

## FOSTERING MOTIVATION AND ADOPTING LEARNER-CENTRED TEACHING STRATEGY THROUGH EFL LITERATURE CIRCLES

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**Abstract:** This paper examines and reports on an EFL literature course design and instruction. The researcher believed that EFL Literature Circles instruction in practice is an issue worthy of concern. A new teaching plan was designed to motivate students in practising reading literary texts and implementing activities. The plan consisted of assigning learners with various reading activities to literary genres that were done in groups and presented in the classroom. Qualitative and quantitative methods were used in this study. Based on the data obtained from classroom observations, students' classroom presentations, focus group interview; students' response to a questionnaire and a post-questionnaire of (30 students), the researcher found out that students developed a fairly high degree of motivation towards practising literary reading. The results of the study also indicated that the students were motivated; the course was conducive to students' language awareness and acquisition and contributed to students' literary growth. Learning literature through literature circles gave more freedom to learners to take risks, learn by themselves and profit from their mates without resorting to teachers in most cases.

**Keywords:** *Fostering motivation, learners' centeredness, Literature Circles*

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### INTRODUCTION

Literature teaching is a very good topic to delve deep into. It encompasses all the teaching study skills and consolidates the other credits within the curriculum. Povey (1972) asserted: "literature will help increase language skills because literature will extend linguistic knowledge by giving evidence of extensive and subtle vocabulary usage and complex and exact syntax". Literature functions as a mirror that reflects the abounding and amazing diversities (Lazar, 1993) of life, belief systems, values, behaviours (Joseph, et al., 2000), history, and culture presented in the language (Bruner, 1996). Maley (1989) offered some fundamental reasons for the use of literature in language classroom while CS Lewis proclaimed: "literature adds to reality, it does not simply describe it. It enriches the necessary competencies that daily life requires and provides ... it irrigates the deserts that our lives have already become" (Holmer, 1976). Literature is emblematic in its richness of vocabulary, descriptive language and imagination. Literature can offer much to language learning because it familiarizes the learners with natural language, or simply 'language at its finest' (Ghosn, 2002). Literature can best depict people and places, situations and scenarios, including stimulation that learners can understand since literature depicts universality (Sage, 1987).

## **On Literature Teaching Benefits**

The systematic study of vocabulary, structure, register, the stylistic features of a text, are meant to explore “not just what a text means, but also how it comes to mean what it does” (Short, 1996). Bassnett and Gundy (1993) argued that literature illustrates language usage as a sublime skill while Allen (1978) compared the tie-up between language and literature thus: “If human experience is the what of literature, then surely language is part of the how”.

Teaching literature is very beneficial for both teachers and learners. Teachers have a good opportunity to read literary works and enrich their cognitive and cultural competence; whereas learners can add to their vocabulary potential and thinking power. In this context, Collie and Slater (1990) suggested four essential reasons: profitable and authentic material, language enrichment, personal involvement and cultural improvement. Likewise, Lazar (1993) suggested the following five reasons for integrating literature in ELT:

1. Expanding students’ language awareness
2. Encouraging language acquisition
3. Developing students’ interpretative abilities
4. Motivating materials
5. Educating the whole person

Many researchers have agreed that literature is very resourceful at the level of culture and cognition. For McKay (1982) three major benefits of using literature can be noted: literature fosters learners’ reading skill; it promotes tolerance and it helps learners become creative; whereas for Mac Rae (1991), Literature motivates learners towards personal and dynamic learning. Also, while Maley (2001) considered literature, as an ideal tool that develops creative comprehension and enhances the communicative competence of learners, Arthur (1968) discussed three processes of language learning through literature: syntactic pattern, a large stock of vocabulary, and knowledge of other cultures. This article tackles the importance of fostering motivation and adopting learners’ centredness as a strategy through the use of EFL literature circles.

## **On Reading Literary Texts**

Reading literary texts is enjoyment for learners who know how to read. Literary texts are multifaceted, they inform and cultivate people and empower their cognitive powers with a multitude of information. Reading literary texts encourages learners to grow with a sharp, discerning sensibility to the events, whether social, political, or historical, which construct the background to a particular literary text (Lazar, 1993). Literary texts are adopted as a resource to provide stimulating language activities and to help students improve their knowledge of, and proficiency in the language. Brumfit and Carter (1986) reported: “reading literary texts will help our students to understand and appreciate multiple levels of meanings, metaphors and phonological patterning in many other types of texts.

Moody (1971) noted that “the study of literature is fundamentally a study of language in operation” and “literature can fit into virtually any language methodology”. The language of literature is usually normal since it is the normal language that becomes elegantly poetic (Carter 1999; Hall, 2001). Literary texts exert a positive influence on learners’ attitudes and

perceptions on reading (Eldredge & Butterfield, 1986; Larrick, 1987). Langer (1997) opined that reading literature can open “horizons of possibility, allowing students to question, interpret, connect, and explore”.

For Langer (1997) reading literature can open “horizons of possibility, allowing students to question, interpret, connect, and explore” where “the reader as an active principle of interpretation is a part of the picture of the generative process of the text” (Eco (1984). Moreover, McKay (1982) argued that literature helps promote reading skill and where reading is “not as a reaction to a text but as an interaction between writer and reader mediated through the text.” Widdowson (1979). Reading as a process demands a certain methodology of reading-Rosenblatt (1978) offered two reading methods: efferent (a reading whereby the learners are concerned with language skill) and aesthetic (learners’ feeling of inner joy). Meanwhile, three phases are used pre, during and post-reading activities for students to observe Yopp & Yopp (2013).

Literary texts are authentic language in a context that provides opportunities for language resources to be used more broadly, and, therefore, the readers are placed in an active role in working with and making sense of the language (Liaw, 2001). The use of literature can enlarge learners’ vocabulary (Povey, 1972; Spack, 1985) and inspire them to take risks in experimenting with the target language (McConochie, 1985). Literature cannot only be used to enrich their vision, fostering critical thinking (Oster, 1989), and stimulating their creativity (McKay, 1982; Preston, 1982), but also to promote their greater cultural tolerance (McKay, 1982) and sensitivity (Liaw, 1995).

Also, through reading literature, learners are more likely to extend their language into the more abstract domains associated with increasingly advanced language competence (Brumfit & Carter, 1991). Intensive reading and reading for pleasure can even provide an avenue for efficient second language acquisition and reading proficiency (Constantino, 1994; Krashen, 1989; McKay, 1982). Chang (1997) and Hsieh (1999) hold that literature-based syllabi result in positive effects on students’ reading ability and encourage personal growth, which is echoed in Vacca’s postulation (1981) that readers can grow in and through reading. In the process where readers get responses from and to the literature, their thoughts and feelings progress extensively in terms of their sensibility and sensitivity, which consequently encourages the readers to engage in more extensive or intensive reading.

Due to individual traits, students could derive diverse messages from reading a particular novel, play or poem (Brumfit & Carter, (1986). Gajdusek and Van Dommelen (1993) assert that guiding students to do the necessary critical thinking is essential since it is at the heart of the writing process and critical thinking contributes to triggering students’ formation of judgments (Beyer, 1995). Whole language and cooperative learning techniques are deemed satisfying vehicles to cultivate students’ automaticity in processing written language and fostering critical thinking skills (Sage, 1993). Amara, Y., Joe, A.&, Melor, Y. & Azlina A. (2018) claimed that “Although the integration of the literature component is aimed at improving students’ language proficiency, literature has often been regarded as complex to teach due to challenges like students’ language proficiency and texts readability. “

A study conducted by Akyel and Yalcin (1990) reveals that many EFL teachers chose to expose their students to literature to achieve linguistic and cultural goals and to develop their students’ literary competence while other teachers failed to perceive that the literature syllabus

could meet the aim of enabling their students to reach the proficiency level at which they could cope with further university studies in English with ease.

Martin and Ian (1993) reported that some foreign language students did not necessarily find literature study conducive to achieving their primary goal of improving skills in the target language. Given all the claimed hurdles/setbacks, one could easily assume to study literary reading credit in English might be a source of anxiety and frustration to a majority of EFL students. In like manner, complaints about the inclusion of literature in language instruction are often heard, based on the language of literature, is “upgradeable and linguistically unsuitable,” thus, irrelevant to learners’ needs (Hill, 1986, p. 10).

However, Conniff, Bortle, and Joseph (1993) introduced poetry in a literary adult class where they demonstrated that teaching poetry enhances the reading and writing skills of lower-level readers and motivates those learners to improve their writing due to the connections between reading and creative writing especially for learners and teachers praising literary circles. But what is meant by literary circles?

### **On the Selection of Literary Texts**

For McKay (1982), selecting appropriate literature is “the key to success in using Literature in the ESL”. The short, less complex, and have few characters are ideal literary texts for EFL learners. Some scholars, quoted in Kramsch (2000), suggested tailoring the texts to the level of learners’ competence. (Swaffar, 1985, 1988; Bemhardt (1986) pressed for making the task simple, not the text. However, Honeyfield (1977) emphasize the simplification of texts for producing a homogenized uniformity to dilute the information. Others called for ‘reading for meaning’ which means the text must be related to learners’ cultural milieu not in the alien culture (Swaffar, Arens, & Byrnes, 1991).

### **On the Use of Literature Circles**

Literature may be the appropriate vehicle to achieve students’ understanding in the reading and writing process. Dogan, et al. (2020) explained well literature circles and their role in promoting learners: Literature circles are an effective practice to collaboratively support a study environment, to make reading and writing successful, and to improve spoken language. Literature circles have a great impact on and allow the highest level of support for student participation as they constitute a dynamic approach. On the other hand, literature circles encourage students to participate fully as leaders and teachers in an environment suitable for studying collaboratively. Within regular classroom routines, often academically successful students come to the forefront in sharing responsibilities. In literature circles, however, every student has an equal opportunity to manifest himself or herself. (p.200)

Likewise, EFL literature circles are small student reading groups that provide a specific framework allowing EFL students to have real, meaningful discussions about literature in English. Literature circles usually involve an active collaboration of four or five students. In such circles, students gather to select books to read based on their interests and to discuss them in-depth (Ediger, 2002; Ruby et al., 2003; Schoonmaker, 2014). Research on literature circles shows studies introducing the cognitive, affective, and social benefits of literature circles to people (Almasi, 1995; Ediger, 2002; King, 2001; Lopez Medina, 2007; Peterson & Belizaire, 2006).



EFL Literature Circles are fun, focused classroom-based student reading and discussion groups that naturally combine the skills of reading, writing, speaking and listening. Literature circles are defined as a teaching method in groups created with students' choices of books, where students periodically discuss the parts, they read (Daniels, 2002). During a reading, students take notes about their reading, share their reading roles, and discuss the text according to these roles. It is through literature circles diverse use of language that learners may convey parts of their culture for language is also a reflection of culture so that understanding the cultural content of what one learns is a crucial factor in reading comprehension (Lono, 1987; Nelson, 1987)

## **On Tertiary Learning and Motivation**

Motivation is an important aspect of everyone's life and whether intrinsic or extrinsic, motivation is a deeply ingrained element within every aspiring soul. It is well reported that academic success at a tertiary level requires motivational states beyond those of secondary school (McKenzie & Schweitzer, 2001). When students' level of motivation and interest to learn is increased through various motivational activities, there is the probability that they will invest all their time and effort to attain their set goals (Dembo, 1994; Gagné et al - 1993; Smith and Ragan, 1999). Ayotola, (1998) suggests that “strengthening the degree of intrinsic motivation students feel for learning” is the most important thing any teacher can do.

For Adinuansah et al (2018) “Motivation provides the primary impetus to initiate learning the foreign language learning and later driving force to sustain the long and often tedious learning process” (p.16). In the same line, Gupta et al (2011) confirmed that ‘highly motivated students were found to use more learning strategies than less motivated ones; as a result, they were able to improve their language ability.’ “The study of motivation provides a rich framework for addressing some of the most pressing issues facing our educational system today” (Graham & Taylor, 2002, p.121). In academic terms, motivation can be defined as “a student’s willingness, need desire and compulsion to participate in and be successful in the learning process” (Bomia, Beluzo, Demeester, Elander, Johnson & Sheldon, 1997, p. 1).

Thanasoulas. (2002) explained that, some of the conditions and importance of student motivation are the creating of “appropriate teacher behaviour and good teacher-student rapport”, “pleasant and supportive classroom atmosphere” and “a cohesive learner group characterised by appropriate group norms”. More specifically, in a university setting, motivation is concerned with what it is that drives students to regularly attend classes, complete their work, and whether or not they are active participants and learners (Pintrich, Smith, Garcia & McKeachie, 1993)

A tertiary study, in contrast to a performance-oriented environment, has the implicit aim of developing learners who are independent, confident and self-directed (Gordon,2000). These attributes are encompassed by various terms such as ‘independent learner’(Kantanis, 2001), and ‘expert’ learner (Knapper & Cropley, 2000). For our purposes, the term ‘lifelong learner’ (Marshall & Rowland, 2006) refers to and encapsulates, the core notions of both terms.

A lifelong learner is someone who (a) plans their learning, (b) assesses their learning, (c) is active in their learning, (d) can learn in formal and informal environments, (e) learns from others, (f) integrates knowledge across contexts when appropriate, and (g) adapts their use of learning strategies to new situations (Knapper & Cropley, 2000). Intrinsically motivated students, like integrally motivated ones, learn an L2 because of the inherent pleasure in doing

so; they are expected to maintain their effort and engagement in the L2 learning process, even when no external rewards are provided (Oxford & Shearin, 1994; Noels et al., 2001).

When a learner has no extrinsic or intrinsic goals for learning a language, motivation arises. Consequently, the learner may quit learning the target language at the earliest convenience (Noels et al., 2001). As these concepts have gained popularity, it is claimed that intrinsic motivation plays a central role in learning a second/foreign language (Noels et al., 2001; Oxford & Shearin, 1994).

The development of the ten commandments for motivating learners (Dörnyei and Csizér (1998)) is a good pre-requisite list for establishing motivation strategies and introducing them into the classroom.

Table 1. Dörnyei and Csizér (1998) ten commandments

- |   |
|---|
| <ol style="list-style-type: none"><li>1. Set a personal example with your own behaviour</li><li>2 Create a pleasant, relaxed atmosphere in the classroom</li><li>3 Present the tasks properly</li><li>4. Develop a good relationship with the learners</li><li>5 Increase the learners' linguistic self-confidence</li><li>6 Make the language classes interesting</li><li>7. Promote learner autonomy</li><li>8 Personalise the learning process</li><li>9 Increase the learners' goal-orientedness</li><li>10 Familiarise learners with the target language culture</li></ol> |
|---|

## RESEARCH METHODOLOGY

### Problematic and Research Questions

Many EFL fresh students feel they are highly motivated when they come first to the university. However, when confronted with literature studies they feel a little bit scared because the credit is new for them and it is very tough to maintain their intrinsic motivation. So, to help foster motivation in adult learners and help transform students in their learning styles, teachers may engage in adopting some teaching styles as literature circles to show consistent interest in their learners' output and provide encouragement to invite students to share, cooperate and be dependent learners. Inherent to the above, some research questions may deserve to be raised

1. Why most EFL students find it difficult to study literature?
2. What could teachers adopt to motivate students to study literature?
3. What advantages could literature circles provide for fresh learners in terms of motivation, contents and strategy?

### The Aim and Context of the Study

To help see whether learners deserve to study literature to justify the place of this credit as part of curriculum content and to evaluate the course implementation in terms of its appropriateness, students' motivational and attitudinal change and students' learning outcomes/achievements To enable students to make meaningful interpretations of the text itself; in other words, to help students read and study literature more competently and to expand students' knowledge and awareness of the language in general (Lazar (1993) p. 31)

In this context, students are encouraged to draw on their personal experiences, feelings, and opinions so that they become more actively involved both intellectually and emotionally in learning English, and hence this aids acquisition (Lazar, 1993).

## Methods

In this study, both Qualitative and quantitative methods were used. A sample of 30 students has been selected to receive a questionnaire and a post-questionnaire on the benefits of literature and literature circles. Classroom observation of students was also used to collect some data. Besides, a short focus group interview was also conducted to have an idea about students' perception of the different techniques introduced in literature circles. The data obtained was analysed and recorded.

## The subjects

The subjects of the study were 30 first year EFL students from the Department of English who study a required literary course, Introduction to Literary reading.

## Course description

The course was provided for two semesters. The class met one hour and a half per week for a total of 14 weeks each semester. A needs analysis through the pre-course questionnaire was conducted during the first period of the first semester to help gain an understanding of students' interest and motivation for studying literary readings and the way this could be approached.

## Course contents

1. An introduction about literature, its main aspects, definition, contents
2. The different literary genres-poetry, prose and drama
3. Poetry: its characteristics, scope and constituents, main literary figures, analysis of poems, reading poetry selection of the best writers
4. Prose: main features, reading of essays, analysis, comments
5. Drama-definition, constituents, getting to know some famous short plays
6. Practical side fostering graded reading, exposing presentations as part of literary circles in groups related to the three genres.

## Main Readings:

### a. Prose: graded and abridged readings of short stories

1. On Friday Morning by Langston Hughes
2. Black Beauty by Anna Sewell
3. The Coral Island by R.M. Ballantyne
4. The Black Arrow by Robert Louis Stevenson
5. Scenes from Ivanhoe by Walter Scott
6. Silas Marner by George Eliot

### b. Poetry

1. The Daffodils/ the Rainbow by William Wordsworth
2. The Tiger by William Blake
3. My sister's Sleep by D. G. Rossetti
4. The Cry of the Children by Elizabeth Barrett Browning

**C. Drama:** The study of selected plays from Shakespeare scenes from Hamlet, Macbeth or Julius Caesar followed by summaries of their contents

## **Learning Outcomes**

Based on the rationale and objectives of the course, key learning outcomes are formulated, where a total of seven key outcomes/competencies are in line with teaching and learning literature and language along with achieving students' cooperative, effective, and motivational enhancement, as illustrated below.

1. Building up literary competence in various literary genres, which occur in epics, poems, prose and drama in English
2. Making learners use registers, styles and stylistic analysis to interpret a text and make competent critical judgments of it.
3. Improving English communicative abilities
4. Helping learners become independent readers
5. Enhancing cooperative learning by making learners work as a member of a group to achieve shared goals and complete tasks
6. Collecting, analysing and organizing information
7. Increasing the learning motivation and lowering the affective filter in the cooperative learning process

## **The Rationale of the Use of Literature Circles**

1. Teachers select reading materials appropriate for their student population and allow to participate in "real-life," meaningful discussions about the texts/stories that they've read; thus, selected graded reading materials which promote reading fluency for use in literature circles are promoted. With literature circles, teachers need to start with a graded reader that is one level below the actual student reading level to enable learners to read, to discuss the texts in English where the materials must be manageable.
2. Small temporary five to six members groups are formed, based on the student's choice.
3. Different groups are usually reading the same text and each group designs a member to do a given task and presents the content of the material to the other groups. After the groups finish their discussions, the teacher asks the groups to produce something reflecting the group's work. For example, each group may make a poster relating the major themes in the story and then explain the poster to the other groups. In this way, students work together to produce something.
4. In adopting literature circles, the teacher acts as a facilitator, not a group member or instructor. Again, teachers need to step back and allow students to assume responsibility for guiding the literature circle discussions to the students in the form of a "mini-lecture" in simplified English. Teachers can exploit topics the students are interested in. In this way, students work together to produce something which can then be presented in English to the other groups.



## RESULTS AND DISCUSSION

### Students' Attitudes to Literature reading and literature circles

Table 2: Students' Attitudes to Literature reading and literature circles

How do you find Literary Circles?		
1	Literature circles are a little bit difficult for us to manage	19
2	With the help of the teacher and his selected teaching material we were able to work together.	25
3	We found literature lessons quite enjoyable because we share the same lesson and everybody has to prepare.	27
4	The fact that the same story is distributed among group members where each member has to complete the others has facilitated for us understanding, preparation and inspired us for more	24
5	We felt greatly motivated in reading the same interesting story from different angles and we did profit a lot from our classmates' presentations and fruitful discussions	23
6	This method of learning and presentation is difficult at the beginning but soon with the help of teachers we grew detached and felt responsible for our preparations	19
7	The teacher's successful use of group dynamics enabled the group members to work together jointly where the weak learners fused easily.	23
Total		30

Most students did respond positively to the use of literature circles because they felt secure working together.

#### Result of the Interview:

A focus group interview of Six questions was administered to a group of students with the intent to extract from. A focus group interview of Six questions was administered to a group of students with the intent to extract from their feedback some notions about literature and the use and benefits of literature circles. Here, the questions are given.

#### 1. Do you like studying literature?

1. What do you know about literary circles?
2. Have you ever worked through literary circles?
3. What are the benefits of using literary circles?
4. Are you more motivated to work and learn when working cooperatively with other students?

5. Does your teacher help you while working on the literary genres?
6. Which type of stories do you like best for literary circles implementation?

Here are two selected responses from the interviewed students:

**Student One:**

**Q.1.** Yes, I like studying literature, it is my favourite subject. Thanks to literature that I write short poems and elaborate short stories. Literature has taught me fresh imagination and richness of vocabulary and though I use my dictionary in explaining difficult literary terms, I find great enjoyment in studying literature.

**Student Two:**

**Q.2.** Literary circles are a technique used by teachers in class to empower learners with self-motivation of working in groups and dealing with literary genres. Literature circles encourage learners' centredness, motivate learners to check their work and make progress. I like literature circles because they encourage me to work cooperatively with others.

**Result of Questionnaire 1**

Eight questions were administered to the students

Questions	Yes	No
1. Do you like literature?	25	05
2. Are you familiar with the different literary genres?	20	10
3. Do you like working on the same genre as your class mates?	27	03
4. Do you like working in groups?	23	07
5. Are you familiar with literature circles?	12	18
6. Do literature circles offer you lots of benefits?	12	18
7. Do you need your teacher's help while working in circles?	25	05
8. Do you feel more motivated when working cooperatively in literature circles	21	09
Total	30	

**Comment:** Most students like literature, are familiar with literary genres and like working on the same genre with their classmates. However, they are not familiar with literature circles as this technique was first introduced. A great number (25 students) seemed to be comfortable working with their mates where they claimed their total satisfaction in terms of interchangeability and self-motivation.

**Result of Post-Questionnaire**

After working together for many sessions, a post-questionnaire was administered to the first-year students-Here are the questions

1. Describe and talk about your experiences working with mates in literature circles.
2. What difficulties have you encountered? List some of them.
3. Describe your intrinsic/ extrinsic motivation before starting you and after.
4. To what extent have literary circles been beneficial to you in terms of your literary improvement?

Two students' responses are selected:

**Student1: Q3. Describe your intrinsic/ extrinsic motivation before starting and after.** Well, before I start working in groups, I felt a little bit embarrassed because I had never worked in literary circles and I was afraid of sitting with other mates that I did not sit with before. Yet, I encouraged myself to work as the teachers asked us to do so. Intrinsically I felt a push from inside and I worked with ease. Extrinsically, I tried to imitate the girls around me and each time I asked them for help. That was a motivating fact that incited me to do more and more.

1. **Student Two: Q.4. To what extent have literary circles been beneficial to you in terms of your literary improvement?**

I found literary circles very enjoyable in terms of meeting my classmates, working with them interchangeably and contributing with them to solve most of the questions. With my friends all around, I ask the teacher for help. Things that I did not understand before now seemed easy. This idea of silent reading and exchange of information made the work quicker, fruitful and of great value

### **Result of Classroom Observation**

Classroom observation was conducted by the instructor/researcher throughout the course in an attempt to note students' attitudes and motivation as well as the interactions among the students in the teaching and learning process. The qualitative information extracted from the classroom observation functioned as complementary to the quantitative questionnaire data.

## **DISCUSSION**

### **The Role of the Teacher in Fostering Motivation to Adult Learners**

Almost all adults come to their tertiary courses with a variety and range of experiences, both in terms of their working life and educational backgrounds. Adults are intrinsically motivated thanks to the projected plans and future achievements mapped out. Hence, they increase their effort when motivated by a need, an interest, or a desire to learn. They are also motivated by the relevance of the material to be addressed by their instructors especially if this is goal-oriented to their own needs and interests. The consensus is that "motivation is such an important factor in language learning that it may even override the effect of other traditionally essential individual characteristics and may compensate for deficiencies in cognitive abilities." (Dörnyei & Ryan, 2015; Larsen-Freeman & Long, 2014; Sternberg, 2002). Adult learners learn best in a democratic, participatory and collaborative environment where they are actively involved in determining how and what they will learn.

Adult students are mature people and prefer to be treated as mature; so, teachers need to cultivate this notion in their respective classes to avoid clashes and to gain mutual respect. The Teacher's enthusiasm is very important in inculcating the spirit of learning in harmony. If a teacher does not believe in his job, does not enjoy the learning he is trying to transmit, the

student will sense this and come to the entirely rational conclusion that the particular subject matter is not worth mastering for its own sake. Such a reaction on the part of young people is eminently adaptive. (Csikszentmihalyi, 1997, p. 77)

Indeed, some adult fresh learners come to the university with some doubt, fear and lack of confidence; maybe because they changed the atmosphere, they missed friends or encountered difficult subjects for the first time or come to class with varying levels of confidence resulting in anticipated feelings of fear of study and failure. Consequently, instructors need to take all this into account.

### **Pre-Teaching Strategies Adopted by Teachers**

A pre-course questionnaire is used by the teacher to gain learners' insight into their expected outcomes. Through this stage, the teacher tried to negotiate expectations. Also, learning contracts can be negotiated between the tutor and a student or between a tutor and a group accordingly.

### **Adopting Learner- Centred Teaching Strategy in Literature Studies**

We, teachers, often asked learners to read a piece of literature at home and present it as exposé and though we all know how reluctant were our students to do this in a literature course; however, we went on practising the same habit with the intent to make our learners change their minds and opt for the new method. However, as technology has globally affected the sphere of learning and teaching, “many college teachers believe that a student-centred classroom provides a more effective learning environment and are making efforts toward this end. Students tended to respond positively to the changes introduced, and the teachers considered themselves successful in their quest to create more learner-centred classrooms while achieving their course objectives. (Gloria (2011 p.96)

Yet, the problem is how can we make these literature courses interesting for our EFL students? To gain the interest of students and facilitate their learning, teachers need to accomplish the role of guide, facilitator, not the leader to guide and manage group interaction in the way their learners like it to be.

- Detect personal learning styles and adult learning principles to construct group confidence
- Encourage learners to collaborate with others; to think and speak clearly; to know how to give and receive feedback appropriately.
- Cultivate the spirit of how to maintain a good sense of humour - creating a light-hearted atmosphere in the class to allow successful learning
- Assign learners roles to detach themselves from dependency
- Help learners search for their learning material by guiding and orienting them through web quests
- Cultivate the sense of long-life learning and self-autonomy through immersion group work activities

## SUGGESTION

### On Benefits of Literature Circles through literary Readings

“Literature circles can be a place for cooperative learning...Literature circles teach kids how to use each other as sources and become independent learners” (Aguilar, 2010, para.5). Likewise, Literature circles present a cooperative and participative active assignment throughout the collegiate classroom (Wood, 2018). Hill (2001) notes, “Students reshape and add on to their understanding as they construct meaning with other readers” (para.3). Learners learn more when they are exposed to different genres of literature.

Javonsky (2018) wrote, “You want to provide a variety of reading genres and topics to ensure each type of student can have options of some interest to him or her” (para. 6).

- a) Enhance the understanding of literature, literary expression, vocabulary, phrases style and foreign culture
- b) Foster the capacity of independent thinking, critical reading and learners’ centeredness
- c) help students grow motivated by reading intensely to increase their literary appreciation of the various literary genres
- d) Enhance questioning and answering skills in English and promote the ability to prepare and make reports in English
- e) Improve the team spirit of cooperating and sharing among students through questions and answers
- f) Adult-learners want teachers who care for their needs and interests and make them work for as mature responsible team groups.

Teachers need to:

- a. Set genuine high expectations, to encourage learners to do more overtime.
- b. To have to incorporate as much variety as possible into courses to reach the group dynamics expectations and satisfy the needs of all learners without distinction.
- c. To note that when teaching literary circles, it is recommended for them to select easy gradable material that suits students’ levels and respond to their expectations.

## CONCLUSION

This study had provided evidence that students gained both learning motivation and got an insight on literary reading credit and had, in the course of their research, presentations and due learning, shown an aptitude towards literature appreciation. They also got familiar with most of the literary jargon and expressions. The study revealed that the students’ attitude distinctly altered for the better, with students’ reporting their progress in the post-study questionnaire. They strongly claimed their attitudes from fresh amateur learners lacking interest in or having no knowledge about literary readings to being highly motivated to study it and do better in the forthcoming semesters. Learners gained a lot from their literary circles through which they shared information, assumed roles, presented mini-lectures, shared in the various discussions and gained self-confidence and autonomy.



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