Critical Analysis of the Supportive and Suppressive Factors For the Children's Literature Program in Malaysia

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Abstract

Literature in Education (LIE) is aimed at enhancing the pupils' linguistic competence by providing an early beginning to a foundation in literature and literary works. In 2006, the literature component was introduced to pupils in Malaysian primary schools through two programs: Contemporary Children's Literature (CCL) and Extensive Reading Program. The literature program is viewed as a vehicle to provide an early exposure to pupils on literary genres to enhance their understanding and appreciation of people's cultures, values, and traditions. The primary aim of this study was to evaluate the provision of support, resources, training, and time allocation in the implementation of children's literature among upper primary school teachers in Malaysia via the utilization of survey questionnaires, classroom observations and interviews. This study was conducted in a district in the state of Selangor. Samples of 56 upper primary school teachers from 19 schools were selected to answer the survey questionnaires. Interviews were conducted in one selected school in the District. The school was chosen based on the highest academic performance in the Malaysia Standard Examination for Primary Schools. Data were analyzed using SPSS version 19, and coded manually. Findings from survey indicated that 75% of the school management understand the objectives and goals of CCL in order to provide effective support to the program. Majority of the respondents (82%) agreed that the school management has allowed the English Language Department to manage its own expenses or resources for the program. Almost three-fourths (71.4%)

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of the respondents agreed that the provision of training and resources has produced capable and knowledgeable teachers to teach literature. However, the majority of the respondents (76.8%) disagreed that the time allocation provides sufficient time for them to fulfil the requirements of teaching two textbooks in a year. Interview data confirming the survey data reveal that the respondents were less satisfied with the time allocation to conduct their lesson for literature.

Introduction

Literature in Education (LIE) was designed to provide pupils with basic foundation of early exposure to literature so as to enhance their understanding, thinking, and appreciation of cultures, values and traditions. Based on the National Philosophy of Education, all learners need to be developed holistically. Literature plays an important role to enhance children's language and psycho-social development. In addition, the introduction of literature for aesthetic purposes enables learners to enjoy literary texts at a level suited to their language proficiency and to develop in them the ability to express ideas creatively. The main goal of incorporating literature into the primary school English Language syllabus is to improve the pupils' language ability and to develop their thinking skills. Thus, with the implementation of CCL, the program is not only hoped to promote life-long learning (Cheng, 2008) but to enhance the interpersonal and informational aesthetic values of learning. The LIE has been tested in the public examination in the secondary schools, thus, it is recognized as a key component in the English Language Syllabus. Contemporary Children's Literature (CCL) program was implemented in 2006 as an intensive reading program to improve students' reading abilities and language proficiency (Malaysia Ministry of Education, 2003). The primary aim of its implementation is to improve the English language teaching through the introduction of storybooks on children literature (Basree, 2009).

This study examined the provision of support, resources, training, and time allocation in the implementation of CCL program as the previous studies discovered that the training provided failed to assist respondents to teach literature effectively (Salina & Othman, 2014). The child-centered approaches and activities required by CCL were largely ignored as teachers continued in their usual teacher-centered patterns (Basree, 2009). The incorporation of literature component is still being argued and debated amongst teachers, students, researchers, parents as well as policymakers (Radzuwan & Vethamani, 2010).Since the CCL implementation in 2006, the Curriculum Development Center (CDC) has provided resources including power point slides and a guide for the CCL teachers. The power point slides walked the teachers through the plots, settings, characters, lessons and the emotions evoked by the story (Cheng, 2002). The guidelines have been specified for the English Language textbook, that the utilization of textbook has been the main source for the CCL Program. Nevertheless, Basree (2007) evaluated the CCL program implementation and found that there was no attempt at detailed discussion regarding the suitability of the textbook, the content of the program and other resources. She added that there exist myriad problems with the cascade model of training used to prepare the teachers for CCL. The shortage of specialist English teachers as qualified trainers, lack of in-house training, heavy workload placed upon the teachers, and the very limited nature of monitoring the program and lack of assistance beyond state level training are just some of them.

CCL program functions as an attempt to curb the declining levels of achievement in standard assessment of English proficiency in recent years in primary schools in Malaysia (Basree, 2009). Outlined with six learning objectives for the literature components, Cheng (2008) states that the study of literature aids in language acquisition by developing the children's awareness on how language works in communication and experiencing it in the form of narratives. The MOE (2006) defines children's literature as the material created for and widely read, viewed and heard by children that have an imaginative element. According to Cheng (2008), children's literature is meant for children, whether it is read, viewed or heard. She added that children needs to experience enjoyment in reading and to learn good moral values derived from the books they read. The learning objectives outlined by the CDC for literature component are to: (1) instil and inculcate the reading habit among pupils, (2) enrich pupil's vocabulary and language content, (3) enhance pupil's thinking skills, (4) promote cultural understanding in the Malaysian context, (5) improve English language proficiency of pupils, and (6) provide lively, enjoyable and high-interest readings. The program is taught for students in Year 4 (age ten), Year 5 (age eleven), and Year 6 (age twelve) in a single period a week. Each student will read at least two books in a school year, and they are introduced to two different genres: short stories and poems. Literature is meant to be enjoyed, as literature can be employed as a tool to promote literacy and proficiency in the language. It assists students to deal with social, cultural, and racial problems. The CDC of Malaysia Ministry of Education (2006) provides three benefits of having children's literature in the primary schools. First, the personal and emotional gains that offer enjoyment, enrich children understanding of themselves and the world around them, develop imagination, help children to make sense of their own experience and evoke one's feelings on issues related to life. Second, the learning allows children to learn new ideas and gain new knowledge such as cultural traditions, values, and real life issues. This will allow children to develop respect for themselves and others, and will encourage them to become aware of their audience. Third, the language gains would help children to develop an awareness of how language works in communication; to develop an understanding of the meaning of words; to allow them to experience new way of using language that bridges the gap between written and spoken language and to allow them to experience in the form of narratives.

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The CDC also advocates teachers to read the story thoroughly with students and to highlight the storyline, characters, message, or moral of the story. Teachers are required to perform activities suggested in the modules provided by the CDC, and they are encouraged to develop worksheet for students, as well as plan activities that students can be placed in their portfolio. Teachers are assigned to evaluate the portfolio which students have completed within a certain period of time. Other than that, teachers are encouraged to create an enjoyable learning environment by developing activities suited to students' interests. The CDC recommends that teacher reads the poem thoroughly and introduces the theme of the poem. This is to arouse students' enjoyment in listening to the poem by reading then aloud in class and getting students to follow along as the teacher rereads the poem. As the poem becomes more familiar, teachers are recommended to discuss new vocabulary in order to help students to understand the poem, and to use the text to teach aspects of language in the learning. On the side of the students, the CDC suggested that students read the book or poem and talk about it with friends; to get involved in classroom activities and to complete all exercises given by their teacher. Students are required to write new words that they have gained and learnt in a vocabulary book. Further, they are advised to keep portfolio that has the components of (1) Table of Contents, (2) Pupil's Work, (3) Dates, (4) Drafts and Final Pieces, and (5) Reflections. Students are encouraged to carry out self-assessment to reflect on their own learning. The Curriculum Development Center has provided resources for the CCL program implementers in order to ensure the program is employed effectively in a classroom. Materials provided for the teaching of CCL include power point slides and a guide, which allow teachers to go through the plot, setting, characters, lesson learnt and the feelings evoked by the story. The Pre, While, and Post-Reading activities are suggested in the modules provided by the CDC that include WH-questions, gap filling, sequencing and rearranging of pictures to form a story. At the same time, the incorporation of higher order skills can also be employed such as writing a diary for a character. Thus, an investigation as to what extent the provision of support, resources, training, and time allocation affecting the implementation of CCL program is deemed critical.

METHODOLOGY
Research Design
The primary aim of this study was to investigate the implementation of CCL program in Selangor in terms of support, resources, training and time allocation. Data were collected through a set of questionnaires, interview protocols and observation checklist. Fifty-six respondents from nineteen schools were selected for the study. The sample consisted of primary school teachers who were teaching the upper primary schools pupils (aged 10, 11, and 12). The research objectives of the study were:
1. to identify the provision of support in terms of the role and assistance of school management in the implementation of CCL program
2. to examine the provision of resources via the language room, teaching aids, and financial support in the implementation of CCL program
3. to examine the provision of training pertaining to teachers' preparation in the teaching of CCL program
4. to examine the provision of time allocation in the implementation of CCL program

Research Instruments
The main instrument in this study comprised survey questionnaire developed by Salina and Othman (2014). The questionnaire consisted of two main parts ─first, the general background information of respondents and second, the four sub-constructs, namely support, resources, training, and time allocation. Table 1 illustrates the items in the questionnaire:

Table 1. Items in the Questionnaire

Item	Description	Evaluation
Part A:		
1-10	Respondents' general information	Demographic Background
Part B:		
11-18	The role and assistance provide by the school management	Provision of Support
19-26	The utilization of language room, teaching aids, and financial support	Provision of Resources
27-34	The training by State / District / School Department respondents' have attended related to CCL	Provision Training
35-42	The allocation of time by the school management	Provision of Time Allocation

Part A of the questionnaire contains 10 statements with regards to the demographic background of the participants such as individual's background and their prior experience. Part B of the questionnaire consists of four-point Likert scale to measure the provision of support, resources, training, and time allocation in the implementation of CCL program. In this study, a quick check on the returned questionnaire was conducted to ensure that the questionnaire was properly answered. All questionnaires were returned and usable. A semi-structured interview protocol designed by Salina & Othman (2013) was utilized in the study in order to probe deeply on the issue and to bring forth the voices of the participants regarding the perceived effectiveness of the CCL in one selected school.

Results & Discussion

i. Survey Questionnaire

Results are presented in accordance to the research objectives of the study, and contain the following headings of Demographic Profile of Teachers, Provision of Support, Provision of Resources, Provision of Training, and Provision of Time Allocation in the implementation of CCL Program.

Demographic Profile of Teachers

Malay was the majority respondents in the district of Gombak (68%), followed by Chinese (11%), and Indian (21%). The numbers of female respondents were 59% and male 41%, respectively. Out of 56 respondents, 29% were 50 years and above, 43% were 40 to 49 years old, 25% were 30 to 39 years old, and 4% were 20 to 29 years old. Teaching experience of the respondents shows that the highest teaching experience was belonged to 29 to 29 years old (43%) and the lowest teaching experience were teachers in age group of below 4 years (4%). Almost half (46%) of the respondents had 20 to 29 years of experience in teaching English. While the other 5% belonged to age group of 30 years and above, 30% belonged to age group of 10 to 19 years old, and 4% belonged to age group below 4 years old. The highest education attainment was belonged to Bachelor holders (30%) and the lowest was belonged to SPM / MCE (13%) holders. Teacher professional qualifications shows that Teaching Certificate were the highest (32%) and the lowest were Malaysian Teaching Diploma (7%). Majority of the respondents in the district were non-optionist of English language (66%) and only 44% were belonged to English optionist. Even though majority of them were non-optionist, they had attended courses related to CCL teaching in the state level (43%) and it was found that only 57% of the respondents never attended any of CCL Program courses provided by the district / state/ Ministry of Education. The details statistics for the demography of the respondents is presented in Table 2:

Table 2. Demographic Profile of Respondents

No.	Descriptor	n	Percentage (%)
1.	**Race**		
	Malay	38	67.86
	Chinese	6	10.71
	Indian	12	21.43
	Others	-	-
	Total	56	100.00
2.	**Gender**		
	Male	23	41.07
	Female	33	58.93
	Total	56	100.00
3.	**Age**		
	50 years and above	16	28.57
	40 t0 49 years	24	42.86
	30 to 39 years	14	25.00
	20 to 29 years	2	3.57
	Total	56	100.00
4.	**Teaching Experience**		
	30 years and above	5	8.93
	20 to 29 years	24	42.86
	10 to 19 years	17	30.36
	5 to 9 years	8	14.29
	Below 4 years	2	3.57
	Total	56	100.00
5.	**Years of Teaching English**		
	30 years and above	3	5.36
	20 to 29 years	26	46.43
	10 to 19 years	17	30.36
	5 to 9 years	6	10.71
	Below 4 years	4	7.14
	Total	56	100.00

6.	**Highest Academic Qualification**		
	SPM / MCE	7	12.50
	STPM / HSCE	1	1.79
	Diploma	11	19.64
	Bachelor	17	30.36
	Bachelor of Education	11	19.64
	Master	8	14.29
	Others	1	1.79
	Total	56	100.00
7.	**Professional Qualifications**		
	Teaching Certificate	20	35.71
	Malaysian Teaching Diploma	4	7.14
	Diploma in Education	18	32.14
	Bachelor of Education	14	25.00
	Total	56	100.00
8.	**Specialization:**		
	Major: English (Optionist)	19	33.93
	Minor: Others (Non-Optionist)	37	66.07
	Total	56	100.00
9.	**Levels of Course Attended**		
	School	-	-
	District	24	42.8
	State	-	-
	Ministry of Education	-	-
	Never	32	57.14
	Total	56	100.00
10.	**List of Courses Attended since the Implementation of CCL Program**	24	42.86

The Provision of Support

Table 3 provides further information related to provision of support by school management via the role and assistance of the administrators. It was found that in item 1, majority of the respondents agreed (75%) that the administrators understand the objectives and goals of CCL Program implementation. Most (73%) of the respondents agreed that the administrators pay attention and sensitive to provide the necessary equipment and facilities in the implementation of the program. Nevertheless, item 8 stated that only 40% of the respondents disagreed that their administrators provide adequate training before the implementation of the program. Only 25% of the respondents disagreed that administrator give opportunity to try out new ideas in the teaching, provide guidance and assistance in carrying out the program, and 30% disagreed that the administrators are concerned with all matters and problems associated with CCL Program. Details findings related to respondents' feedback on Support is described in Table 3:

Table 3. Respondents' Feedback on Support

Items below are related to **support** given by the school management toward the implementation of Contemporary Children's Literature Program in school. To what extent do you agree with the role and assistance given by the administrator at your school in the following areas?

Items		**Percentage (%)**			
		SDA	**D**	**A**	**SA**
1.	Understand the objectives and goals of CCL Program implementation in school	3.57	17.86	75.00	3.57
2.	Pay attention and are sensitive to provide the necessary equipment and facilities	1.76	19.64	73.21	5.36
3.	Give opportunity to try out new ideas in teaching	0.00	25.00	66.07	8.93
4.	Provide guidance and assistance to me in carrying out the implementation of CCL Program	1.79	25.00	66.07	7.14
5.	Provide time to listen to teacher's problem in implementing the CCL Program	0.00	26.79	69.64	3.57
6.	Observe and supervise my teaching in the implementation of CCL Program	0.00	35.71	62.50	1.79
7.	Are concerned with all matters and problems associated with CCL Program	0.00	30.36	66.07	3.57
8.	Provide adequate training before the implementation of CCL Program	0.00	39.29	55.36	5.36

SD –Strongly Disagree; D –Disagree; A –Agree; SA –Strongly Agree

The Provision of Resources

Results in Table 4 are related to respondents' feedback on resources by school management via the provision of language room, teaching aids, and financial support. About three-fourths (73%) of the respondents agreed that the module of CCL Program is useful as a guide to teacher, and the school management provide resources for students to carry out activities in the language room. Majority of the respondents agreed that the school management permits the English language panel to be responsible to manage the expenses for the program (82%). About two-thirds (66%) of the respondents agreed that

there is an opportunity for teachers to be involved in the purchase of goods pertaining to the implementation of the program, and 64% agreed on the provision of appropriate textbook to be used as teaching materials in the classroom. Nevertheless, 44% of the respondents disagreed that the school management provide sufficient textbook, 43% disagreed that he school management provide opportunity for teacher to be involved with the planning of expenditure of CCL Program, and 32% disagreed on the provision of appropriate textbook to be used as teaching materials in the classroom. Details result related to respondents' feedback on resources is described in Table 4:

Table 4. Respondents' Feedback on Resources

Items below are related to teaching and learning **resources** provided by the school management (Language room, teaching aids and financial support) toward the implementation of Contemporary Children's Literature Program in school. The resources provided by the school management at my school fulfil the following aspects:

Items		Percentage (%)			
		SDA	D	A	SA
1.	Provision for students to carry out activities in the language room	1.79	23.21	73.21	1.79
2.	Provision of materials to perform activities in the learning process	1.79	25.00	71.43	1.79
3.	Usage of CCL Program module as a guide to teacher	0.00	19.64	73.21	7.14
4.	Provision of sufficient textbook	0.00	44.64	48.21	7.14
5.	Provision of appropriate textbook to be used as teaching materials in the classroom	0.00	32.14	64.29	3.57
6.	Opportunity for teacher to be involved with the planning of expenditure of CCL Program	0.00	42.86	53.57	3.57
7.	Opportunity to be involved in the purchase of goods pertaining to the implementation of CCL Program	1.79	28.57	66.07	3.57
8.	Permitting the English Language panel to be responsible to manage the expenses for the CCL Program	1.79	14.29	82.14	1.79

SD –Strongly Disagree; D –Disagree; A –Agree; SA –Strongly Agree

The Provision of Training

Table 5 provides information related to respondents' feedback on training provided by the state / district / school department that the respondents' have attended. Majority (71.1%) of the respondents agreed that the instructor for the training is a capable and knowledgeable person, the time for training is sufficient for preparation to teach CCL Program, and handouts and other related materials provided during the training are sufficient and adequate. About two-thirds (61%) of the respondents agreed that the training and courses provided assist them in the teaching of the program. Nevertheless, 52% of the respondents disagreed that they received full benefit each of the program they attended, and 43% of the respondents disagreed that they feel confident to teach after attended the training and courses provided. Only 50% of the respondents agree that they always attended training courses provided by the school management.

Table 5. Respondents' Feedback on Training

Items below are related to **training** pertaining the implementation of Contemporary Children's Literature Program in school. To what extent do you agree with statements provided below related to trainings provided by the State / District / School Department that you have attended?

Items		Percentage (%)			
		SDA	D	A	SA
1.	The training provided is sufficient as a preparation to teach CCL Program in my school	0.00	1.79	33.93	64.29
2.	The instructor for the training is a capable and knowledgeable person	0.00	28.57	71.43	0.00
3.	The time for training is sufficient for preparation to teach CCL Program in my school	1.79	26.79	71.43	0.00
4.	Handouts and other related materials provided during the training are sufficient and adequate	0.00	26.79	71.43	1.79
5.	I received full benefit each of the program that I attended	1.79	51.79	46.43	0.00
6.	I always attended training and courses provided	1.79	39.29	50.00	8.93
7.	The training and courses provided assist me in the teaching of CCL Program in my school	0.00	35.71	60.71	3.57
8.	I feel confident to teach after attended the training and courses provided	0.00	42.86	53.57	3.57

SD –Strongly Disagree; D –Disagree; A –Agree; SA –Strongly Agree

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The Provision of Time Allocation

Table 6 provides results related to respondents' feedback on time allocation in the implementation of CCL Program. Respondents agreed in Item 4 that 55% the allocation of time is given consideration to the views of English teachers for the implementation of CCL Program. About half (46%) of the respondents agreed that the allocation of time ensures that there is no overlap with other uses of the Language room when the program is implemented. Nevertheless, 59% of the respondents disagreed that the allocation of time for the combination of teaching schedule is appropriate for the teaching and learning of the program, 57% disagreed that the allocation of time is adequate for the While and Post-Reading activities, and 60% of the respondents disagreed that the time allocated gives consideration for teachers to adjust the teaching elements of plot, setting, characters, and other literary elements in the teaching of literature. Details result of respondents' feedback on time allocation is described in Table 6:

Table 6. Respondents' Feedback on Time Allocation

Items below are related to the **allocation of time** by the school management for the implementation of Contemporary Children's Literature Program in school. I found that the allocation of time:

Items		Percentage (%)			
		SDA	D	A	SA
1.	is sufficient for the teaching and learning of CCL Program	0.00	75.0	25.0	00.0
2.	for the combination of teaching schedule is appropriate for the teaching and learning of CCL Program	0.00	58.93	41.07	0.00
3.	by the administrators for the implementation of CCL Program in setting the timetable give priority to the implementation of CCL Program	0.00	50.0	50.0	0.00
4.	gives consideration to the views of English teachers	0.00	44.64	55.36	0.00
5.	ensures that there is no overlap with any other use of the Language room when the CCL Program is implemented	0.00	53.57	46.43	0.00
6.	is adequate for the While and Post-Reading activities	0.00	57.14	42.86	0.00
7.	provide sufficient time for teachers to fulfil the requirement of teaching two textbook in a year	0.00	76.79	23.21	0.00
8.	gives consideration for teachers to adjust the teaching elements (plot, setting, characters, etc) of literature teaching	0.00	60.71	39.29	0.00

SD –Strongly Disagree; D –Disagree; A –Agree; SA –Strongly Agree

ii. Interviews

Results for interview are presented in accordance to the objective of the study. Interview session with three teachers discovered that:

Support

Teachers received full support in the implementation of CCL Program from administrators in their school. The following are the responses from teachers to answer question related to types of support they received from the administrators: "Yes. I received full support from the management in teaching CCL." Code: TS4/S/E. "Yes. It is compulsory element to receive from the management." Code: TS5/S/E. "Yes. I received full support from the management in teaching CCL."Code: TS6/S/E.

The administrators of the school indicated that they provide support such as monetary support. Teachers were informed during the English Panel Meeting in the early year of the first semester. Teachers are always welcomed to inform and ask for any support they wish. The following response represents the administrator view on support they provide to teachers in order to implement CCL Program: "The supports that I as the Head of Panel, at early of the year when we have our panel meeting, I remind the teachers to implement, to take charge of the English literature. So, from time to time, we continue telling them, this is for the sake of students' proficiency of our students. Only that, and if there is something or some news about… Ok something new about literature, I will let the teachers know during the meeting as well. About financial support, if the teachers need something to support their teaching and learning for the literature, they always welcome to let the panel knows." Code: HEP/S/E.

Resources

Teachers indicated that resources provided by the management of the school are not adequate. The following responses represent the teachers view on resources they received from the management of the school: "It is not adequate." Code: TS4/R/E. "Not that adequate." Code: TS5/R/E. "It is not adequate." Code: TS6/R/E.

The administrators admitted that the material of books to support the teaching of CCL is not enough. One step taken by the Head of English Panel after photo copied the story books to ensure teachers received enough materials for the teaching and learning is to place all the books at CLIPS (Contemporary Literature for Primary Schools) Corner. However, there were cases teachers did not return the books to its place, and even sometimes students misplaced the book. The following are responses from administrator to answer questions related to resources provided by the management: "All right, at the moment, no additional material of books to support this literature, we currently based on those books given to us by Kementerian (Ministry). Frankly speaking is not enough. Sometimes there are cases where we lost the book, and sometimes when the teacher brought the books to the classes, unfortunately, the students misplaced the book. I placed all the books at CLIPS Corner. It is easy for teachers to take the books and bring to class. In fact, all material produced by students are all there."Code: HEP/R/E.

Training

Teachers indicated that they attended a course which is an in-house training by the school. However, the information given during the training is still insufficient and helpful to guide teacher in the teaching of CCL Program. The following responses represent the teachers view on training they have attended during the implementation of CCL Program: "Yes. I've attended a course which is an in-house course or training and it was a good course but the information given still not enough and helpful to guide teacher in the teaching of CCL."Code: TS4/T/E. "Yes, I did. But they are not very helpful as the methods suggested are not suitable for all students." Code: TS5/T/E. "Yes. I have attended the couses. One, held by the Sabak Bernam PPD (District Education Department of Sabak Bernam) and another one (in-house) held by the school." Code: TS6/T/E. The Head of English Panel stated that the school did not provide any training to teachers. Teachers would usually seek advice from senior teacher for any related questions to CCL Program implementation. The following response represents the administrator view on training they provide to teachers in CCL Program: "We did not provide any training to teachers. We usually asked senior teacher directly if we have any question related to the teaching of literature."Code: HEP/T/E.

Time Allocation

Finding from time allocation is related to activities of Pre-Reading, While Reading, and Post-Reading employed in the implementation of CCL Program. Teachers indicated that the allocation of time for the program is sufficient. It provides enough time for teacher and students to learn literature. Teachers in SKTM were make full use of the time allocated in teaching literature. The following are responses from teachers to answer questions related to time allocation in the implementation of CCL Program: "Yes, provided the pupils give their commitment and co-operation to the teacher during the P & P (teaching and learning process). Teacher also has to show their effort in teaching CCL."Code: TS4/TA/E. "Yes. Provided both parties, the teacher and the students manage to make full use of the time." Code: TS5/TA/E. "Yes. Provided the teaching really make full use of the time allocated."Code: TS6/TA/E.

According to administrator, time allocation for the program is divided into two categories. One is the teaching of good language proficiency of students, and the other is the teaching of low proficiency of students. The Head of English Panel stated that time is not enough to teach students with low proficiency of English language. The following response is related to allocation of time for the reading activities: "To implement the Pre-Reading, While Reading and Post-Reading activities, for the good classes, I think we shouldn't have problem with that reading activities. Because the basic is there, and the condition is very strong. Unfortunately for our weak classes, we did somehow tell them to go home and read the story book at home. Unfortunately, as a teacher, usually we know. From the way they pronounce it, when they read, the way they pronounce it, as it they haven't seen the words before. Then, I tried to explain a little bit, followed by reading aloud to make sure everyone read and try to understand. Never take turn to read in class because you know, when they take turn, not everybody have the chance to read. So the second one, when we do reading aloud, everybody takes part... OK, meeting one period is not really enough. Yes, time does not really enough."Code: HEP/TA/E.

Conclusion

Feedback pertaining to the fundamental of support, resources, training, and time allocation in the implementation of CCL Program is partially positive. Of the 56 respondents who answered the survey questionnaire, majority of the respondents agreed that the administrators understand the objectives and goals of the program implementation, pay attention and sensitive to provide necessary

equipment and facilities in the implementation of the program. The provision of module by the CDC as a useful guidance to teachers, and the provision of resources for students to carry out activities in the classroom are also mostly agreed by them. The school permits the English language panel to be responsible to manage the expenses for the program, and provide opportunity for teachers to be involved in the purchase of goods. Respondents too, agreed that instructors for the training is a capable and knowledgeable person, the time for training is sufficient for preparation to teach CCL Program, and handouts and other related materials provided during the training are sufficient. Nevertheless, almost half of the respondents disagreed that the school management provide sufficient textbooks, an opportunity for teachers to be involved with the planning of expenditure of the program, which they received full benefit each of the program they attended, and feel confident to teach CCL Program after they attended the training and courses provided. Majority of respondents disagreed that the allocation of time for the combination of teaching schedule is appropriate for the teaching and learning of the program, adequate for the While and Post-Reading activities, and the time allocated gives consideration for teachers to adjust the teaching elements of literature teaching. Interviews conducted indicated that the management provided inadequate resources in the implementation of the program. The information given during the training is insufficient and was not helpful to guide teachers in the teaching of CCL Program. This emerged from the administration of the schools when they did not provide any in-house training to teachers, and primarily seek advice and guidance from senior teachers if they have question pertaining to the teaching of literature in school. The time allocated in one period a week is also not enough for the activities.

In conclusion, it is vital for the authority to provide sufficient and adequate information and foundation with regards to important elements in implementing the program. Due to its inadequacy from the findings, the implementation of teaching literature in order to enhance students'reading abilities and language proficiency is unreachable. The importance of training to guide and assist teachers to teach literature using the module provided by the CDC is crucial for the purpose of teacher's understanding in utilizing the module to teach in the classroom instruction. The same goes to support, resources, and time allocation in the implementation of the program. It would be great if the fundamental element of CCL implementation is given consideration by the authority to ensure the effectiveness of the program, so as to add the limit of understanding of teaching literature in the classroom.

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