

## Folktale Comes Alive: A Virtual ESL Learning Package to Engage ESL Learners

Sharina Saad<sup>1\*</sup> 

<sup>1</sup>Akademi Pengajian Bahasa, Universiti Teknologi Mara Cawangan Kedah, 08400, Merbok, Kedah, Malaysia.  
Email: sharina854@uitm.edu.my

### CORRESPONDING

#### AUTHOR (\*):

Sharina Saad  
(sharina854@uitm.edu.my)

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### ABSTRACT

Folktales serve as a source for creative inspiration that leads to the emergence of several works in modern literature. However, despite these sterling qualities of folktales, it is endangered with extinction. The project aims to preserve the cultural and heritage of the indigenous Semai folktales through the English language teaching and learning in fun, interactive and creative ways. Thus, the ESL virtual learning package developed includes a fascinating virtual puppet shows with an E book entitled The Legend of Cen Cemana accompanied with English language activities that cater for the highflyers, intermediate and beginner's level students. The innovation was developed as a means to preserve the cultural heritage of the Semai and most importantly is to integrate the interesting folktale into ESL teaching and learning to engage learners. Legend of Cen Cemana was chosen because the folktale explains about the Semai beliefs and the universal values the elderly Semai used to pass down to the younger generation through oral tradition. The product is commercialized through collaboration projects with schools and ESL teachers. A short survey pertaining to student's experience and opinion using the English Language Learning package was conducted. The finding shows students received positive effects while using the virtual language learning package (the virtual puppet show, the e book of Semai and ESL language activities). Thus, preservation of Indigenous folktales through the innovation initiatives is the best way to preserve the Semai cultural heritage and the effort should be well received and supported by the government and the Ministry of Education.

**Contribution/Originality:** This study contributes to the understanding of how English Language Activities using an indigenous folktale affect ESL learners interest. The learning package specifically contributed to the comprehension of how creativity with ESL materials affect the engagement and learning behavior of university students and help to promote the indigenous Semai folktales.

## 1. Introduction

The Semai indigenous people in Malaysia have their intriguing unique cultures and stories that possess historical importance. In Semai community, folktales constitute a form of entertainment, relaxation, advice, and education for the young children. The stories or folklores are the elements that are often intertwined in daily life in indigenous communities. The term "expressions of folklore" has been defined by the International Bureau of WIPO (World Intellectual Property Organization) as referring to the elements of "traditional artistic heritage" that a certain community or individual has developed and maintained, and they reflect the traditional artistic expectations of such a community (Holden, 2008).

Like other forms of literature, folktales call for the audience to have a certain degree of suspension of disbelief about their fictitious and mystical characters and events. Folktales also have the characteristic of literary creativity. Defined at the level of language, literary creativity involves manipulation of sounds, words, phrases, or overall linguistic form of the text (Maybin & Pearce, 2006). Furthermore, folktales typically include distinctive linguistic features such as novel words, metaphors, onomatopoeic sounds, and repeated or paralleled phonological or grammatical patterns that create interesting rhythms.

In addition, for many decades, the oral tradition has served as an important teaching tool for the younger generations. Through the make believe stories the elderly Semai reveal spiritual and social teaching in culturally significant terms. The Semai oral traditions have its own moral and transitions into which symbolize themselves which are the significant elements in the embodiment of their cultural and spiritual lifestyle. The children are educated by their parents, who model cultural practices which they inherited from their ancestors. The core values espoused throughout the oral traditions of folklores provide continuity in nurturing the Semai's beliefs. The Semai indigenous folktales reflect the exclusive traditional practices, unique cultures, heritage, the social and lifestyles of the Semai's tribe in the ancient time and place. It also mirrors the people's culture, personal and world view.

Consequently, in Semai community, folktales which was told orally was a dominant medium used in educating and entertaining the tribes of the concerned culture. Some of the stories were story told and disseminated from mouth to mouth, since at that time, the stories were not written or documented. Moreover, the stories were disseminated from generation to generation for the purpose of preserving the values in the stories (Mohd Taib, 1988; Normaliza & Siti Nur, 2012). Although the stories were told verbally and changed from time to time, but the basic or purpose of the stories were similar and thus, the moral values of positive values were well explained and understood

Despite its simple appearance, folktales address themes and issues that are profound for all humanity. It touches on psychologically significant themes of honesty, kindness, generosity, jealousy, arrogance, greed, and so forth. The themes and issues raised in oral tales can be significant for all ages past and present and all humanity, making them suitable for language learners of all age groups (Taylor, 2000). Hence, a folktale is a precious heritage that must be safeguarded to avoid complete disappearance consumed by globalization and profit-making entertainment (Dorji, 2009).

In addition, with the emergence of technology, preservation initiatives can be done effortlessly. Oral tales from various cultures have been transformed into written forms

(e.g. the series in Folk Tales of the World published by Sterling Publishing). Some have become part of the canon of children's literature (Carpenter & Prichard, 1984). When folktales were written down and used as a way to introduce the younger generation to literature, suitable vocabulary and medium were often given the priority. The simple forms of language and a storyline with proper beginning, middle and end will be appealing to the young learners. Moreover, folktales can be helpful for teachers to start exploring the possibilities of including them as pedagogical resources in their language classes. Thus, with the immense popularity of social networking and technology, it is high time to develop a high-tech edutainment product for the young learners to quench their thirst for knowledge and to engage ESL learners in the classroom.

### 1.1. Problem Statement

According to Ganakumaran and Subarna (2008), the Ministry of Education of Malaysia does acknowledge the importance of literature in Malaysian ELT. Unfortunately, literature is often viewed as a boring subject due to its structural difficulty and its exclusive use of language. The students' lack of interest in literature is perhaps due to the inappropriate teaching methods. Literature is also often said to be unpopular because the teachers are not exposed to or use various methods of teaching literature in a fun way. Thus, it may not attract students in developing their interest towards it.

In addition, traditional academic reading texts may fail to engage students in reading and may instead lead to boredom in class. In *Literature and Language Teaching*, Lazar (1993) writes "The texts traditionally prescribed for classroom use may generally be accorded high status, but often seem remote from and irrelevant to, the interests of our students. In fact, being made to read texts so alien to their own experience and background may only increase students' sense of frustration, inferiority, and even powerlessness". As a result, students may fail to engage in the course books chosen for them and may even actively resist doing so, missing the benefits they are designed to foster.

Furthermore, folktales have been undermined by critics who have examined folklore as ancient, old fashioned, rural, peasant, uneducated, dying out and fundamentally dismissive. Against this backdrop, some critics limit the genres of folklore to three basic forms of narratives such as myth, folktales, and legends. The younger generation also have dismissed the idea of reading books of ancient folktales especially of the ones which consist different social values and cultural beliefs. It is the responsibility of the researchers to ensure a paradigm shift in promoting folklores through innovation especially in introducing the folktales in ESL classrooms using a virtual medium such as a virtual storytelling, e book and e language activities. It is crucial that that activities constructed from the literary text should be the type that promotes intellectual development, independent thinking, and interest towards learning literature (Agee, 1998). Therefore, it is vital to have teaching materials to teach literature in a creative manner.

### 1.2. Purpose of the Study

Creative activities are used to explore the short story entitled *The Legend of Cen Cemana* which was a story from the indigenous group in Malaysia. The purpose of carrying out this project is mainly to identify the kind of activities that would engage, motivate and facilitate students in learning literature. The end product is a ESL virtual learning package of literature activities that are creative, challenging and fun. Through these activities

students can also develop their four language skills. The project was guided by the following questions:

- i. Did you find the folktale The Legend of Cen Cemana interesting?
- ii. Did the ESL virtual package which includes the Semai folktale with English language activities improve your language learning?
- iii. Did the students enjoy learning via the activities from the ESL learning package?

Students are engaged in exploring the text in a fun and creative way. The creative activities allow them to discover how the language of the text works and the intended message. A framework for language-based approaches for teaching literature to ESL learners is also provided. The activities are categorised based on the four main skills of listening, speaking, reading and writing, and focus on areas such as general understanding, theme, setting, characterization, language, and point of view. The activities can be adapted by teachers according to the students' level of proficiency and other literary texts brought into the classroom.

Other purposes of the this study/project was initiated for four major purposes which are;

- i. To introduce Semai folktales to ESL classrooms.
- ii. To engage ESL learners in the classrooms.
- iii. To educate the younger generation about the indigenous folktale
- iv. To preserve the cultural and heritage of the indigenous Semai through the teaching and learning of English Language in a fun, interactive and creative ways.
- v. To promote the folktales of the indigenous Semai in a way that can attract the young generation to learn the priceless cultures and values of the tribe and to learn English language.
- vi. To respect multiculturalism and to practice the good deeds instilled in such stories

## 2. Literature Review

The concern of the importance of the teaching of literature was reported in the [New Straits Times \(2011, p.4\)](#) where literature was said to add "human touch to focus on science, maths." This statement calls for the government to give literature a central position in the English syllabus in primary, secondary and tertiary education. Parents and teachers believe that literary appreciation and admiration will make students value the importance of cultural awareness and moral values as well as societal wellbeing. However, the necessity to have a creative approach in teaching literature is crucial in Malaysia.

### 2.1. Engaging English Learners Through Literature

In today's classrooms, literature teaching can be made creative through the help of creative activities which have language-based and stylistic and discourse approaches ([Ganakumaran, 2003](#)). In addition, students' behaviour towards literature learning will determine their success in language learning. Attitudes towards literature, its text and the context of teaching may all play an integral part in determining the success or failure of learning literature ([Candlin & Mercer, 2001](#)). Through the medium of literature, English learners can absorb grammatical, lexical, and orthographic elements of the language osmotically. Thus, improves their language skills as well as develop and enriches the student as an individual and a whole person about existential matters in life --love, hope, struggle, and strife. In addition, in his book *Literature and Language Teaching*, Lazar

states: “Literature provides wonderful source material for eliciting emotional responses from our students and using it in the classroom is a fruitful way of involving the learner as a whole person” (Lazar, 1993). Moreover, in similar understanding, as highlighted in another book *Using Stories in Teaching English*, Khaleel notes that storytelling extends engagement because it is authentic language intended to be told, understood, and enjoyed by real people. Additionally, stories activate students’ creativity and affective domains (Khaleel, 2017). Hence, contextualizing language through literature provides English learners with a win-win situation as they delve into themes that enlighten life and language.

## 2.2. Folk tales in English Language Learning

In children’s literature, folk tales tend to be the most useful tool when learning a foreign language. They are a form of literature that passed on verbally. Often folk tales showcasing fantasy beings, such as wizards, elves, fairies, and talking animals. Fairy tale heroes face a quest or test and often approach it through magic. Supernatural forces guide the hero through adventure, combat, fortune or misfortune, and eventually to a happy ending. Justice is done, virtue is rewarded, and the wicked are punished. Similarly, Semai indigenous folktales consist of all the fascinating elements which depict in other popular tales around the world. Using unfamiliar folk tales in written and puppet shows medium in ESL classroom, on the other hand, attracts student engagement. Part of their magic as language class materials is that the folktales are short and syntactically simple, thus easily approached. Tales in the language classroom take advantage of students’ natural wonder, curiosity, and enthusiasm whereas common course books may not. In fact, this most of the time folktales transmits part of the foreign culture. As a consequence, language becomes one of the most important knowledge areas shared by a community; therefore, this close relationship between language and culture must be taken into account when considering foreign/ second language teaching. It is impossible to learn a new language without relating it to the cultural context, thus language and culture must be studied simultaneously.

There are many good reasons for using literature in the classroom. Among them are:

- Literature is a very rich source of genuine subject matter. It is good to expose the students to this authentic original language usage in the class because the language proficiency and skills they acquire can be used outside the class.
- Literature encourages communication. Literary texts are often used for critical discussion as they are rich in meaning.
- Literature also expands language awareness. Making students examine sophisticated or non-standard examples of language will also make them more aware of the rules of language use.
- Literature is appealing to many cultures, and it is seen to be highly regarded in many communities. Students may feel proud of their achievements in understanding their readings and applying critical thinking skills.
- Povey (1967) states that “literature will increase all language skills because literature will extend linguistic knowledge by giving evidence of extensive and subtle vocabulary usage, a complex and exact syntax” (p.40).
- Literature also develops “a sharper awareness of the communicative resources of the language being learned” (Widdowson, 1975, p.80).
- Literature promotes learner-centred activities which are useful (Brumfit & Carter, 1986).

### 2.3. Language Based Approach

In this study, the language-based approach is used to incorporate literature and language skills. LBA framework is used to create these activities to provide meaningful interpretation and evaluation of the text. In the ESL classroom, teachers guide students on the specific literature piece based on their proficiency level, lexical and discourse knowledge (Lazar, 1993). These creative activities will also allow teachers to adapt the activities in accordance with the text used in the classroom and also based on students' proficiency levels. Based on this, the researcher had prepared activities based on advanced, intermediate and beginner level.

By incorporating LBA into literature classes the text becomes an interesting piece of work to be analysed as the approach allows students to go one step further in analysing its content which includes manipulation, transformation, experimentation and dissection.

Mc Rae (1991) illustrates below the features of LBA for teaching literature to ESL learners. This framework below serves as the basis in designing the activities.

- a) Lexis - Choice of words in the text and their meaning potential
- b) Syntax - Word order - the way words are organized
- c) Cohesion - System of links throughout the text: temporal, verbal, pronominal
- d) Phonology- Sounds of and within the text
- e) Graphology- The form, the shape and the script in the text
- f) Semantics- The study of the meaning and how the meaning is achieved through negotiation of textual and contextual elements
- g) Dialect- Variation in language
- h) Register- Degree of formality associated to who is speaking to whom
- i) Period- When the text was written, for whom, tone, style used
- j) Function- How the text affects the reader, how it works, the message and the author's intentions

One of the major grounds for bringing out such a useful practical framework for literature teaching in ESL is to expose teachers of language and literature in Malaysian schools to the principals involved in selecting, adapting and designing appropriate activities and exercises. The activities proposed here are of significant value to language and literature teachers who need more guidance and assistance in utilizing the available teaching strategies

### 2.4. Innovative Learning Package Project Development

The ESL virtual Learning Package which includes a virtual puppet shows entitled The Legend of Cen Cemana , an E book entitled The Legend of Cen Cemana accompanied with English Language activities are developed for ESL learners in Primary and Secondary schools. The innovative package is tailored to appeal to the current generation's consumer interests and lifestyles. The project helps to promote the folktales of the indigenous Semai in a way that can attract the young Semai to learn the priceless cultures and values of their tribe in one hand and learn the English language on the other hand by engaging themselves with the interactive activities prepared in the application related to the virtual puppet show they have watched. This interesting and fascinating product design is aligned with the 21st century teaching and learning a language as it can be used in the classroom as technology-based language enrichment activities.

The language-based approach (LBA) is used to incorporate literature and language skills. LBA framework is used to create these activities to provide meaningful interpretation and evaluation of the text. In the classroom, teachers guide students on the specific literature piece based on their proficiency level, lexical and discourse knowledge (Lazar, 1993). These creative activities will also allow teachers to adapt the activities in accordance to the text used in the classroom and also based on students' proficiency levels.

The language-based teaching strategies are student-centred and activity-oriented. These activities should help students with intensive and extensive reading, and understanding, as well as to enjoy the language and content of the literary text.

The innovative Language Learning Package activities include:

#### 2.4.1. A virtual puppet show entitled *The Legend of Cen Cemana* in Youtube.

Students learn about the story of Cen Cemana in a medium of puppet show. The puppets impersonate the characters in the story. Students watch the puppet show to better understand the plot, setting, characters, themes, and moral values highlighted the folktales. Students also learn the vocabularies used and pronunciation of the words. Figure 1 shows a virtual puppet show entitled *The Legend of Cen Cemana*.

Figure 1: A Virtual Puppet Show Entitled *The Legend of Cen Cemana*



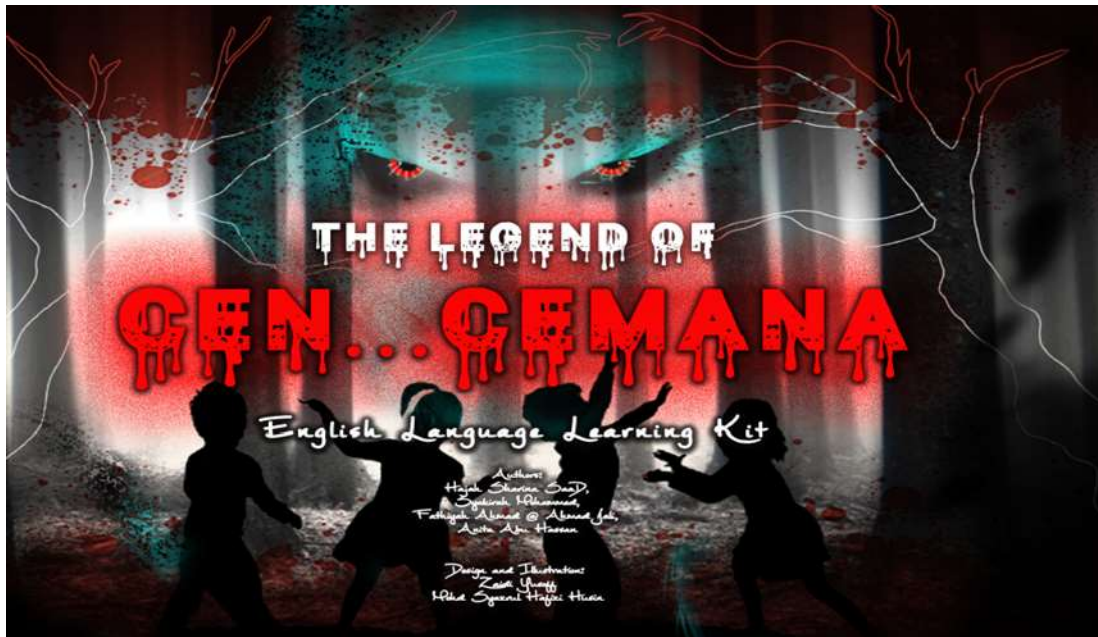
The Youtube link for *The Legend of Cen Cemana*:

<https://www.youtube.com/watch?v=Cheo3awLPXU&t=61s>

#### 2.4.2. *The Legend of Cen Cemana* e-book

Students read a folktale from a colorful e book with remarkable illustrations which will fascinate the students to read further about *The Legend of Cen Cemana*. Figure 2 shows the E Book entitled *The Legend of Cen Cemana*.

Figure 2: The E-book of The Legend of Cen Cemana



The link to the ebook : <https://heyzine.com/flip-book/bef232f900.htm>

#### 2.4.3. English Language Activities

Vocabulary Kit 1 is for beginner level, Kit 2 is prepared for the intermediate and Vocabulary Kit 3 is for advance level.

The activities for vocabularies are arranged according to three level of difficulty such as;

- i. Easy Peasy (Beginner)
- ii. Skimble Skamble (Intermediate)
- iii. Super Duper (Advanced)

Figure 3 describes the vocabulary activities.

Figure 3: Vocabulary Activities



#### 2.4.4. Writing

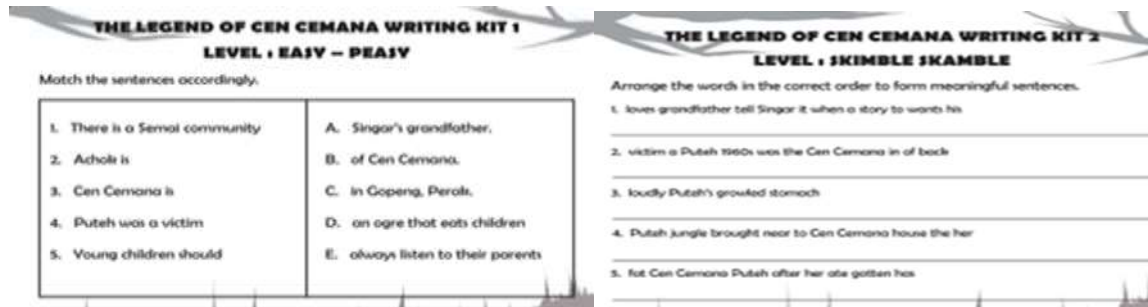
Writing Kit 1 is matching phrases

Writing kit 2 is arrange the words to form meaningful sentences

Writing Kit 3 is for students to write a possible ending for the story.

The writing kit 1, 2, 3 are shown in Figure 4.

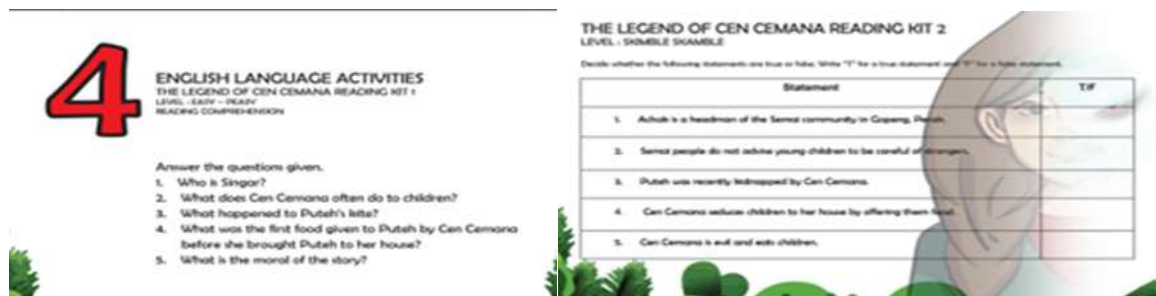
Figure 4: Writing Activities



2.4.5. Reading

Reading activities such as answering WH questions, Answer True or False statements and answer critical thinking types of questions. Reading activities are clearly shown in Figure 5.

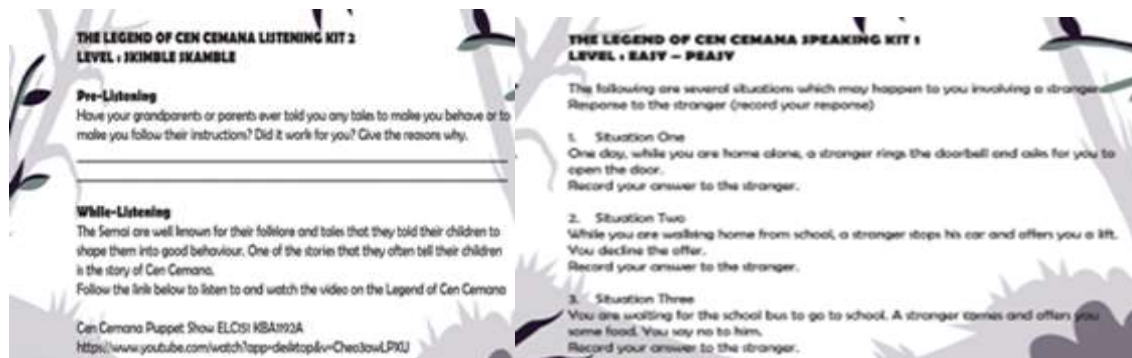
Figure 5: Reading Activities



2.4.6. Listening and Speaking

Activities are prepared for pre listening, while listening and post listening. The listening activities are shown in Figure 6.

Figure 6: Listening and Speaking Activities



Using language to analyse, evaluate, justify, etc. is a skill closely associated with academic discourse, and it is often one of the important aims of language learning. When done orally in the target language, folktales can serve as a springboard for such task-based talk among

learners, which in turn can support their acquisition of the language. Learners can also be given opportunities to compare, analyse, evaluate, and justify their responses in listening, speaking, reading, writing and vocabulary activities

### 3. Methodology

In this Ethnography research, the researcher has gathered a legendary story from the elderly Semai people through a snowball sampling technique. The original story has been transcribed verbatim from Semai language into English language for teaching and learning purposes. The Legend of Cen Cemana is amongst the fascinating story analysed to discover about the Semai beliefs and cultural heritage as well as the universal values like “keeping promises” and “be careful of strangers”.

The translated version of the folktale has been developed into a virtual storytelling and e book with interactive English Language activities for ESL learners. 147 ESL students from a secondary school were chosen to pilot study the project. They undergone a period of one month intervention with the ESL language learning package activities After the project ended, the students were asked to answer a short survey pertaining to their experience and opinion using the English Language Learning package.

#### 3.1. Participants

Participants of the study were 147 public secondary school students from a northern region were chosen. The English course syllabus they study in school contains a literature component whereby the students must read short stories from western and Asian genre.

#### 3.2. Research instrument

A survey questionnaire using Likert scale was distributed to the students after the intervention with the virtual learning package. The survey was conducted to attain the student feedback on the language activities done. This survey was carried out using a questionnaire consisting of one demographic question and sixteen questions on how they perceived their English language learning experiences via the folktale from the Semai tribe and also fun language activities via virtually. This questionnaire was administered to the students using a Google form. The internal reliability of the questionnaire calculated by Cronbach"s alpha was at  $\alpha=.77$ .

#### 3.3. Data Collection/ Data Analysis Procedure

The questionnaire was sent out to the respondents and collected a week later. The results from the analysis of the questionnaire are presented descriptively and are discussed in the subsequent section of this paper. The open-ended question was analyzed using thematic analysis. [Braun and Clarke \(2006\)](#) argued that thematic analysis should be a foundational method for qualitative analysis, as it provides core skills for conducting many other forms of qualitative analysis

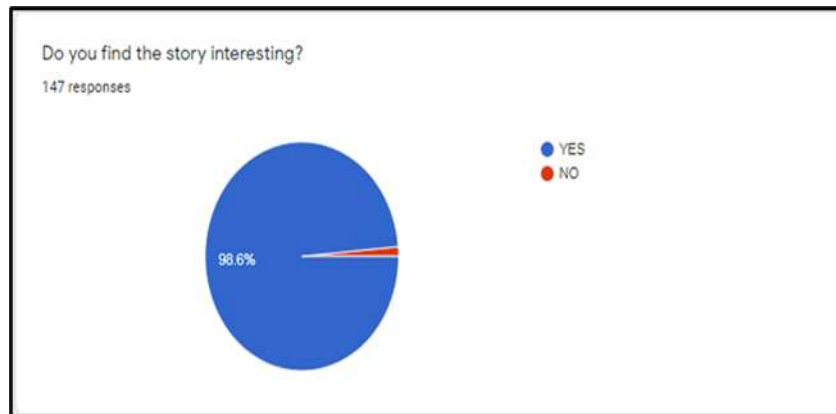
### 4. Result

The feedback from the students revealed their interest in the Semai folktales and they have obtained positive knowledge and tremendous experience during the learning process using the package. Throughout the process the students have learnt a lot about English

language skills such as writing, speaking, reading, and listening especially while doing the activities. It was observed that students stand to benefit from lessons derivable from folktales.

The main objectives of this research are to identify students’ perceptions of language learning using Semai Folktale and students’ perception on the use of the virtual ESL language learning package. Figure 7 shows the number of students who find the folktales interesting.

Figure 7: shows the number of students who find the folktale/story interesting



The first question requires the students to answer Yes or No on whether they find the short story as interesting. 98.6 % responded Yes compared to No. This shows that the students enjoyed watching the virtual puppet show entitled The Legend of Cen Cema.

Then, the students were required to answer a subsequent question which is related to the previous question. Students were asked to give their reasons why when they chose Yes or No on whether they find the short story is interesting. Table 1 shows the feedback /reasons why students like the folktale after reading it.

Table 1: Students’ Feedback after reading the folktale.

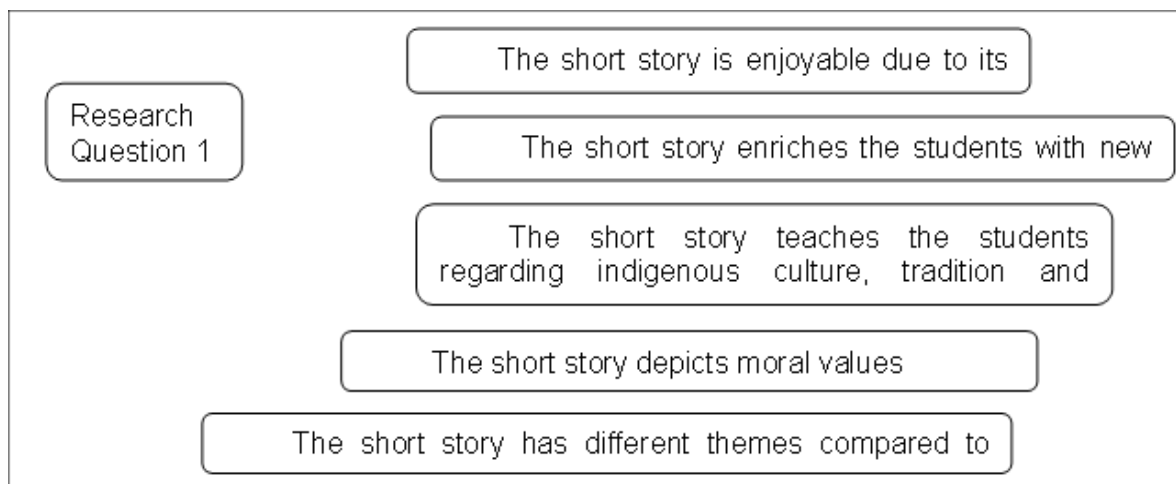
Themes	Students’ Feedback
The short story is enjoyable due to its storyline	The story is interesting because it tells the consequences Puteh faced for trusting a stranger. Because the story has an interesting storyline makes me more interested in reading it. Interesting story and definitely will tell others about it.
The short story enriches the students with new knowledge	Because it helps me to gain more knowledge Because I can learn so much knowledge from there Because it exposes me with new information
The short story teaches the students regarding indigenous culture, tradition and mythical stories	It is a tradition story where there is taboo that need to be followed Because through the story I can get to know more about the cultures and ethnics that exists in our country. Because we can learn our cultures.
The short story depicts moral values	It helps me to be careful of the things I am doing Because I learn many values from the stories I think the story is interesting because the story give me many moral values.

The short story has different themes compared to other short story	The story has attractive characters It is about ghost Because it's creepy.
The short story improves the students language learning	The activities improve my language skill Because easy to understand The story is easy to understand.

These positive feedbacks show that students were attracted to the Semai tribe short story because “The short story is enjoyable due to its storyline”, “The short story enriches the students with new knowledge”, “The short story teaches the students regarding indigenous culture, tradition and mythical stories”, “The short story depicts moral values”, “The short story has different themes compared to other short story”, and “The short story improves the students’ language learning”. 98.6 % responded Yes, the students replied with various answers in which these positive feedbacks have been classified into several themes.

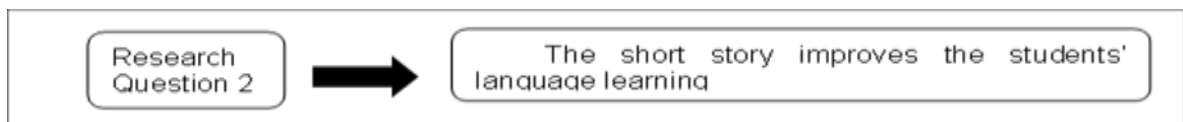
Thus, these themes can be classified into different Research Questions. The [Figure 8](#) is shown below.

Figure 8: The emerging themes for Research Question 1



Research question two - Did the ESL virtual package which includes the Semai folktale with English language activities improve your language learning?

Figure 9: The Theme for Research Question 2

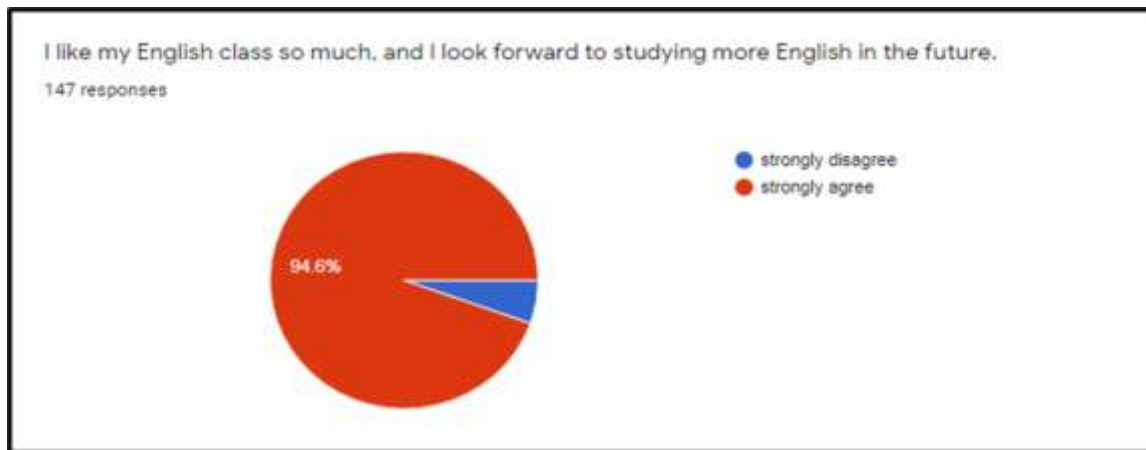


Meanwhile, [Figure 9](#) indicates only one theme reflected in Research Question 2. Though the themes analysed were derived for Research Question 1 however, the analysis has shown a positive relationship between Semai tribe short story with language learning. Thus, these themes indicate that the students received positive effects while using the virtual language learning package (the virtual puppet show, the e book of Semai and ESL language activities) in ESL classrooms. The results also revealed that the virtual learning package has given the awareness of the forgotten folklore and further, it has given them the opportunity to appreciate the Semai folklore. The study implicates school students,

teachers and researchers in understanding, appreciating, disseminating and identifying the moral values from the Semai folklore.

Research Question 3- Did the students enjoy their learning using the virtual ESL package? Majority chose I like my English class so much, and I look forward to studying more English in the future which requires the students to choose Strongly Agree and Strongly Disagree showed 94.5% with Strongly Agree whereas the remaining is 5.5% Strongly Disagree. Figure 10 shows the students enjoy learning via the activities from the ESL learning package.

Figure 10: Students responses learning via the activities from the ESL learning package.



In general, the study conducted receives a positive response from the respondents on the idea of utilising the virtual ESL language learning package in ESL classroom. Both research questions were clearly answered based on the analysed questionnaires.

## 5. Discussion

Shifting face-to-face to remote learning requires the teachers of ESL to be creative in making the learners enjoy learning within limited time and space. According to the results of the study, positive feedbacks show that students agreed that learning about indigenous short story is necessary because "The short story depicts moral values", "The short story teaches the students regarding indigenous culture, tradition and mythical stories", "The short story enriches the students with new knowledge", "The short story is enjoyable due to its storyline", and "The short story improves the students' language learning". Based on this question, it can be concluded that most of the students perceive the indigenous knowledge is as important as any other cultures and races in Malaysia. Since we live in a multicultural diversity country, thus learning other cultures and races is seen as a necessity in building up the understanding between one to another.

A way to motivate students to read literature is through better text selection. The most important criterion in text selection is probably students' interest. Students' response suggested that they would like to read about adventure, mysteries and life experience. As students come from different background, interest and abilities, the best option is to choose texts which vary in terms of genres, topics and language level. Data from this study suggested that students were generally satisfied with the short stories' genre. Using a variety of attractive teaching strategies is another way to improve students' attitudes and

motivation. Based on the results of the study, it can be said that majority students enjoyed the learning package as a tool to enhance their understanding of the short stories. The study contributes to the understanding of how an interesting indigenous folktale when delivered in a fascinating platform and accompanied with fun language activities affects the engagement and learning behavior of university students.

The study also has an impact towards Society and Humanity such as:

- i. To eradicate misunderstanding among the society at large on Semai's way of life as they now exposed to technology and social media and deserve a proper education. Boost social skills and English proficiency.
- ii. Most stories embody the hopes and aspirations of the majority of the people in the society and are used to transmit and preserve the cultural values of the group.
- iii. Folklore is also told in order to educate children into cultural values of the society as well as give them motivation and a sense of wellbeing.
- iv. To promote Semai's unique cultures, language and values as alternative to western values portrayed in the fairytales.

In English language classes, tales from any culture translated into English can be useful as the language of folktales will be less complex and easier to understand.

## 6. Conclusion

The folklores are testimonies to the importance that elders invest in the teaching of Semai traditional beliefs and to nurture a greater sense of Semai's self-identity, hopes and aspirations of most of the people in the society and are used to transmit and preserve the cultural values of the group. This study also has a lot of contributions to national heritage and the body of knowledge.

The stories of the elders are the principal means for the cross generational transfer of knowledge to illuminate Semai people's beliefs, cultural heritage, and identity. The project was one of the initiatives to preserve the folktale and the indigenous Semai rich culture and heritage. It is also an initiative to produce many references for the Semai future generations. The unique cultures and the highly aesthetic values of the Semai are not to be hidden but to be revealed and promoted as additional reading materials for public use and in classrooms. Specifically, it contributed to the comprehension of how gamification

## Ethics Approval and Consent to Participate

The researcher used the research ethics provided by the Research Ethics Committee of Universiti Teknologi MARA. All procedures performed in this study involving human participants were conducted in accordance with the ethical standards of the institutional research committee. Informed consent was obtained from all participants according to the Declaration of Helsinki.

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## Conflict of Interest

There is no conflicts of interest for this work and I declare that there is no potential conflict of interest with respect to the research, authorship, or publication of this article.

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