature teaching.

Set against the demarcation points for mean rating scores determined from Table 3, it shows the overall mean score of 3.70 for student-centered teaching method and 3.29 for teacher-centered method with a standard deviation of 0.50 and 0.70 respectively. The standard deviation of 0.50 and 0.70

suggests that students were homogeneous in their scores. Results reveal that students perceived they experienced more student-centered teaching compared to teacher-centered teaching group. However, teachers still practice the 'custodian of knowledge' whenever necessary. 79.3% of students thought that teachers carried out whole class instruction, 40.8% perceived that teachers read, paused and explained every paragraph, and 35.3% witnessed teachers explaining texts throughout the lesson.

Results also showed that students noted teachers using student-centered literature teaching method more often compared to teacher-centered. This was apparent as shown in the high level mean score of 3.70 for student-centered teaching compared to 3.29 for teacher-centered teaching method.

Analysis

Teaching should reflect and cater to students' need, both individually and collectively. Therefore when teachers teach, they always have to refer to the nature of the students they have and the level of their students' ability and receptivity. Results revealed that students observed that their teachers have positive attitude towards literature and literature teaching. They felt that teachers took full responsibility in carrying out their task; this is manifested by their concern on the students' progress and achievement in the subject. Teachers were always there to give assistance when needed. Students were allowed to give their views and opinions, thereby, creating a receptive classroom atmosphere to give maximum learning input. This was generally perceived to be non-threatening. Indeed, this shows that teachers always tried to create an atmosphere that was cooperative rather than competitive. Also they have to equip themselves with the necessary knowledge to be able to teach. In short, literature teachers should know their subject, content and pedagogy, they should have the reading and teaching interest, should be able to understand students' abilities and limitations, and should have the ability to create students' interest under time constraint factor.

When students are personally and physically involved, learning has a more dramatizing impact. It is not for performance and involves spontaneous participation from students, using their own personality in creating material. This should be more relevant and meaningful to the students since it is their own creation. These classroom activities and interactions normally proceed under the limitations of time. The success of any interaction in classrooms depends on the teachers. The teachers are important in directing the class lesson to create interest in students. Teachers hold a huge responsibility in painting the teaching/learning process and the atmosphere of the classroom. Thus, the enthusiasm of teachers, their actions and decisions is a determinant of students' interest. Most teachers have a good idea of the sort of atmosphere they would like to have in their classrooms, and they normally do their best to set up such an atmosphere. The best, in the Malaysian context, is to teach through a multicultural approach in a favorable atmosphere of acceptance.

Throughout the learning process of developing students' ability to learn literature, teachers have a very important role to play. It is in their capacity as a teacher; they play an important role in influencing and fostering the love and interest for literature in students. Through their effective teaching methodologies and through their personal interest in teaching as well as their love for the particular subject, teachers can make the students like or dislike the subject. They must introduce variations into their lessons so that students are always kept alert and ready to respond to many different kinds of stimulus (Moody 1983). It is up to the teacher to create the appropriate classroom environment and learning mood for the students to feel comfortable with literature learning and not to feel scared and intimidated. English language teachers have a challenging task to ensure that the students learn, let alone like the subject.

Teachers believe that they develop students' creativity besides teaching language and literature. It is certain that the result of virtually what happens in classrooms, and not just of the teachers' efforts to implement a specific plans concerning the most desirable classroom atmosphere (Bailey and Allwright 1991) to determine students' receptivity. The way learners learn about learning during lesson is not simply a reflection of the teaching method the teachers employ even though method may be the

most obvious in influence. Equally important is the teachers' attitude and disposition. Data revealed that teachers were aware of their role and responsibility, which correlated with their attitude towards teaching.. They believed that being an English language teacher was not sufficient merely to be able to go to the classroom and just teach English per se. They were aware that they had to be an all rounder aside from having to create students' interest. They admitted that the nature of the lesson atmosphere depended on how they teach. If teachers could make the class interesting, students would still like it after modifications and improvisation even if the texts were very dry.

Students perceived that they experienced more student-centered teaching compared to teacher-centered teaching. This was because they were given group and pair work activities more often and they noted that they were given opportunities to voice out their opinion. Role-play was also often carried out, an evidence that student-centered teaching was used. Data generated from the interviews revealed that teachers wanted students to be independent learners, making conscious effort to stimulating students' thinking at all time. The teachers thought that this mode of learning would bring out the confidence in the students. Though teacher-centered teaching was less often carried out, teachers still practiced 'the custodian of knowledge' whenever necessary. As the teachers' attitude was positive and the teaching atmosphere was very conducive, the impact of the teachers' classroom teaching was very strong.

In a student-centered classroom, the teachers were mere facilitators, initiating ideas when necessary and probing questions to stimulate their students' thinking. This is congruous with the view proposed by Carter and Long (1991:23) who said that 'it probably stimulated pupils to go and read more widely, and subsequently develop their own judgments and opinions from the initial stimulus of the wise and learned teacher'. Student -centered teaching still requires the active involvement of the teachers; however the teachers are 'not to impose her own interpretation as being correct but to ensure the interpretations produced are valid' (Carter and Long 1991:32). Therefore, teachers had to be knowledgeable on related materials to stimulate students to make their own judgments and interpretations and to articulate their own ideas.

While the student-centered teaching methodology is practiced through the adoption of the personal response and reader response approach, that is, group work, whole discussion and role-play, teacher-centered approach maintains the teachers' role as the sage of knowledge. Before students get into their respective groups, teachers will brief students about the text they are going to discuss. After that teachers will provide topics related to text for the different groups to discuss. Teacher- centered approach is more often used and practiced with the students in the weaker classes. Students in these classes do not participate willingly unless called. It should be a rare case, if any at all, that students initiate interaction process with teachers. Most of the time teachers conduct the class, teaching and giving instructions while students listen and follow. In general, teacher-centered instructional method took place through the adoption of the recitation method. It has been mentioned before that the recitation method generally focused on the 'Wh' questions of what, why, when, who, whose, where and how, likening it to the traditional transmission method.

Small group discussions allowed students to be actively involved in learning and allowed teachers to gauge their students' progress. Each individual student should feel responsible to contribute ideas to be shared with other members of the group. Students would be very much engaged in a discussion topic and, in this kind of discussion, teachers made the students ask relevant questions among themselves, with an exchange of the findings towards the end of the lesson. Teachers could also bring related questions or issues for students to discuss among themselves. These discussions somehow enabled them to ignite their own interest as the starting point for working their own way into the text.

Students' motivation and interest were often positively affected when teachers involved them in small group activities. Small groups offer possibilities for students' participation. Many students felt more comfortable expressing themselves in small discussion than they do in larger or in whole -class activities. When planning discussion, it was important to devise ways to encourage participation by as

many students as possible. Teachers should be prepared with questions and ideas that would sparkle the interest of diverse students.

The teachers may come to believe in themselves as powerful forces in the classrooms, able to help students learn and think. How well teachers are prepared – whether they need more background in the subject they teach - depends on their discretion. Teachers believe that how they get students to persevere, how they explain difficult material, and how they manage respectful and productive classrooms are all as important as to bring classes active, and to make sure students actually learn. Throughout the process of developing students' ability to learn literature, teachers have a very important role to play. It is in their capacity as a teacher that they play an important role in influencing and fostering the love and interest for literature in students. Through their effective teaching methodologies and through their personal interest in teaching as well as their love for the particular subject, teachers can make the students like or dislike the subject. They must introduce variations into their lessons so that students are always kept alert and ready to respond to many different kinds of stimulus (Moody 1983). It is up to the teacher to create an appropriate classroom environment and learning mood for the students to feel comfortable with literature learning and not to feel scared and intimidated. Teachers of literature are aware that they have a challenging task to ensure that the students learn and enjoy the subject. They believed that being an English language teacher was not sufficient merely to be able to go to the classroom and teach the English language per se. They were aware that they had to be an all rounder aside from having to create students' interest. They admitted that the nature of the atmosphere of the lesson depended on how they teach. If teachers could make the class interesting, students would still like it after modifications and improvisation even if the texts were very dry.

Conclusion

It is important to study classroom activities where the action actually is (Dunkin and Biddle 1974). This is the context where teachers and students are faced with the realities of the classroom. The literature component class has also given a great impact on the students. Most students felt that somehow or other, the literature class had triggered their interest to read more materials in English. Some felt that their proficiency level had improved, giving them some confidence to interact with others. They felt that they were able to communicate better and they were more willing to speak up than before. However, research conducted by Gurnam Kaur Sidhu (2003) noted that students' perception of literature lessons were mixed while the students' perception on the literature in language classrooms appeared to be bifurcated. They felt that the programme left much to be desired claiming that it has not improved their reading habit.

Our students must be valued and respected for the experience and opinions they bring to the language classrooms, informing them the rationale behind a particular approach to language and literature studies. Bolitho (1990) asserted that students must understand how to achieve reasonable balance between attention to accuracy and development of fluency, be trained to make the best of their learning opportunities, become autonomous users of a language and have a clear idea of that they have a right to expect both from their teacher and their teaching materials. Therefore the English teachers must be cognizant of these changes. These, teachers have to confront on a daily basis as they teach their students the basics of reading literary works and composing through the creative use of language (Daniels 1980).

As a conclusion, with the emergence of the 21st Century, teachers and educators are searching for ways to better address and serve the population of diverse learners in our classrooms. Recalls for reform in education have recommended that teachers evaluate how they teach, why they teach, how students learn and what literacy to teach. To prepare students to take their places in a literate society, teachers must dialogue and to research to meet the demands, visions, and innovations required of them

and their students. It is imperative that they search for appropriate solutions assuring that students receive the essentials of education.

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