

Fostering of Iraqi EFL Teachers towards Activities Teaching Literature

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ABSTRACT

This study intends to look into the activities instructors use in the classroom to teach literature. Three models for teaching literature were added into the study in order to deepen the use of activities in the classroom. They are six activities in the teaching of literature were listed as indicators investigated during the study; language based, paraphrastic, information-based, personal response, moral-philosophical, and stylistic. An emphasizing the teaching of literature, the classroom activities used were mostly concentrated on the technical aspects of reading, writing, listening, and speaking. Through observing the classroom, it was revealed that teachers employed more Language-Based activity, Moral-Philosophical activity, and Information-Based activity. While the most employed activities in the teaching were, Moral-Philosophical Activities, Paraphrastic- Activities, and Stylistic- Activities. encouraging activities in the classroom instruction of literary are essential to ensuring students' language acquisition All of these will help students grow into whole individuals with rounded minds who are creative and socially useful.

Keywords: *classroom activities, Literature in Education, Learning Activities*

INTRODUCTION

Using literature in instruction to promote students' intellectual, spiritual, mental, and motor skills can help them develop into effective members of society. In order to form the learners into well-rounded citizens and to achieve the goal that the aesthetic side of the learners is addressed as specified in the instructional specification, it is crucial that the instructor instills cognitive, emotional, and sensorimotor domains into the students. Learning a language for aesthetic purposes helps students enjoy literary works at a level appropriate to their linguistic aptitude and increases their capacity for creative expression.

Because of this, the main goal of incorporating literature into the English Language lesson plan is to assist learners strengthen their language skills and creative thinking while also broadening their horizons and preparing them for real-world experiences.

The goal is to assist students develop their reading skills, help them react to literature, assist them comprehend and appreciate various cultures, help them relate to situations, personalities, as well as their own experiences, and help students see aspects of successful writing. This highlights the importance of this subject material in the English language curriculum. After years of its implementation, in 2003, children's literature program namely, Contemporary Children's Literature (CCL) Program was introduced and implemented in primary schools. This program was Curriculum Development Division (CDD) as an extensive reading program to improve English language teaching through the introduction of storybooks or children's literature. The program objective was to promote, not only mastery and skills of literacy but also to apply this mastery in achieving life- long learning (Cheng, 2008).

Literature in Education syllabus consists of the teaching of prose, which involves novels and short stories; poetry; and also, the teaching of drama. The syllabus is made up of aims, objectives and learning outcomes of the course. It is aimed to develop the ability to read, understand and respond to literary texts. The student's development was done by exploring the issues portrayed in the selection of prose, poetry and drama. While in the process of exploring the text, students will understand human values and concerns. Thus, the objectives of Literature in Education are to develop within students, (1) an awareness of the value and pleasure of reading good literary works, (2) an appreciation and deeper understanding of important human concerns and human relationships (3), an ability to appreciate values which would enhance an understanding of themselves and their relationship with others, (4) an initial ability to

communicate their response to texts supported with reasons, and (5) an acquaintance with an appreciation of the main forms of literary expression and of literary devices used (Hwang & Embi, 2007).

One of the elements of literature are short stories. It is a single work of literature that blends nonfiction with fiction. Short story authors utilize language to discuss topics that are important to people. By evaluating and analyzing several screenplays, learners are needed to learn the positive values in them.

AIM

The main aim of the present study is Fostering of Iraqi EFL Teachers towards Activities Teaching Literature.

ACTIVITIES IN THE TEACHING OF LITERATURE

According to Carter and Long (1991), there are three main methods to teaching literature. All of these are:

(1) The Cultural Model:

A conventional model of trying to teach literary in which learners are required to identify and extrapolate the social, political, literary, and historical context of a particular piece as a result, learners are inspired to consider other cultures and ideologies in light of their own. It demonstrates the universality of thought and ideas. Using an instructor's approach in which the educator imparts knowledge and information to the pupils, this model views literary as a credible source of information.

(2) The Language Model:

A model that gives students a chance to read a literature in a scientific and organized way. With this method, teachers can utilize language-learning techniques as close process, anticipation drills, garbled words, rationalizations, story - telling, and role - plays to analyze literary works in terms of achieving different language objectives. According to Savvidou (2004), students interact with the literature solely for the purpose of exercising their language skills, and literary is employed automatically to deliver a number of language-related exercises.

(3) The Personal Growth Model:

This model focuses on the Learners' intense emotional growth, including personality traits. By relating the themes and topics to their own personal experiences, students are expected to relate to and respond to them. When the emphasis is on a specific language use in a book inside a variety of meanings, there is an impact of both the intercultural models.

These three literary instruction models were used in a variety of exercises. In order to thoroughly examine the teaching and learning of literature in the classroom, the instructional strategies explored in this study mostly referred to the following activities:

(i) Language-Based Activity

The Language Model put forth by Carter and Long (1991), in which literary works are considered as tools to aid learners in honing their communication skills, is nearly identical to this model. This is accomplished by exposing them to the intended language and establish relationship between them and particular terminology and other vocabulary knowledge. The main goal of this method, according to Maley and Duff (1990, p. 5), is "very simply to employ literary texts as a resource for engaging language tasks". The emphasis switched to the learner, the reading process, and the learners' development of language awareness with the use of language-based activities.

(ii) Paraphrastic activity

This task focuses on the text's basic interpretation (Hwang & Embi, 2007). Contrary to the more advanced tasks inside the textbooks, Rosli (1995) claims that it implements the principles to utilize precise language and complex sentences. The instructor sharing scheme to transcribe into many other dialects. He goes on to say that this plan is effective for those learning the language skills for the first time because it serves as a foundation for forming original hypotheses about the writer's intent.

(iii) Information-Based activity

This is a method that demands a large input. This method, which McRae coined "Literature with a big "L"," necessitates a significant amount of instructor involvement (1991). According to Ganakumaran (2003), it depicts literature study as "an elegantly designed production equipped with the cognitive potentials of logic, cultural, morals, and even the liberal arts". In addition, Carter and Long (1991) contend that it incorporates contextual, creative practices, and analytical ideas, and therefore that learners must be willing to hire certain thoughts and phrases while communicating in English about literary.

(iv) Personal-Response activity

As it seeks to elicit opportunity to react and promote students' personal growth, this activity is related to the Private Development Model put forth by Carter and Long (1991). Moreover, Vethamani (2003) contends that while students are urged to investigate alternative literary interpretations, their judgment must be consistent with the material. By creating a connection between the ideas of the materials being explored and the learners' own past observations, Rosli (1995) contends that this exercise inspires and encourages understudies to read.

(v) Moral-philosophical activities

This method integrates moral principles into the classroom. The goal of the program is to acquire moral principles while examining a certain piece of literature (Hwang & Embi 2007). It looks for the value of religious and ethical underpinnings of literature (Rosli, 1995).

(vi) Stylistic- activity

Textual is a way of literary theory that gives vocabulary the importance of placement (Simpson, 2006). By integrating language investigation and literary criticism, this method enables learners to a deeper comprehension and enjoyment of the literary work itself. This shows that learners are encouraged to recognize how linguistic structures in a work of literature serve to communicate ideas to the reader. Lazar (1993) claimed that this action has two goals. Firstly, its education and daily the ability to understand the literature in effective and efficient way possible. This higher education to examine the text's meaning beyond its obvious meaning. Second, it aids in broadening students' linguistic understanding and knowledge. As proposed by Carter (1996), a contribution to the meaning and interpretation of the text will emerge.

RESEARCH DESIGN

The research methodology used for the study is descriptive design. The focus of the study, which is to investigate the application of a literary reprogrammed in, was done for fifteen weeks, respectively, in the literature area, and classroom observation has been selected as one of the most appropriate methods to conduct the aim of this research.

Population

The sample population consists of two ESL teachers who teach Years ESL classrooms in college. And second stage classroom observations were taken from teacher in college, the data were analyzed for the study. Hence, observations were collected then analyzed after collecting the question reflection at last making final decision.

Instrumentation

In order to monitor the teachers' practices used in the teaching of literature, a classroom observation checklist form developed from Spada and Frohlich's Communicative Orientation of Language Teaching (COLT) (1995) has been used in the study. To make informed judgments and interpretations, the COLT Observation checklist was analyzed and contrasted with six literature teaching activities. When conducting the classroom observation, the six literature teaching activities and the COLT Observation checklist were merged and modified. Before the actual study was done, the observation checklist was approved by curriculum and instruction experts.

During the teaching and learning process, the checklists were examined and related to six literature-based instructional activities. The activities are (1) Language-Based Activities, (2) Paraphrastic Activities, (3) Information-

Based Activities, (4) Personal-Response Activities, (5) Moral-Philosophical Activities, and (6) Stylistic Activities, as in the following (Table 1).

Table 1: The six Literatures Teaching Activities

No.	Activities	Yes	No.
1)	Information-Based Activities	%	%
1	Comprehension questions exercises Lecture session	55	45
2	Read notes from workbooks/handouts with Students	84	16
3	Explain a text to students	25	75
2)	Personal-Response Activities	%	%
4	Journal writing	55	45
5	Brainstorming session	65	35
6	Small group discussions	78	22
7	Writing about feelings/reactions towards an Issue	65	35
3)	Language-Based Activities	%	%
8	Group work	non	Non
9	Language activities (close, jigsaw puzzle, prediction exercise)	58	42
10	Debate	78	22
11	Performance activities (drama, role play, poetry recital)	non	Non
4)	Paraphrastic Activities	%	%
12	Translation of text using L1	23	67
13	Re-tell story to students	24	86
14	Students read paraphrased notes in the workbook/handouts	32	77
15	Students re-tell story to the class	68	32
5)	Moral-Philosophical Activities	%	%
16	Reflective sessions	66	34
17	Discussions on moral dilemmas	non	Non
18	Tell more values to students	58	42
19	Conduct self-evaluation activities	80	20
6)	Stylistic Activities		%
20	Identify linguistics features (e.g., Vocabulary, tenses) in a text	86	14
21	Discuss different meaning of a text	87	23
22	Extract examples from a text that describe a setting	86	14
23	Identify adjectives that describe a character	76	24

Procedure

This study's major goal is to support the teaching activities used in literature education. The activities that teachers are using to instruct classroom would be highlighted by instructional practices. The types of activities used in the teaching of literature were determined by examining classroom observations made by two teachers. In these, observations inside the classroom require making inferences and developing personal opinions about how to respond to similar circumstances in the future, rather than just noting that something happened. In order to create effective behavioral interventions, observations may also be used to help identify the antecedents (what occurs before the target

behavior). Activities employed by the teachers were evaluated from the observation of activities in the classroom setting. Activities related to the teaching of literature are drama, quiz, speaking, exam-based questions, writing, games, group work, spelling, reading, drawing, choral speaking, singing, listening, moral value, portfolio, meeting the author/poet, and storytelling.

RESULTS

Findings led to a study of literature programs implemented in colleges that might have similar or different challenges. Information gathered from sources of classroom observations. Findings were compared on the following dimensions: (A) the current context of literature programmed implementation, (B) the state of instructional practices observed from activities employed in the classroom instruction. It was found that teachers employed varieties of activities in the teaching in order to ensure students comprehension. Activities involved were Information-Based Activities, Personal-Response Activities, and Paraphrastic Activities. While the least involved activities were Language-Based Activities, Moral-Philosophical Activities, and Stylistic Activities.

It was revealed that teachers employed more Language-Based activity, Moral-Philosophical activity, and Information-Based activity. While the most employed activities in the teaching were, Moral-Philosophical Activities, Paraphrastic- Activities, and Stylistic- Activities.

DISCUSSION

Activities in the Teaching of Literature focused on the teaching of vocabulary, grammar, pronunciation, and reading. When teacher's lesson plan was analyzed, the inconsistency of utilizing different activities were obvious in the classroom. It is noticed that teachers do not use the right activities for the right lesson. Students comprehend teaching during activities employed in the classroom. The observational checklist determined their strength in comprehension via prompt feedback and response. Students developed learning from the two-way communication in the classroom instruction when teacher often asked referential questions. Students gained confidence in speaking and able to provide impromptu feedback. Resulting in students' high performance in language development. The Pre and While-Reading Activities occurred in the classroom assisted them to become fluent in the language. Hence, enhancing their reading abilities. The enjoyment of learning literature in the classroom was prioritized by teachers due to the context of learning it. They adored the teaching of literature by their teachers, from the reading activities, materials, handouts, and the authentic assessment occurred, were all impromptu which led to their fluency and confidence in using the language. Students highlighted activities employed in the classroom during teaching as interesting tasks. In this context, they categorized interesting as the way the teacher taught in the classroom learning.

CONCLUSION

According to the study, encouraging activities in the classroom instruction of literary are essential to ensuring students' language acquisition. Educators' learning materials shall better learn outcomes' growth in line with the criteria and objectives set forth in the educational guidelines made by government. The desired abilities, experiences, attitudes, or ideas that a student is intended to gain should be emphasized in the activities used in the literary pedagogical practices. In keeping with the primary goal of learning the English language, the elements of real-life situations should also be included. All of these will help students grow into whole individuals with rounded minds who are creative and socially useful.

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