
The Idol: An Innovative Model for Designing Literature-Based ELT Materials

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Abstract

This paper proposes a newly-designed instructional material development model to develop literature-based ELT materials. There are two primary aims of this study i.e. to provide the basic principles of incorporating literature in English Language Teaching and to describe a comprehensive framework to develop literature-based ELT materials. The presented instructional material development model is constructed of four fundamental phases encompassing Input phase (Locating learners' needs by conducting a needs analysis), Development phase (Selecting and organizing literature-based ELT material contents based on the learners' needs), Output phase (Producing the literature-based ELT material prototypes), and Language learning phase (Assessing the effect of implementing the literature-based ELT materials on learners' language learning) which are here abbreviated as the IDOL model. These phases are carefully illustrated with a wide range of possible applications that match with the recent instructional material development trend in English Language Teaching. Thus, this model appears to be an essential aid for language teachers, practitioners, researchers, and educational materials designers in practical undertakings of developing effective and well-designed literature-based ELT materials.

Keywords: Literature, Literature-based ELT material, Literature for Teaching English, Materials Development, Instructional Material Development Model

1. Introduction

A massive shift from the structured-centered approach to the communicative approach in the twentieth century creates an increasing demand of communicative competence at the heart of concern of English Language Teaching. More and more language experts began to consider the second language learning as a communicative process rather than a rigidly prescriptive activity undergone in alienation. In the communicative mission of ELT, a great attention is given to the communicative competence, which stands as a language

mastery characterized by ability to use language knowledge (comprehension of language components such as grammar, vocabulary, and pronunciation) with proper language performance (the ability to implement language knowledge based on the culture and tradition of language use in the native setting) (Bahar, A. K., 2013; Kaharuddin, A. 2018) in ELT. Furthermore, achieving communicative competence turns out as the main target in ELT. In this regard, Arafah, B. (2018) argues that the practical application of communicative approach in ELT may come up in two clusters of trend: *first*, applying CLT method in ELT to assist learners in grasping both language knowledge and language skills, *second*, exploiting authentic materials to bring the socially-shared language in the native interaction into the ELT classrooms.

In the light of the second trend, communicative approach affects the stream of material development through the use of authentic sources in ELT materials. Several experts agree that one of the pivotal features in applying Communicative Language Teaching (CLT) is the use of authentic materials in ELT (Richards and Rodgers, 2001; Savignon, 2001). Authentic material, with its potential to expose the authentic language used in genuine interactions, is widely regarded as an effective resource to promote students' communicative competence (Nuttall, 1996, Arafah, B., Kaharuddin, A., Takwa, Arafah, A.N.B., Kaharuddin 2021). Several prior research generally confirm that an effective English speaking ability can be shaped by referring to the natural English language use in authentic materials (Bahar, K., 2014; Al Azri, RH, & Al- Rashdi, M. H, 2014; Djuwairiah Ahmad, Mardiana, Kaharuddin, 2021). For this reason, many ELT practitioners in several countries such as in China (Feng and Byram, 2002) and Japan (Asano, 1996) shift their focus to a more intensified use of authentic materials in ELT.

One of the profound examples of authentic material is literature. As an authentic material which is designed not for pedagogical purposes, literary text was at first perceived lexically and structurally too complex for a language learning resource. It was marginalized in the first decades of communicative approach popularity until several experts revealed its dazzling features that can support English language teaching (see Maley, 1990, Gilroy and Parkinson, 1997; Simpson, 1997). In today's trend, there is an ever-growing interest in incorporating literature to ELT. Hall's survey (2015) reveals an expanding emergence of various professional interest groups working on incorporating literature to English classrooms such as British Council's BritLit Project, IATEFL Literature, Media and Cultural Studies Group, and Global Issues Group. British Council's BritLit Project website provides literature-based ELT resources downloaded by 150,000 visitors around the world each month (Council, B., 2015).

This trend is the expansion of the underlying notion that literature can bring huge benefits to ELT. Among several experts proposing literature inclusion in English classrooms, Collier and Slater (1987) argues that literature serves three essential characteristics for natural acquisition of a language in ELT context i.e. it is an authentic material, it allows personal engagement, and it enriches learner's cultural and language understanding. These multiple dimensions that literature can offer may generate a comprehensive and engaging language learning experience involving several aspects all at once. Furthermore, the use of literature in ELT classrooms is regarded beneficial to promote communicative competence in English as it provides the portrayal of authentic language use in various social contexts (Keshavarzi, 2012; Takahashi, 2015).

Integrated to ELT, literary text potentially serves as an English language teaching material that fulfills the human universal need for narrative. Historically, human communication has been done using stories for centuries which is reflected from the inherited oral traditions such as tales, myths, legends, etc. (Ghosn, 2002, Hasjim, M., Arafah, B., Kaharuddin, Verlin, S, & Genisa, R. A. A. 2020). In relation with L2 learning, the inclusion of literature in ELT materials provides a close up view of humans' life experiences which can be universally related by students, allowing them to imagine, personalize, and emotionally engage with the text (Arafah, B., Thayyib, M., Kaharuddin, & Sahib, H. 2020). Incorporating literature in ELT practice means bringing the language with the rich of its cul-

ture and tradition into the classrooms, giving opportunity for students to internalize English language skills and sharpen their culture sensitivity (Arafah, B., & Kaharuddin, 2019). As literature comes up in numerous interesting genres and subject matters (Duff and Maley, 2007), it offers us various options to use in developing ELT materials based on students' interests. In this way, it may be effective in maintaining students' motivation and interest during L2 learning.

Many studies indicate that the inclusion of literature in English classrooms can sharpen students' reflective and critical thinking skills (Fatma and Ajam, 2020; Keshavarzi, 2012; Mourao, 2009; Ferradas in Britlit 2009). However, the marginalization of literature in ELT classrooms still occur today due to the ungrounded assumption that it will be of no use for students' carrier. While school teachers and companies issue the importance of critical thinking and problem solving skills for future carrier, they also ignore the nature of these skills that should be honed through reflection on one's own thinking processes (Sugimura, 2015, Arafah, K., Arafah, A. N. B., & Arafah, B. 2020). There are still many curriculum designers, teachers, and other authorities failed to see the promising potentials hidden in literature as a resource of language learning that can offers a critical and reflective language learning experience. Literature is rich in metaphor, simile, allusion and ambiguity, and these are the elements which potentially cultivate critical perspective and linguistic competence during perusing the pages of the thought-provoking literary works (Obediat, 1997).

In spite of the promising virtues of literature use in ELT practices, it still remains exclusive to only limited language practitioners and considered too complex among many language educators. On the other hand, even though the incorporation of literature in ELT materials has been on the focus of several professional groups, the applicability of their products cannot be generalized to every specific need and trait of students from various places and contexts worldwide. Thus, there are two gaps here i.e. *first*, the lack of understanding about literature's power in succeeding the missions of ELT and the underlying concepts of its integration in ELT classrooms among teachers and language practitioners, and *second*, the lack of a systematic method to incorporate literature in ELT materials allowing teachers, material developer, and language practitioners develop their own material that satisfy the students' particular needs in specific settings. Among the related publications, the systematic method of developing literature-based ELT materials remains generally under-research.

In response to the first gap, this paper presents some basic principles of incorporating literature in ELT practices as the cornerstone for teachers and education practitioners in making use of literature for their own classrooms. To answer the second gap, this paper introduces an innovative instructional material development model namely IDOL Model which is designed to shed light upon the systematic method to develop literature-based ELT materials. Furthermore, literature-based material with its potential to boost communicative competence can be developed by teachers, material developers, and language practitioners based on every classroom's specificity all around the world. Therefore, this paper is mapped out as follows: Section 2 focuses on Literature for English Language Teaching; Section 3 illustrates the research method; Section 4 comprehensively explains the IDOL Model methodology in developing literature-based English teaching material; Ultimately, Section 5 draws conclusions and gives recommendations.

2. Literature Review

Incorporating literature in English Language Teaching requires English teachers and practitioners to be aware of two important considerations. First, they need to understand literature and its classification. Second, they should comprehend some basic principles and methods of utilizing literature in ELT purposes.

2.1. Literature and literature for ELT

In its broadest sense, literature can be defined as any written work. However, we restrict literature here as a written piece of work containing aesthetic merits produced by authors

for communication purpose. Several experts propose some definitions of literature. Basnet&Mounfold (1993) defines literature as cultural documents of a country or countries. More specifically, Wellek and Warren (1963) limit it to imaginative art, in which they state that “Literature is not just a document of facts, it is not just the collection of real events though it may happen in the real life. Literature can create its own world as a product of the unlimited imagination”. This definition is close to that of Taylor (1981) who argues that “Literature is, like the other arts, is essentially an imaginative act, that is, an act of the writer’s imagination in selecting, ordering and interpreting life experience”. In a related move, Hall (2005) also argues that literature is not only a linguistic artifact, but also an act of communication using texts. Literature is an art in the form of written texts (Eagleton, 1983) which provides entertainment, information, education and excitement to its audience (Onuekwusi, J.A., 2013). Interestingly, Saito (2015) adds that “If we are to fully exploit literature in the ELT context, we should expand the framework of our understanding of literature and regard it not only as a mass of texts but also as a creative process”.

McRae (1994) distinguishes literature in two categories i.e. literature with a capital ‘L’ (Literature) and literature with a small ‘l’ (literature). Literature with capital ‘L’ refers to the types of classical texts such as the works of Charles Dicken, William Shakespeare, Edmund Spencer, and so on, while literature with a small ‘l’ may be understood as popular fictions, novels, short stories, plays, fables, song lyrics, etc. In ELT context, Arafah, B. (2018) suggests the use of both literatures with capital ‘L’ and small ‘l’ written by differing authors from various cultural backgrounds. The selection of literary text for ELT purposes should conform students’ need and language proficiency. Considering the level of text complexity, it is suggested to use literature with small ‘l’ for beginner and pre-intermediate learners since the language of literature with small l (such as poems, short stories, plays) is considered simpler (Hişmanoğlu, 2005). On the other hand, literature with capital ‘L’ is suggested to be used in teaching high intermediate and advanced students by considering its high structural complexity and frequent grammatical deviation which possibly cause linguistic difficulty (Edmondson, 1997, Hasyim, M., Arafah, B., & Kuswarini, P. 2020).

2.2. Using literature for English language teaching

The inclusion of literature in the field of ELT has multidimensional uses in teaching all of the language skills. Türker, F. (1991) argued that literature offers various opportunities to develop the four English language skills in which reading and writing skills can be learnt using written literary works such as novels and short stories while speaking and listening skills can be enhanced through the use of dramas, poems, as well as plays. Literature also supports the teaching of English language micro skills such as vocabulary, grammar, and pronunciation. The wide range of lexical resources and grammar variations can be found in stories and novels, while pronunciation practice can be given in drama performance and story reading.

In teaching reading, several studies suggested some strategies to exploit literature effectively. Al-Dhahli (2012) suggests that establishing literature circles can motivate students to read. For example, in Book Club, literary text is read and discussed together to observe the linguistic elements and discover literary insights (see Sugimura, 2015). Further, to examine students’ progress in reading literary works, Nishihara (2015) suggests that the reading task should challenge students’ literal meaning comprehension, interpretation of the text, linguistic creativity, personal meaning, and affective response. These learning activities resonate with linguistic inputs and insight as well as allow active participations and interactions among learners.

In teaching speaking skills, the use of literature may stimulate students’ oral language production (Collie and Slater, 1987). For example, after a critical literary reading, students are stimulated to confidently speak up their understanding and personal perspectives of a text and discuss in group. In this way, students are given an opportunity to ex-

amine their own views through the idea exchange with others which will positively impact both their oral language production and critical thinking. More importantly, the broad and subjective interpretations of literature leave some spaces for students to speak up their interpretation without worrying too much about being judged wrong. Furthermore, it may also positively impact students' confidence in speaking (Kaharuddin, Ahmad, D, Mardiana, Rusni 2020).

In teaching writing skills, literary text can function as a model of creative writing product that can be stylistically-analyzed in purpose of teaching creative writing (Ismail, Sunubi, A. H., Halidin, A., & Amzah., Nanning., Kaharuddin. 2020). Pedagogical Stylistic, one area of research that has flourished in recent years, has been theorized as an application of text-based analysis to language and literature education (Hall, 2015). Several pedagogical stylisticians attempt to provide a theorized text-based analysis framework that involves students to scrutinize a literary work's linguistic elements and intrinsic values as a way of teaching them how a creative writing is crafted (Pope, 1995; 1998; and Scott, 2012; 2013). In this way, the literary appreciation and creative writing are integrated in pedagogical purpose. Literature, through the mechanism of stylistic analysis, can facilitate students to do style-focused literary reading in order to become style-sensitive writers.

To respond to the general ungrounded assumption that literature is too difficult to be taught to beginner learners, the actual fact is that teaching English using literature can be given to both beginner and advanced students by adjusting the level of difficulty, the subject matter familiarity of the selected text, and other aspects of the learning activity. For example, Mourao (2009) suggests the use of picture books and traditional tales to teach children by considering the themes, language structure and vocabulary, visual support availability, and familiarity of the story, while Ho (2000) is of the opinion that children's literature can also be used to teach teenage and adult learners, signifying that picture book is not exclusive only for children. For instance, the Norwegian picture book *Sinna Mann (Angry Man)* can be used to teach both children and adults (Bjorvand, 2010). In sum, the degree of literature's applicability in ELT materials is highly determined by the strategy of incorporating it.

Despite of its profound merits, integrating literature in the context of ELT classroom is not without challenge. The complexities of literature require proficient teaching knowledge and skill. Therefore, teachers with lack of knowledge of how to make use of literature in ELT practices and lack of creative teaching skills will encounter difficulties in crafting teaching material from literary works. Typically, they have been accustomed with teaching styles in which language components such as vocabulary, grammar, pronunciation and learning activities such as discussion, presentations, and conversations are taught and instructed conventionally. In response to this, Duff and Maley (2007) suggest to consider four essential points prior to bringing literature to the ELT classrooms i.e. text selections (selecting the most appropriate text based on learners' needs and interests), linguistic difficulties (selecting the most relevant text that suits learners' level of language proficiency), length (selecting text based on the time allotment), cultural difficulty (selecting text that shares culture to urge learner's self-involvement as cultural beings), and cultural appropriateness (selecting text that facilitate learners' language development).

Principally, a good teacher should be knowledgeable about the genre of literary text in line with the theory of McRae (1994) to enable them determine the most appropriate text genre that can assist learners' in achieving the stipulated goals and objectives in the designed literature-based ELT materials. In this regard, Drucker. H. (n.d.) proposes five genres of literature that can be exploited in the ELT context which are Poetry, Prose, Drama, Non-fiction, and Media. Further explanations regarding these literary genres are provided below:

2.2.1. Drama

Drama can be defined as a wide range of texts written to be performed orally in front of audiences which could be presented in various forms such as role-playing, story-telling, dialogues, and so on. Since 1950s, drama has been brought into language classrooms (Zafeiriadou, 2009). Among the most taught play is a play by Shakespeare entitled 'Romeo and Juliet'.

Incorporating drama in ELT contexts can be carried out by applying some approaches such as stylistic approach that foster systematic awareness of the linguistic system and, global simulation approach developed by Care and Debyster (1984) that can be applied to generate communicative atmosphere (Altun, 2019). Some researchers (Davies, 1990; Holden, 1982) suggest strategies of incorporating drama in ELT classrooms. One of them, Davies (1990) propose four stages to present drama to language learners. Firstly, in the presentation stage, new language inputs are given. Secondly, in practice stage, the learnt grammar and lexical items are practiced through exercise. Thirdly, the rehearsal of practicing the newly learnt language items in new communication context. Ultimately, in the free stage, learners are given opportunity to communicate in target language by performing role play, scenario, and discussions.

2.2.2. Poetry

Any text written to be performed by declamation or recitation with some sort of rhythm and style can be called Poetry. The application of poetry in ELT practices has gained a huge attention for its content-rich reading material, creative language use, potential to teach vocabulary in context, pronunciation, rhythm, and stress (Dorri et.al, 2012). Poem as one sort of poetry is usually written imaginatively with certain patterns containing fragments, phrase, and the use of high metaphor. A poem collection usually gathers some poems written by a single or various poets. Among the most taught poems in EFL purposes is 'The Raven' by Allan Poe. Tomlinson (1986) points out some objections to integrate poem in ELT classrooms. He affirms that a careful selection of poems for EFL materials is important to ensure that students enjoy the learning. Learners will enjoy learning using poems if helped to interpret and respond to it globally and imaginatively. Since some poems contain old English, Tomlinson is of the idea that poems actually should be put as a stimulus rather than a model of language emulation. In this regard, stylistic devices (e.g. of pace, stress, focus, repetition, onomatopoeia, etc.) can facilitate global comprehension in interpreting this literary work.

2.2.3. Prose

Prose refers to any kind of literary text having characters drawing a particular plot or story line written in paragraphs with complete sentences. This literary work is rich in varieties such as novels, short stories, comic books, diaries, letters, folktales, fantasies, mysteries, and so on. Among the most used prose in ELT classrooms is a science fiction short story by Ray Bradbury entitled 'A Sound of Thunder'. Short stories and novels are flexible in genre and length with various language difficulties. They can be easily chosen and graded according to theme, diction and lexis, and gripping story lines (Baby, 2012, Arafah, B. & Hasyim, M. 2019). Moreover, they are very culture specific and portray the wider canvas of life. An effective adaptation of prose in ELT materials will pave the way to interesting and meaningful language learning.

2.2.4. Non-fiction

Non-fiction may be defined as any text written with creativity that serves not only stories or information, but also education on particular issues, phenomena, or, ideas. Works of non-fictions are varied in types such as autobiographies, personal essays, histories, scientific papers, newspaper, travel books, literary criticism, etc.

2.2.5. Media

Media is considered the state-of-the-art literature type. It refers to any work produced by relying on technological advancement and emerges not as a written text. This literature varies in genre such as movies and films, billboard, websites, commercials, and radio programs. Media literature serves several functions covering education, entertainment, persuasion, as well as advertisement. The most commonly taught media in EFL classroom is internet literacy which facilitates learners to understand, utilize, produce, and share information virtually in websites.

To effectively exploit the potential value of these genres of literature in English classrooms, EFL teachers are required to pay attention to several aspects including learners' preferences in particular literary genres, learners' prior knowledge associated to literature, scaffolded assistance in literature based on learners' language proficiency, time allotment and length of literary work, and the accessibility of literary works for language learning purposes. Considering these aspects, integrating literature in ELT materials may be carried out in some manners such as adopting the original version or adapting the simplified one with varying task difficulties.

3. Research Method

This study used Library Research in which three phases of gathering information were carried out (Arafah, A. N. B., Arafah, A. D. B., & Arafah, B. 2020). The first phase is identifying the literary concepts and its potential use in ELT context. The second phase is dissecting the literature and its potential application in order to figure out the types of literary works included in the developed ELT materials. The final phase is to introduce the concept of IDOL Model as a framework for developing literature-based ELT materials. This study gathers data from two sources. Firstly, the primary sources encompass some original works such as studies conducted by linguists, researchers, language teachers, and language practitioners presenting some related original concepts, ideas, and mechanism based on their findings. Secondly, the secondary sources include some written works by linguists such as articles, reviews, dictionaries, books, and handbooks (Kaharuddin, A. 2018, Takwa., Arafah, B., Syam, A. J., Kaharuddin, A., Kadaruddin, 2021).

4. Discussion

4.1. The incorporation of Literature in English language teaching

The phrase "incorporation of literature in ELT" refers to the process of bringing literature into English classrooms and exploiting it as an integral resource in English teaching purposes. One way to integrate literature in English classrooms is through designing literature-based ELT material (Arafah, B., 2019). Today, material development should actively respond to the shifting trend of language teaching methodology, the advancement of school curricula, the innovation in education policy, and the demand of society for communicative competence. Pardo (2009) suggests that teachers should allocate plenty of time to construct, deconstruct and reconstruct their daily pedagogical practice reach decision making, improve their teaching performance, and innovate in their classrooms in order to meet the learners' needs and learning environment. Thus, serious attempts to produce well-developed ELT materials are encouraged.

As indicated before, the main objective of this work is to shed light on how to integrate literature into English teaching materials. The IDOL is then introduced to facilitate the inclusion. The IDOL is a model-based framework providing a set of comprehensive guidance to develop ELT materials, including literature-based material. It is carefully presented in four phases including Input, Development, Output and Language Learning.

INPUT PHASE:

The aim of this stage is to accommodate the voice and desire of the learners within the developed instructional material. A careful identification of the learners' needs in EFL

learning is carried out in this stage. This process is known as a needs analysis (NA) (Andi, K., & Arafah, B. 2017). The learners' needs ideally could be broken down into two dimensions: subjective needs and objective needs. *Subjective needs* is the details regarding the learners' learning background and prior knowledge related to the course such as the learners' proficiency, difficulties, preferred types of literary texts, and relevant literary topics that can be used as the basis of the teachers' decision in compiling what to teach while *objective needs* refer to information from learners that can aid teachers to decide how to teach such as information about learners' learning styles, preferences, wants and expectations of the course. Stemming from the aim to identify the actual needs of learners, the materials developers are suggested to carry out the proposed systematic procedures of NA (adapted from Brown, 1995) which consist of four main steps.

4.1.1. Making decision on NA

Before administering an NA, an instructional materials developer needs to take into account some crucial decisions i.e.

4.1.1.1 Determining the participants of the NA

There are three categories of participants involved in the process of NA namely *the target group*: people who will be the ultimate source of information (e.g. students), *the resource group*: people who will be required to implement the results of the NA (e.g. teachers), and *the audience*: people who will provide information about the target group (e.g. parents, graduates, and prospective employers).

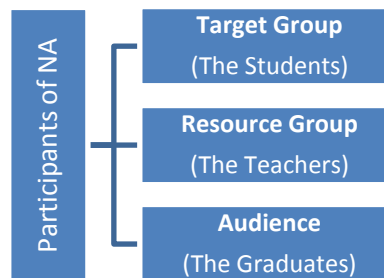


Figure 1. Participants of Needs Analysis

4.1.1.2 Types of information needed in the Needs Analysis

The IDOL model distinguishes two different types of need, i.e. objective needs and subjective needs as the basis of data gathering. *The first*, objective needs refer to the needs identified from observable data about the situation of the learners e.g. the learners' learning problems and learning attitudes. Analyzing learners' learning may give a hint of spot which is in need of more attention and careful consideration. More importantly, as Brown (1995: 44) argues that learning attitude reflects how well the students like studying in a program, we need to identify the students' learning preferences and learning styles first. Learning preference say something about the most effective and enjoyable learning ways for learner. On the other hand, identifying learning styles means knowing learners' educational conditions under which they are most likely to learn (Andi, K., & Arafah, B. 2017). Thus, learning preferences deal with *what* learners should learn (for example: task or activities), while learning styles are associated with *how* they should learn (for example: teaching methods) (Stewart and Felicetti, 1992: 15). *The second*, subjective needs refer to the learners' learning interest, wants, expectations, and current language proficien-

cy e.g. their language skills of interest and their ability in the skills, the linguistic items they want to learn, the sort of literary texts they like, and the topics they expect to learn, and so on.

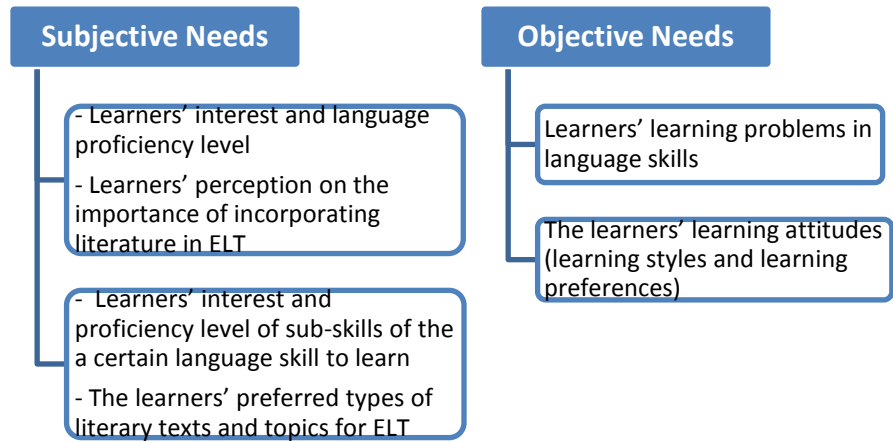


Figure 2. Types of Information Suggested in Needs Analysis of The IDOL Model

4.1.2. Gathering information during the NA

The predetermined types of information in the NA are then developed into a series of instrument. Brown (1995) classifies NA instrumentation into six classifications i.e. existing information, tests, observations, interviews, meetings, and questionnaires. The IDOL Model proposes to use questionnaires and tests in conducting the NA. As a type of instrument, questionnaire encompassing a series of questions regarding the subjective and objective needs distributed to all participants (target group, resource group, and audience group) is highly recommended. Questionnaire is used in the NA because it is easy to distribute, score, and interpret. Besides, this model also suggests to utilize test in sort of pre-test and post-test to attain clear depiction of learner's entry and exit level.

4.1.3. Recognizing the needs inventory from the NA

As the responses of the circulated questionnaires have been collected, a careful quantitative processing of the data is then carried out. The data processing results are identified as a needs inventory which clearly depict the subjective and objective needs of the learners as the basis in developing literature-based ELT materials. The needs inventory serves as the guiding light illuminating the subsequent procedures of IDOL Model.

DEVELOPMENT PHASE:

Stemming from the idea that quality materials emerge from the students' actual needs, this second phase of IDOL Model value learners' subjective and objective needs compiled in need inventory to conduct practical undertakings of literature-based material development. The goals and objectives of a curriculum, syllabus, and teaching materials are carefully stipulated on the basis of need inventory. Therefore, the stipulated goals and objectives reflect the attempt to satisfy the actual needs of learners. The procedures of this phase encompass four spectrums of course development as follows:

4.1.4. Setting learning goals and objectives

The term 'goal' connotes to general statements about the target of curriculum, syllabus, and instructional materials. Graves (2000) is of the idea that setting the goals of learning helps teachers and students to be focused on their visions and priorities of the course, and

the goals of a course are addressed in general way, but clear. Meanwhile, objectives are more specific and practical. Objectives serve as smaller chunks of learning targets which provide a descriptive expectation associated with 'learning outcomes' of the students in the form of observable behavior or performance.

4.1.5. Outlining the content of the materials

After the course goals and objectives are stipulated, the subsequent stage to go through is to outline the course components in order to develop teaching materials prototypes. Outlining the course components is carried out by a careful selection of major contents and a careful gradation of the order in which the components will be presented in the classroom. There are some basic principles of planning of the literature-based instructional material components as follows:

1. The instructional materials are developed in a single entity of instructions known as unit.
2. Each unit is constructed of a particular type of literary text and topic.
3. Each topic is composed of three of lessons in a sequence. With differing functions, the lessons are presented systematically i.e., lesson One: Skill Learning, lesson Two: Skill Using, and lesson Three: Skill Acquiring (Andi, K., & Arafah, B. 2017).
4. Lesson One: Skill Learning. In this initial lesson, students are exposed to some knowledge of language skills which can help them communicate meaning effectively. In this lesson, the knowledge of linguistic form and function is given through the exposure of literary text and topic.
5. Lesson Two: Skill Using. This second lesson aims at providing learners with opportunity to practically use the knowledge of linguistic form to communicate in certain context. For example, by giving the learners task to talk about a particular topic of a literary text that they have read.
6. Lesson Three: Skill Acquiring. This last lesson concerns with the assessment of students' learning outcome during learning using the material in one unit.

4.1.6. Selecting the contents

The subsequent procedure of the development phase is to select the content of the ELT materials. In this regard, Richard (2001) also points out that the attained information from need analysis plays important role in the planning of course content, as do the supplementary insights from other resources e.g. available related references, published materials on the topic, review of any similar courses, review of any assessment set on the topic, and consultation with practitioners and specialists in the area. Therefore, selecting and organizing the course content such as language components, literary text types, and topics require the information gathered from need analysis and the insights from consultation with teachers. Consultation serves as the medium to merge the teachers' suggestion based on his experiential knowledge with the material developers' theoretical considerations before coming to the final decision about the content selection and gradation in literature-based ELT materials.

4.1.7. Determining relevant tasks for teaching and learning

After selecting and organizing the contents of teaching material, the final procedure in development phase is to create the relevant task. As literature can be exploited in plenty of ways in teaching several skills, a material developer should carefully determine the task that is relevant with the nature of the discourse and the language teaching principles. In literature-based materials, the tasks should reflect the predetermined learning goals and objectives. Krashen's (1983) acquisition-based methodology (input +1 theory) is important to consider in determining the task to ensure that the given tasks match with students' current language proficiency. Therefore, by assigning the tasks, students are expected to gradually make progress in terms of the skills focused in a course. Here are some instances of tasks that can be assigned based on the learning objectives:

1. Ask students to creatively use the language knowledge derived from the already given selected literary texts into verbal communication. (Objective: to allow them discover form and function of the discourse in order to develop their language skills)
2. Ask students to read dialogues of a topic containing social interaction, express their personal interpretation and responses, and discuss each other's points of view. (Objective: to learn rules of interaction in a particular condition)
3. Give students role to play, social task to be achieved, stimulating reasons to communicate, etc. (Objective: to experience meaningful communication in context).

In stipulating reading task for general EFL learners, Nishihara (2015) proposes five important task criteria. (1) It should be constructed based on literary reading exercises by ordinary L1 readers, not by expert L1 literary readers. Considering the proficiency level of the general EFL learners, the test items ideally should not include the expert literary reader's reading practice such as literary critics since even native speakers still find it complicated. (2) Most items should target the literal meaning comprehension of the text. It is to assess students reading comprehension as literal meaning is the basis for interpretation and critical analysis. (3) The test should include a limited number of specific test items for interpreting the text. As interpretation is an essential aspect in literary reading. However, due to its complexity, test item in this criteria should be limited. (4) The test should include a limited number of specific test items for linguistic creativity involved in the text. As students will encounter various linguistic creativity in a given text, some test items on this aspect is seen important for their linguistic development. (5) The test should include a limited number of specific test items for eliciting learners' personal meanings from the text and affective responses to it. Although many reading task do not include this item since personal response is very subjective and difficult to evaluate, some studies agree that students' personal voice should be respected and be given chance to be expressed, however, in limited amount.

OUTPUT PHASE:

Output phase deals with the ultimate products from the whole procedures. There are two products yielded from material development using IDOL Model i.e. lesson plans and the prototype of literature-based ELT materials. Therefore, this phase is broken down into two important steps namely organizing the selected materials and activities into lesson plans, and developing a prototype for the literature-based material. The provided guidance in this study is to help in developing materials in the form of instructional block. The instructional blocks consist of instructional focus of the course which are presented in the sort of a single lesson or a unit in general (a unit is constructed of several lessons). Instructional blocks are developed by initially arrange the lesson plan prior to designing the literature-based instructional materials.

4.1.8. Lesson plans for the literature-based ELT materials

A lesson plan plays important roles in a language program as it serves as a road map which guides to systematic teaching and learning activities. In this part, a teacher should plan and write down the sequence of learning activities to reach the course objectives. Thus, a lesson plan reflects a teacher's teaching strategy and the applied teaching approach. A clear and effective lesson plan will lead to effective teaching process. Brown (1995) proposes six elements of a lesson plan: 1) Goals, 2) Objectives, 3) Materials and equipment, 4) Procedures, 5) Evaluation, and 6) Extra-class work.

4.1.9. The prototype for literature-based ELT materials

ELT Materials may be defined as all forms of helpful instrument such as linguistic, visual, or audio products that can facilitate English learning in any way i.e. providing English language exposure, giving guidance to English language use, etc. Stemming from this definition, the prototype of the literature-based ELT materials may be understood as the initial model of literature-based teaching materials, from which other forms of the materials are copied or developed. This prototype is developed based on the information accumu-

lated in the need inventory and the lesson plan. The organizational structure of the prototype is constructed in the form of unit in which the selected literary text containing particular theme is given in three sequences of lesson. As the IDOL Model proposes, the lessons are Lesson One: Skill Learning, Lesson Two: Skill Using, and Lesson Three: Skill Acquiring.

4.1.10. Language learning phase

Language learning phase describes the material prototype implementation try out. This phase consists of three steps i.e. teaching the prototype in the classroom, recording the students' progress, and evaluating the learning outcomes. These steps are aimed at examining the practicality, and effectiveness of the developed material prototype in achieving the lesson goals and objectives when it is used in an English classroom. To evaluate the learning outcome, a summative evaluation is suggested to use. This type of evaluation is carried out to assess the learning outcome in particular period of time, usually at the end of a unit or o course. It is summed up from the cumulative learning experiences and achievement test results. The evaluation procedures are adopted from Kirkpatrick's (1996) model of summative evaluation (in Naugle, K. A., Naugle, L. B., &Naugle, R. J., 2000) as illustrated below:

Level 1: Reactions

In the first level, students' reaction and attitudes after learning using the developed material is assessed. Questionnaires with Likert scale and open questions can be given to attain students' responses.

Level 2: Learning

In this second evaluation level, the learning gains or what the students have learnt from learning using the materials are measured by comparing their performance before and after the learning a unit. Giving test to students is deemed very effective to assess students' learning progress (Dick, et.al. 2000). Comparing students' result in the pre-test and post-test will show the effectiveness of the course content try out.

Level 3: Behavior

This level of evaluation needs the involvement of the English teacher to take part in assessing the students' progress after being taught using the developed teaching materials. To undertake this, the teacher gives his judgement about students' learning outcome based on his observation on the students' behavior during learning using the prototypes of the teaching materials. To elicit the teacher's response, questionnaires can be administered. The results of the questionnaires analysis uncover to what extent the developed course content, the given language items, the assigned activities, and the supplementary materials are effective in achieving the purpose of the course.

The following framework illustrates the phases instructed in IDOL Model.

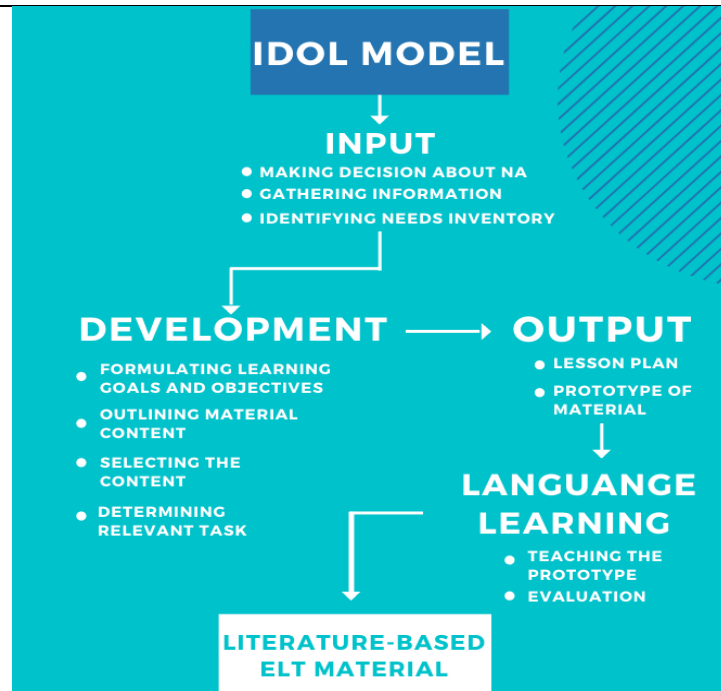


Figure 3. The Framework of IDOL Model

5. Conclusion and Recommendations

In this project, we have shown how to conduct the practical undertaking of developing the literature-based ELT materials. A set of instructional material development model namely IDOL Model is presented in the form of a systematic methodology consisting of four fundamental stages. This model contributes in several ways to our understanding of three important things. *Firstly*, it sheds light on what to teach and how to teach English using literary texts by exploiting the obtained information on the subjective needs (the learners' interests and perceptions on the importance and preferences in integrating literature in ELT practices, on the language components, and on the types of literary text and topics) to decide what to teach and by employing the details on objective needs (the learners' learning problems and learning attitudes: learning styles and learning preferences) to determine how to teach. *Secondly*, four fundamental stages are designed to assist material developers to integrate literature in ELT material development. However, a natural progression of this work is to further examine three things i.e., *Firstly*, running need analysis by implementing input phase of this model to identify the subjective and objective needs; *Secondly*, developing the literature-based ELT materials on the basis of the need inventory; and *Thirdly*, evaluating the effectiveness of using literature-based ELT materials on the learners' English skills improvement to establish a greater degree of accuracy on this matter.

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