

Abstract

The role of literature in language teaching has been increasingly recognized since the 1980s by English Language Teaching (ELT) experts and by those reading English as a Second Language (ESL) or English as a Foreign Language (EFL). There have been many ESL/EFL texts presenting the fundamental skills of literary analysis. However, these texts do not provide materials relevant to Macao. To fill in this gap, my thesis focuses on English texts written by Macao writers about Macao, and is a compilation of such texts into a book of readings intended for Macao English learners of Form Six and first-year university levels. In my opinion, it is appropriate to use literature about Macao so as to instil an appreciation and greater insight into the heritage of Macao among young people of Macao, to foster and encourage interest and motivation to read Macao literature in English, as well as to assist teachers who wish to teach English language literature by providing them with teaching materials about Macao.

This thesis consists of four parts: an *Introduction*, the *Students' Book*, the *Teacher's Book*, and a *Conclusion*. The *Introduction* is a background survey of recent research studies regarding literature and English language teaching. The *Students' Book* is comprised of two sections: *Reading Imaginary Literature about Macao: Poetry and Fiction* and *Reading Non-fiction about Macao*. In the first section, there are three chapters. They are Philip Reavis's poems selected from *Macau from a Looking Glass* (1999), Christopher Kelen's poems and a short story, "San Ma Lo," selected from "A Draft of the Seasons: Eighty Macao Poems" (2003), a selection from Austin Coates's *City of Broken Promises* (1990). In the second section, there are two chapters. They are a selection from Katherine Hillard Low's *Harriet Low: My Mother's Journal* (1900), and finally, an extract from an article printed in *The New Macau Times* in 2002 introducing a well-known Portuguese poet, Camilo Pessanha.

Reading selections, biographical information on the authors, and background references about Macao are included in each chapter. Following each reading selection, related comprehension and language exercises are provided for the students. In addition to the *Students' Book*, a *Teacher's Book* is provided. In it, detailed explanations of the readings, more detailed information about the authors, as well as more detailed historical and cultural background information concerning Macao are presented. An answer key is also included, which will be useful when using the book in the language classroom or for those studying alone. A CD of images and oral readings is also provided as an additional teaching or learning resource. The final chapter of the thesis, the *Conclusion*, includes an analysis of classroom pilot testing results, a summary of tentative conclusions and limitations of this project, as well as questions recommended for further investigation.