

Dramatization of Literary Texts in English Language Classrooms to Enhance Literacy Development among Gifted and Talented Students in Malaysia

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Abstract

Improving students' English Language proficiency through the teaching of literature is not something new in the Malaysian classrooms. The teaching of literature is highly beneficial in most second language classrooms as it promotes language acquisition where students read and write to interpret the input in the target language. This can be done through the usage of dramatization which has been proven very effective. Thus, this study was conducted to study how dramatization of literary texts in English Language classroom enhances literacy development among gifted and talented students in Malaysia. This research employed quantitative and qualitative approaches. The instruments used for data collection were observation checklist and document analysis. The researchers used School Based Oral Assessment (SBOA) as an observation checklist for student's oral fluency development and students' reading comprehension and creative writing were analysed from their examinations. The results indicated vast improvement in reading comprehension and creative writing where 90% of the students scored between A to A+ in examination 2 compared to examination 1. It was also shown that 98% of the students scored higher in their second SBOA compared to the first one. Therefore, dramatization of literary texts in English Language classroom was able to enhance literacy development among gifted and talented students in Malaysia.

Keywords: dramatization; gifted students; English language; literary texts; language acquisition