Reflections Upon The Teaching of EFL Literature as a Means for Promoting Students’ Active Learning

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Abstract

The present thesis attempts, through empirical research, to measure active learning in the literature classroom, and therefore, suggests adequate strategies to promote it. The research design has incorporated both qualitative and quantitative approaches. The analysis of the findings of the study indicates that literature teaching is still bound to traditional approaches that do not emphasise the students and their active role in constructing knowledge. The students are always seen as empty vessels to be filled up with knowledge by teachers who favour unidirectional lecture methods. The study has also revealed that the exploitability of the literary text is at minimum: little is done with the literary text in the classroom, and this, in turn, has increased students’ passivity. It has also been evidenced that teachers tend to show a striking reluctance to incorporate active learning strategies which have the potential to encourage the students assume more participatory roles. In response to this situation, and in attempt to promote students’ active learning, a set of general recommendations and a number of practical suggestions have been accordingly made. These include the necessity of working with literature as a resource for reading and writing activities, the reconsideration of the role of stylistics for a close reading approach, encouraging literary discussions that entail acknowledging the students’ responses to the text, promoting cooperative learning strategies, resurrecting drama and creative dramatic activities and implementing audio-visual materials (films) with a particular emphasis on engaging students in challenging and thought provoking activities. The suggested strategies fundamentally aim at encouraging teachers to try out new teaching methods that would help students assess their own degree of understanding and skill handling. They seek to make literature learning more challenging, and thus, enhance students’ creativity.
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General Conclusion

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