

Dr. Tayeb Bouazid

Reflections on EFL Algerian Teaching



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Dr . Tayeb Bouazid

**Reflections ON EFL
Algerian Teaching**

Preface

This is the booklet that researchers want...

A multifarious collection of pedagogic Articles related to research methodology, classroom experimentation, the four skills, teaching theories in theory and practice and other classroom management discipline issues.

The twenty articles included in this book are but reflections of the teacher researcher as presented in different national and international conferences.

The author, in his self-gratification, opts to share this humble experience with his dear colleagues, experienced as well as novice teachers, with an intend to see their feedback and implications of the material offered.

The author devotedly offers you his hearty welcome **enjoy reading.**

The author T.B.

Introduction

The Benefits of Journal Article Writing

1. Personal Growth and Development.

Writing articles or journaling displays many benefits. Perhaps the most important of all the benefits for the adult learner is the enhancement of personal growth and development. The adults' experience in writing journal articles bring about many changes at the cognitive and intellectual levels leading the writer to gratify through self-expression his freedom of telling, of informing and in sharing with others his aspirations, his ambitions and endowments. And once he starts writing, he develops self-mental growth through constant research. Journal writing is not a pipe dream but an investment in self growing awareness that a writer construes in the long run of his pursuit to perfection.

2. Problem Solving.

There are no sweet rewarding endowments as those obtained from the writer's constant contact with his pen and paper. It is through the writer's use of journaling techniques that he can hit the hidden and uncover the latent pearls-solving problems is the outcome of deep searching and inquisitive writing. Writing down and imagining one's way through the different angles of a problem, using personal insights and reflections on life experiences, can fit the purpose.

3. Reflection and Critical Thinking.

Journaling helps adult learners adjust what they know and make it comply with what they do not know; thus, giving a chance to their mind to experience the knacks of good writing and good reflection embodied in critical thinking. Writing articles enlivens the dormant minds and

envigours their appetite to see the narrow world well with big lenses. Indeed, enhancing the ability of each person to take increasing personal responsibility for personal growth and development is a goal that has tremendous potential by encouraging a “proactive approach to the learning process” (Brockett and Hiemstra, 1991, p. 27).

Recommendations about Articles Writing

1. Why publish articles?

Doing research is a lot of work, and writing articles, especially for inexperienced authors, takes the difficult task of research and makes it even more complicated. In fact, publishing is important as one of the steps in the research process (Derntl, 2003) ; or even the ultimate aim of research (Day, 1988) because it is the primary means for researchers to contribute to the advancement of human knowledge.

Wellington (2003, p.1-5) provides a comprehensive discussion of personal outcomes of publishing, which include:

- **Improving your professional opportunities** - in the academic world obtaining, retaining, or advancing your position often demands published research. Having published also demonstrates that the writer is considered knowledgeable in the field and has the skills to complete the difficult task.

- **Influencing people** - your work will inform the leaders who create policy and make decisions, it will also make people more generally aware of the subject of your research.

- **Financial rewards** - as well as increasing job opportunities, researchers often have the opportunity to

receive extra remuneration as a result of successful publication.

- **Personal rewards** – learning new skills, being a respected part of a community, feeling a sense of achievement, and being able to travel as a conference speaker are additional pre-requisites of publishing. Regardless of what motivates an individual to undertake the arduous task of publication, it remains that any work which is original, interesting, and useful enough to undertake is probably publishable if it is written well enough and submitted to the appropriate journal.

2. Why are some articles rejected and others accepted ?

Summers (2001) lists four main reasons why articles are rejected by leading academic journals:

1. The research does not make a sufficiently large contribution to the "body of knowledge" (i.e., to the literature) in a specific discipline. The study is purely descriptive or merely replicates previous research without adding anything new.

2. The conceptual framework (i.e., the literature review) is not well developed. It lacks precise definitions of the core constructs and compelling theoretical motivation for the stated hypotheses.

3. The methodology used in the study is seriously flawed (e.g., the sample is too small or the reliability and validity of the measures used are questionable).

4. The author's writing style is disorganized and the article is not structured properly.

3. Drafting the research

Four or more drafts of a paper may be necessary. Perry et al. (2003) suggests the following:

1. The first draft should be written quickly without worrying too much about the details of referencing and style. Get ideas down on paper (sometimes the hardest part is the start).

2. The second draft is about structure or getting the flow right. Sections may be moved around. (Outlines are to ensure you don't forget anything, they aren't strict organizing structures).

3. The focus of the third draft is on style or "getting it to read right." This may require intensive editing to shorten the article and improve readability.

4. The fourth and final draft is the most detailed and focuses on technical issues such as referencing, headings, the numbering of tables and figures, ensuring all the references listed in the text are included in the list of references (and vice-versa), and a final check of spelling and grammar.

4.The Length of Articles :

- Title [8-15 words]
- Abstract [200-250 words]
- Introduction [500-1,000 words]
- Literature Review [1,000-2,000 words]
- Method & Materials [500-1,000 words]-(A methodology will provide a detailed description of exactly how the research was conducted (Day, 1988)
- Results [500-1,500 words]. Results will illuminate key findings and indicate where the complete data set is located (Cargill & O'Connor, 2009).
- Discussion [1,000-1,500 words]

INTRODUCTION-How to write it ?

1. Establish a territory, that is, identify your research topic (the broad theme)

2. Identify a niche, that is, identify some issue within that research topic that demands attention (why does anyone care? what gaps in the literature?)

3. Occupy that niche; that is, show how you are going to address that issue. (research question/hypothesis, context, units of analysis)

Write the opening paragraph in plain English, no technical jargon.

- Don't jump straight into the problem or theory; introduce the reader step-by-step into a formal statement of the research problem.

- Use examples to illustrate unfamiliar concepts or terms.

- Use a catchy opening statement, preferably about the behavior of people or organizations.

CONCLUSION- How to write it ?

1. Summarize what you have achieved in the article

2. Evaluate what you have achieved in the article (e.g. by stating its implications or limitations)

3. Anticipate and defuse possible counter-claims 4. Give suggestions for future research.

A conclusion outlines implication of the findings and recommends future research (Gustavii, 2008).

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1. Euro Mediterranean Interculturalis : A potential bridge for crossroads-identity education, religion biodiversity ; habits and values- A reflective study

Abstract

Facts on the ground have shown that Citizens on both shores of the Mediteranean Sea know well how multi-religious and polyglot they have become. So, the researcher believes it is high time Mediteraneans should rediscover its potential as an essential bridge between other countries and their different and diverse cultures to fuse their cultural heritage into one enriched melting pot. Common criteria as education, languages, religion, climate, skills, habits, values are all there to unify the Mediteraneans into one entity and reinforce inter-cultural interaction built on trust, positive exchange and shared moral values. The researcher, through this modest paper , strongly emphasizes the possibility to make both ends meet -the poor south and the rich north will have to join hands and build a strong global family through intercultural dialogue - (344 words)

Key Words : cultural melting pot ; multiculturalism ; intercultural dialogue ; Intercultural learning

Introduction

The world is fast changing and the whole fabric of the society is irrevocably affected by this constant change. The whole philosophy lying behind is that we need to live by the idea of sharing the others their cultures without any bias or prejudice. The cultivation of this new seed must easily spring up in our garden of harmonious life. And soon interculturality should show its shoots to be watered by all- we have nowhere to escape but accept the fact of living,

sharing, interacting with the others especially in schools where every learner comes from open borders that embrace a range of multiple ethnic diversities represented in notions, habits, mentalities, styles and languages.

Teachers have to set the first pace by creating an atmosphere of interculturality, open up a new space for everybody to express himself without constraints and sow the seeds of cultural awareness among the new recipients. In this article, the author will present the rationale related to culture, interculturality and interculturalism pinpointing the different pedagogical perspectives of how to apply interculturality in the classroom and under what context.

Theoretical Context: Definition of Culture

Culture is the set of features- social, economic and intellectual aspects which help identify a community, a group of people, a given society, known or recognized by their historical traits, physical setting, geographical location, habits, taboos, reactions, feelings and a given material world and social position or by beautiful deeds, heroic endeavours or aesthetic achievements as architecture, paintings, sculpture.

Culture refers to particular values, beliefs, knowledge and traditions of a group of people. It may also refer to everyday life and the comportment of people that reflect peoples' beliefs. It can be defined as the symbolic forms and the everyday practices through which people express and experience meaning. The terms 'culture' and 'cultural' are used to refer to the customs, attitudes, experiences and/or traditions that may be shared (or disputed) by groups of people, through belonging to particular national or ethnic groups

Culture is the cumulative result of experience, values, religion, beliefs, attitudes, meanings, knowledge, social organizations, procedures, timing, roles, spatial relations, concepts of the universe and material objects and possessions acquired or created by groups of people, in the course of generations, through individual and group effort and interactions.

Culture enables people to live together in a society within a given geographic environment, at a given state of technical development and at a particular moment in time (adapted from Samovar and Porter, 1972). Culture is an important negotiated influence in our lives. Our world is culturally structured and people are deeply shaped by culture. However, this does not mean that people cannot “critically evaluate its beliefs and practices and understand and sympathise with others...” (Parekh 2006, p.336).

Definition of cultural diversity

UNESCO Director-General Koïchiro Matsuura cited in the definition of ‘cultural diversity’ that it has become a major social concern, linked to the growing variety of social codes within and between societies. It is increasingly clear that lifestyles, social representations, value systems, codes of conduct, social relations (inter-generational, between men and women, etc.), the linguistic forms and registers within a particular language, cognitive processes, artistic expressions, notions of public and private space (with particular reference to urban planning and the living.

Definition of Interculturality

Interculturality is the sum of the various processes through which the different cultures meet and are constructed including the reciprocity created between cultures; a mutual exchange and fusing between people of different cultures with the intention of setting one communal entity based on irrevocable mutual respect, cooperation, and equality.

Interculturality is then the interaction of people from different cultures due to acculturation, migration, or children of political asylum seekers pertaining to other cultural backgrounds other than the host country, with the intention to understand the other culture and fit within the context of its holders. Interculturality is a dynamic process whereby people from different cultures interact to learn about and question their own and each other's cultures..

From the late 1990s, European interculturalism centred on encouraging dialogue between different cultural groups to reduce prejudice. This was largely understood in the context of defined minority groups entering into contact with homogenous majority or national groups (Lafliche 2007, p.1). Today, the European Commission still largely understands interculturalism to be about dialogue between different cultural groups proposing that this type of dialogue will enable European citizens to acquire “the knowledge and aptitudes to enable them to deal with a more open and more complex environment” (European Commission 2007).

Definition of Interculturalism

Interculturalism is the process through which cultures interact, meet and fuse and where the intercultural recipients recognize exchange and communicate with one another without any prejudice or backward views. Interculturalism is a better term than multiculturalism. It emphasises interaction and participation of citizens in a common society, rather than cultural differences and different cultures existing next to each other without necessarily much contact or participative interaction.

Intercultural spaces for intercultural dialogue can be both valuable and potentially transformative if the right conditions exist. Interculturalism is an approach to cultural diversity that involves a model of inter individual and collective relations. Authors Bouchard and Charles Taylor proposed this definition of interculturalism in their 2008 report to the Quebec Government:

"... a policy or model that advocates harmonious relations between cultures based on intensive exchanges centred on an integration process that does not seek to eliminate differences while fostering the development of a common identity."

The White Paper on intercultural dialogue

In 2005 the issue of intercultural dialogue was placed on the European political agenda by the Council of Europe. A broad consultation of the parties concerned was launched, culminating in the European Year of Intercultural Dialogue at the initiative of the Council of Europe, the European Commission and the European Parliament. This joint action resulted in the publication of the 2008 White Paper on intercultural dialogue "Living Together As Equals in Dignity".

The White Paper is based on respect for fundamental principles: human rights, the rule of law, freedom of choice of expression, equality, tolerance and mutual respect for human dignity. These principles are a common base with a universal scope

Spaces for intercultural dialogue

Encouraging interaction between people from different backgrounds is a central feature of intercultural exchange. Spaces for interculturalism exist to encourage dialogue between people from different cultures..The flow of tourists from Europe towards the Maghreb regions is but another dimension of interculturalism.

The discourse of intercultural dialogue

Intercultural dialogue must take the form of a dialogue between equals. This means people have equal opportunities to contribute, and that their views are listened to and considered seriously. To understand intercultural dialogue and its significance in human society, it is necessary to carry out “the systematic study of exactly what happens when cross-cultural contacts and interaction take place – when message producers and message receivers are from different cultures” (Samovar & Porter, 1985, p. 1).

The White Paper on Intercultural Dialogue (Council of Europe Ministers of Foreign Affairs, 2008:10-11), defines it as “an open and respectful exchange of views between individuals, groups with different ethnic,cultural, religious and linguistic backgrounds and heritage on the basis of mutual understanding and respect...”

Principles of Intercultural Dialogue

Intercultural dialogue works best when it is conducted within a clear, principled framework. Some of the projects considered in this report subscribed to the principles of equality, the universality of human rights, respect, and tolerance, and therefore mediated discussion with reference to those values.

Multiculturalism insights and Perspectives: Euro Mediterranean Interculturalism -a geostrategic overview and a crossroad potential Bridge for Common goals

1. Identity , Language and Education

Culture as a phenomenon cannot exist alone; it needs some dissemination vehicle and the best tool for is language. So culture and language are two dissociated organs. Hence culture is truly mirrored through language which can amplify its contents or minimize its distribution. Similarly, language is also mirrored in culture and it acts as its mouthpiece. When two people meet and start discussing about two different cultures, they use the linguistic system –words, paralinguistic features to exchange information.

There is a growing need to develop democratic knowledge, attitudes and skills in the formal and informal educational system. Dialogue regarding the responsibility of the state (policy makers and decision-makers), civil society representatives, community leaders, youth leaders and educators is a priority.

In terms of education for example, the role of teachers is to help learners take a position towards foreign cultures and languages and get a receptive mind in what concerns hostilities emanating from other alien cultures and set matters up all along their course of life and adapt any

foreign element to their own benefit .Teachers need « to promote understanding of social and educational problems in connection with cultural diversity." Abdallah Pretceille(1992, p.37.)

2.Religious dialogue

Forming the new generations to values of openness, critical thinking, empathy, respect for other cultures and curiosity towards the others is an essential element for the success of any dialogue project. In this context it is very important to focus on the religious dimension by working through the conflicts arising from the“instrumentalization” of religion. Brahmin Religions existing in the Mediterranean Basin-Islam,christianity and Judaism shared common traits of tolerance and peace as well as co-existence.

3. Biodiversity :

The Mediterranean Sea constitutes one of the 25 biodiversity centres that are recognised on a planetary scale (Meyers et al., 2000).It mostly embraces common traits existing in all the regions, adding another layer to familiarity among the Mediterranean people.

Habits and values :

There is a window of opportunity for applying intercultural citizenship and learn how to apply human rights in everyday situations as well as developing a culture of active participation in society among young people. Among others, it could be interesting to tackle the issue of globalism and intercultural citizenship and raise awareness on universal human rights, local civil and political rights and responsibilities and spread a culture of participation, dialogue, social responsibility and dialogue with a specific focus to the Euromed space.

Indeed, although for centuries the Mediterranean symbolized a crossroads between the actors of both sides

– the Northern shore (Christian Civilization) and the Southern part (Islamic Civilization) – acting as a historic viaduct for a variety of ethnic, religious and cultural traditions. What does the Mediterranean symbolize in terms of spirit, habits and thinking? One should think about what is common to both sides of the Mediterranean in order to look at a common future with optimism and confidence.

One of the major aspects that both shores of the Mediterranean share is obviously the climate. The Mediterranean climate is known by its rain, snow and frost – a common feature mostly shared by the Mediterraneans. In fact, even though nature and climate does not represent a strong unifying factor, it still constitutes a joint landscape culture.

Further, the fusion between different cultures of the Mediterranean has made people advance in several domains. For example, the contact between Spanish and Arabs has produced a mutual influence which encouraged cooperative studies and a prosperous civilization for a long distance. Later on, we will find that the Spanish people and Moroccans or Algerians have many shared habits, such as being joyful persons who like chatting, partying and fishing.

Food customs could also be a symbol of the Mediterranean. Indeed, the people ‘in the Mediterranean basin whether Turkish, Greek, southern Italian or Spanish, share in a common Mediterranean civilization of olive trees, bay leaves and the fish’ (Toprak 1996). In addition to simple things of life such as food tables where a Moroccan, a Libyan, an Italian, a French person and a Turk can share

food especially traditional spicy dishes and sitting under tents using traditional utensils.

Since the Mediterranean countries are so conveniently close to the Mediterranean Sea, fresh seafood and fish dishes are eaten several times a week. As Duhamel once said 'the Mediterranean ends where the olive tree no more grows'. The Mediterranean is rich and diverse, full of differences in all terms. The population of the Maghreb and a part of the Middle East does identify itself with the European lifestyle and habits. They do listen to the same music, wear the same clothes and even sometimes, speak the same language. The Arab turban and gandoura is used in Italy, in France, in Spain and everywhere as the Italian Cap or the French Chapeau. Pizza-the Italian reknown staple dish is used enormously as a favourite dish in the Algerian families namely among children.

Towards globalization of culture and interculturalit
Mediterranean countries who are slowly growing will certainly grow mature and disseminate intercultural premises that will give seeds to the whole environment then it crosses borders and soon the whole world will look like a small village where all the cultures will be fused into one cultural lingua Franca, a mixture of cultures and languages fused into one common thing-universalism of notions, of understanding and mutual respect.

So globalization of cultures will add another fresh breath for culture stakeholders to take verve and enthusiasm in entering the future with a strong love for humanity. Imagine a world living with one culture, how dull this world will be with no interactions, with no richness of inspiration, no flavour smelt in the prepared recipes, no varieties of habits, customs and universal conceptions?

I believe tolerance, flexibility, cooperation, understanding of one another is a key factor in globalization of culture and interculturality and to cultivate these essential elements is a culture in itself that should start at a very early age with children .

Recommendations/ To establish a solid intercultural dialogue

- We need to manage cultural diversity (religious, linguistic and ethnic),
- We need to strengthen a core of common values,
- We need to create a common space for intercultural dialogue
- We need to manage the issue of multilingualism, language learning and intercultural education.

Conclusion How could one bring to the senses of the millions of dormant societies to wake up one day on the internationalisation of culture through interculturality and with individual learning differences abolished? Will educational harmony be ever reached and learning world programmes be fused into one? In fact ,when thinking about internationalization and the shift from local to universal, one does not drift apart and travels incognito but he needs to take his

cultural background with him as it was conceived locally then accepted as an international shift-hence creating a kind of local fusion within international template. This is a whole philosophy to cultivate. Yet, the researcher believes it is always possible to come to a compromise, to culturally understand one another especially when all the conditions are gathered. Intercultural dialogue, discussion are the key features to this mystery.

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2.The Role of Plurilingualism and Meta cognition in Literary Creative Writing

Abstract

This study demonstrates the impact of plurilingualism on the students' meta cognition and creative writing and on their literacy development in the English classroom. Plurilingualism helps metacognition become an essential part in a successful learning environment because it enables individuals to better manage their cognitive skills and construct new other skills from what they already know from other languages. Hence, one of the best ways for developing student literacy in the various communicative skills is through literary creative classroom writing test that aims at developing the students' reading and writing skills as well as their underlying meta cognitive processes. In doing so, students feel a strong hold connection with the practice of writing and its connection with prior knowledge; thus, providing motivation to develop higher-level literacy skills. In short, findings have witnessed a growing

advantage for plurilingual students to develop meta cognitively in literary creative writing in comparison to their mates. Another step for future learners' implications to writing.

Key words: plurilingualism, meta cognition, literacy development, impact

Introduction

Theoretical Background : Definition of Plurilingualism

Plurilingualism is the endeavour one puts himself into when trying to use one's linguistic knowledge and skills to communicate with others in many different cases and situations. Plurilingualism is the ability to use several languages, as an integrated whole, for the purposes of communication and to take part in intercultural action Canagarajah, S. (2009). and García, O, & Baetens Beardsmore, H. (2009). Plurilingualism is a broad, strategic notion that helps us address what Gogolin (1994) has defined as "the monolingual disposition" in which languages are studied separately, focusing "on the minority of the world's population –monolingual or predominantly monolingual speakers –[driven by the idea that] only when we find how 'things work' in monolingual speakers-listeners will we be able to extend the findings to speakers of more than one language" (Pavlenko 2005:xii). spective. Malden, Mass: Wiley-Blackwe

Plurilingualism can better be seen when one can show and demonstrate his ability to speak within a national and multinational context where both similarities and differences in cultural values and beliefs are put to challenge. Plurilingualism, the concept promoted by the Council of Europe in its Common European Framework of Reference for Languages (CEFR for short), is the attempt

to use one's linguistic knowledge and skills to communicate with others in many different situations. It means the ability to use language mind effectively and being connected in a multinational and multicultural community. (Council of Europe, 2001:168)

In general, most people consider plurilingualism as an asset that enables them to infer more meanings from when discussing with others. It is an impetus to gain and a tool to use in case of intercultural constraints. Plurilingualism can effectively develop if the ground is appropriately set up. Today, most people favor plurilingualism because the modern world has witnessed many changes in the milieu where they live. Hence, the modern world with its multiple cultures has incited man to be more exposed to these cultures where he has to adapt himself within.

Pluricultural Competence

The ability to speak requires the appropriate use of linguistic forms but as communication and interaction demand more than just the use of words and items, a pluricultural competence is sought-that is both words and culture are needed for a positive effective inter relationship. The concept of a plurilingual and pluricultural competence involved important paradigmatic shifts (Coste, 2001 Moore, 2006, see also Blanchet, 2007) - It developed a wholistic and multiple, rather than segmented vision, of language skills and of language, identity and culture; - It insisted on disequilibrium and partial competence, rather than on balance of skills; - It insisted on potential linkages rather than on separateness of its various components; - It developed a dynamic vision of competence, situated contextualized, and changing over time and circumstances; - It included circulations, mediations and passages between

languages and between cultures; - It considered competence as highly individualized, and dependent on life paths and personal biographies, and as such, subject to evolution and change, whether in or out of school.

Developing such language awareness among learners calls for a reorientation of language teacher preparation to develop among novice teachers not only language awareness (e.g., Borg, 1994; Pomphrey & Burley, 2009), but also the ability to facilitate learning in linguistically diverse classrooms (Le Nevez, Hélot, & Ehrhart, 2010).

What is Metacognition

John Flavell originally coined the term meta cognition in the late 1970s to mean “cognition about cognitive phenomena,” or more simply “thinking about thinking” (Flavell, 906). Metacognition is the knowledge and control children have over their own thinking and learning activities” (Cross & Paris, 131) . For Hennessey, (1999) meta cognition is an “Awareness of one’s own thinking awareness of the content of one’s conceptions, an active monitoring of one’s cognitive processes, an attempt to regulate one’s cognitive processes in relationship to further learning, and an application of a set of heuristics as an effective device for helping people organize their methods of attack on problems in general” (Hennessey, 3) and for (Martinez, 696), it is “The monitoring and control of thought”

Metacognition is the process of planning, assessing and monitoring one’s own thinking; the pinnacle of mental functioning (Alvo, 1990; Cotton, 2001). For” (Kuhn & Dean, (2004,270) meta cognition is an “Awareness and management of one’s own thought” , they explain, meta cognition is what enables a student who has been taught a

particular strategy in a particular problem context to retrieve and deploy that strategy in a similar but new context. Further, Schraw (1998) describes meta cognition as a multidimensional set of general, rather than domain-specific, skills. In simpler terms, this means that meta cognition is being aware of what you know and you don't know, understand what you will need to know for a certain task and having an idea of how to use your current cognitive skills and beyond to learn what you don't know.

Meta cognitive Literacy

Researchers have reported an extensive list of cognitive strategies which language learners have been observed using or described using either through think aloud techniques or in diaries (Rubin, 1975; Rubin and Henze 1981; Rubin, 1981; Wenden, 1982; Chamot, 1987; Chamot et al, 1988; Hosenfeld, 1977)

Knowledge of the functioning of meta cognition in language learning has been greatly expanded through the work of (Wenden, 1982, 1987, and Chamot, 1990 O'Malley et al, 1985). Building on the work of cognitive learning theorists especially Flavell, 1979 and 1981, Brown and Palincsar, 1982 and Anderson, 1983, they have elaborated two major components to meta cognition: knowledge about L2 learning and control of the learning process. Knowledge about cognition refers to 'the set of facts learners acquire about their own cognitive processes as they are applied and used to gain knowledge and acquire skills in various situations' (Wenden, 574).

Of equal importance is the control function in learning. Good learners are able to plan their learning approach monitor their success, and modify their approach as needed. This concept of ‘executive control’ comes from an information-processing model of human cognition. Learners use it to plan and regulate their learning. They recognize when their learning goals or strategies are effective or need revising.

Wenden 1982, 1986 was the first to systematically examine how language learners regulate their learning by planning, monitoring, evaluating and revising their learning activities. Learners can and do plan all aspects of learning from what they are going to learn on any particular day (focusing on verb forms, spelling, grammar among others) or in any particular course (by selecting courses which focus on reading, writing, language for special purposes among others) or what strategies they are going to use to complete a particular literary creative task.

Learners may also select the resources they will use to learn. In this planning, they also may specify to themselves or others why they are choosing a particular strategy, text or course. They also can prioritize their learning specifying when they will focus on a particular goal.

Having selected their language goal, text, and strategy good learners monitor and evaluate the effectiveness of a strategy in accomplishing their goal. They may determine that they need to revise their planning by clarifying or modifying their choice of goals, resources, and strategies. There is ample research evidence that for the effective learner ‘learning is goal oriented’ as students strive to reach two goals: to understand the meaning of the tasks at hand and to regulate his/her own learning. (Beau Fly Jones

1987). These two goals constitute a combination of cognitive and meta cognitive processing.

Developing Meta cognitive Literacy

“On the way to becoming a book, the 'literacy' part of our title has taken on meanings that go beyond the simple definition of 'reading and writing' as we had conceived of it in 1984....we acknowledge that the word literacy itself has come to mean competence, knowledge and skills (Dubin).

Hence, promoting meta cognition begins with building an awareness among learners that meta cognition exists, differs from cognition, and increases academic success. The next step is to teach strategies, and more importantly, to help students construct explicit knowledge about when and where to use strategies. A flexible strategy repertoire can be used next to make careful regulatory decisions that enable individuals to plan, monitor, and evaluate their learning.

The Role of Teachers in Establishing Meta cognitive Environment

The rapid changing world requires from teachers to help learners engage themselves in meta cognitive processes using their personal strategies to add to their cognitive powers. Teachers will profit from the existence of pluralism in the use of languages to help learners use them in their creative literary writings especially poetry, fables writing and the short story. Students are helped in inspiring and in resorting to what they previously know from other languages .In this respect, teachers have come to foster their students' meta cognitive potentials to become good thinkers, successful problem-solvers and lifelong learners as well as literary creative writers.

In the creation of a meta cognitive environment, teachers monitor and apply their knowledge through what they

impart, deliberately modeling meta cognitive behavior to assist students in becoming aware of their own thinking processes and hence see their behavior change step by step from information receivers to information producers through their conscious processes of connecting new information to former knowledge, to unconsciously embrace selective strategies and finally to control, plan and monitor their own thinking processes.((Dirkes, 1985).

In this respect, teachers will enhance learners to discover by themselves that understanding and transferring what they have understood are the out product of both understanding, knowing, analyzing, synthesizing and evaluating their own literacy achievements.

This is how teachers want students to approach new learning, with students feeling empowered and not overwhelmed, armed with a toolbox of strategies that help them tackle new learning and easily make connections to what they already know. Because these strategies do not come naturally to a lot of students, we must explicitly teach them, and research shows it makes a big difference in their performance and this is quite apparent for learners who are plurilinguist, motivated and meta cognitively ready. One specific area in which teachers can develop the meta cognitive awareness of students is related to teaching literary creative writing. But what is meant by this?

Classroom Literary Creative Writing and Plurilingualis

The study of literature should encompass a great mind ready to get beyond the limited atmosphere surrounding the writer, the artist and the poet. In essence, literature is 'an expression of life through the medium of language' (Hudson, W. H. 10)

Literature is a process of communication, it 'helps us to understand life'. (Reeves, J. 16) .And since literature is a vital record of what men have seen in life; what they have experienced of it, what they have thought and felt about those aspects of it which have the most immediate and enduring interest for all of us.(Hudson 10).

Consequently, literary creative writing embraces any writing that goes outside the bounds of normal professional journalistic, academic, or technical forms of literature typically identified by an emphasis on narrative craft personal attempts in writing about poetry, fiction and drama character development, and the use of literary devices.

So, a delving into the secrets of the world of literature deserves a stand where the creative writers sit to muse upon the topics they are going to treat as well as their audience; hence , It is not only a question of the artist looking into himself but also the way he should look into others with the experience he has of himself. He writes with sympathy because he feels that the other man is like him. (Georges Simenon, in Dick, K.)

Methodology

Both quantitative and qualitative methods were used. In addition, a descriptive analytical approach was also sought.

Subject of the study

The population were two groups of BA third year English stream constituting a population of 80 students. A sample of 40 students -35 female and 05 male -making 50% was studied.

Data Collection

Data were collected from the questionnaire administered to the sample that embraces 15 questions including yes, no questions as well as open questions. A written test was also handed over to students to produce a piece of literature mentioning the effects of plurilingualism on their writings.

Data Analysis

The questionnaires were collected, coded then randomly selected and analyzed. The produced pieces were also corrected and analyzed.

Results

As different students do not write in the same vein and hence they do not show the same things, the notion of 'literary writing' is surely related to conventions of artistic merits and geniality that writers are distinguished upon-true qualities that ranked high as qualities not endowed to anyone and that what makes the difference..

The example of tertiary students who are encouraged by their teachers to produce some literary artistic creative works had surely resorted to their previous knowledge and reading in other languages they have already mastered. For sure, their insights in producing good creative pieces could be better than those who possessed no knowledge about other languages. Results had shown that the majority

making 70 % of the sample demonstrated their abilities in writing through their past experiences and through what other languages had insighted them into.

Questions	Yes	No
1.Are you a plurilinguist?	30	10
2.Does plurilingualism help you in writing a literary piece?	25	15
3.Does knowing other languages affect your own perception of writing? 31	31	09
4.Is there any difference between a multilingual and a monolingual?	36	04
5.Being a multilingual, is it a good asset for you?	37	03

The first five questions of the questionnaire showed a great optimism in terms of being multilingual. Students inner conviction is high in terms of the advantage this can impact on their writing using other languages, other experiences and other cultures.

The following open questions given in the questionnaire

Questions

1. When you are about to write a literary piece for the first time, what will be your reaction?

2. How does knowing about other cultures help you collect material for your writing?

3. How does knowing other languages impact your way of thinking about literary creativity?

4. How does metacognitive plurilingualism help you make connections with your prior knowledge the moment you start writing?

In sum, tertiary students have shown a great potential in shaping their creative material and have produced good

literary pieces thanks to their multiculturalism and multilingualism where at least a second foreign language was resorted to in imbuing from other universal literatures that monolinguals students, their mates, could not achieve.

Researchers have claimed that the skills which plurilingualism fosters students with offer immense creative potential amongst creative writers.

A person who speaks multiple languages has a stereoscopic vision of the world from two or more perspectives, enabling them to be more flexible in their thinking, learn reading more easily. Multilinguals, therefore, are not restricted to a single world-view, but also have a better understanding that other outlooks are possible. Indeed, this has always been seen as one of the main educational advantages of language teaching. (Cook 2001); For Charlemagne (742/7 – 814) King of the Franks is to have another language is to possess a second soul.—Hence, language learning and mastery can help learners to have a sharp vision about how things are going on; it opens up their horizons and get them aware about their own perceptions-this “enhances children’s understanding of how language itself works and their ability to manipulate language in the service of thinking and problem solving” (Cummins 1981)

Discussion

The Impact of Plurilingualism on Students’ Meta cognitive Literacy

Plurilingual writers whose diverse treatment to given topics from their different linguistic angles will surely seek to deeply study and work out literary texts by examining their contents and hence construct knowledgeable meanings thanks to their mastery of the various languages-an asset the monolinguals do not have for “Given the appropriate

environment, two languages are as normal as two lungs” (Cook 2002:23). Consequently this unique trait will give them the ability to transcend the limited scope to contribute to diverse potential study of other types of literary discourse.

Writing through plurilingualism brings confidence and adds richer elements to the original texts. The plurilinguist thrives his material by inspiring from other languages and hence he strengthens his previous knowledge through literary sources which give him more motivation to write. Thus, personal motivation is an essential characteristic of literary writing especially when coined with plurilingualism. Here is an example of Ernest Hemingway who gives his reasons for writing:

From things that had happened and from things as they exist and from all things that you know and all those you cannot know, you make something through your invention that is not a representation but a whole new thing truer than anything true and alive, and if you make it well enough, you give it immortality. That is why you write and for no other reason that you know of. (Dick, K. p. 196)

The role of Plurilingualism in literary creative writing

One of the best ways for developing student literacy in the various communicative skills is through literary creative writing exercises that aim at developing the students’ reading and writing skills as well as their underlying meta cognitive processes. In doing so, students feel a strong hold connection with the practice of writing, thus providing motivation to develop higher-level literacy skills. In this respect, the study questions how can plurilingualism amongst young tertiary learners be diverted and consecrated only to creative writing tasks and activities

with the intent to help those learners identify their plurilingualism -assets and develop them for the benefits of meta cognitive literacy creative literary writings?

Conclusion

In fact, knowing more than one language is a great advantage for learners who tried their hands at writing fables and short stories relying on the knowledge they have acquired from other languages. Hence, this asset is clearly apparent in their meta cognitive extrapolation to other intercultural spheres where they borrow images, pictures, words and even the construction of sentences, style and other literary devices. In a nutshell, plurilinguists are to a great extent far better than monolinguals in this respect. Literacy can be absorbed and gradually got fused the more one opens up his mind to other languages where he concentrates more on the literary sphere where creative minds can enter into communion with one another.

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3. Developing Positive Management Strategies for Effective Classroom Discipline- a shared experience for EFL pre-service teacher training

Abstract

Young fresh teachers are often scared when it comes to the use of classroom management and the instauration of discipline. For them, classroom management is usually a struggle and knowing how to master it is half the battle for discipline problems are a major concern . Hence, new teachers need to be enhanced on how to manage their classrooms appropriately through careful training programs. The purpose of this article is to suggest specific strategies that embrace intellectual competence and skills from the educational field of psycho pedagogy and the long shared experience in teaching and training to back up fresh teachers in improving their teaching potential and in developing a strong management system based on the development of personal relationships with their respective students. The suggested techniques are specifically adapted for use by pre service teachers to equip themselves for future teaching expectations if they want their students to achieve their outcomes successfully. The paper suggests a combined down to earth series of positive management strategies tried out by teachers for an effective classroom discipline with the aim to reinforce classroom control and ensure effective learning conditions through a well set up discipline.

Key words: management strategies, classroom discipline, learning potential, fresh teachers

1. Introduction

Background: Rationale On classroom management

Classroom management refers to all those activities necessary to create and maintain an orderly learning environment such as planning and preparation of materials, organization, decoration of the classroom and certainly the establishment and enforcement of routines and rules (Tan, Parsons, Hinson, & Sardo-Brown, 2003). According to Doyle, 1986 (as cited in Krause, Bouchner & Duchesne, 2003) classroom management is certainly concerned with behaviour, but it can also be defined more broadly as involving the planning, organization and control of learners, the learning process and the classroom environment to create and maintain an effective learning experience.”

On management Techniques and Personality Traits

The humanistic side in teacher’s personality plays a great role in the teaching learning operation. A teacher should possess a humoristic personality in addition to flexibility in the classroom. The students need a happy teacher, not an angry one. “Effective teachers differ from ineffective teachers not in the way they respond to students’ misbehavior, but instead in how competently they manage the group activities” Kounin (1970).

The teacher should show interest in students’ own needs with a caring attitude and a bit of smiling and fun so as to attract his students and add another sweet spicing to his learning environment. It is of paramount importance then for learners to sense the supportive attitude from their teachers for they need to feel safe in a supportive learning environment because this may be the only secure study

environment setting where they really need that helps to use their true potential.

Another asset that teachers should own is passion-this is the love feeling for their jobs. If teachers devote some of their time teaching earnestly, there will be no doubt that success will be achieved. Then teachers should love their craft of educating the others-they need to be caring passionate and impatient.

On classroom Management and adopted Approaches

Efforts to improve education must focus on the single most important component: the classroom teacher (Ingwalson & Thompson, 2007). Through his experience the researcher resorted to two combined methods (the use of the instructional and the desist approach combined)

The use of the Instructional Approach

Teachers who use the instructional approach to classroom management prevent most management problems by actively engaging students in high-interest lessons geared to meet their interests, needs, and abilities. Thus, students are motivated to attend class, positively participate in activities, and manage their own behavior. Jacob Kounin (1970) advocated the instructional approach to class-room management where the teacher is supposed to begin each class by telling the students exactly what will be happening during the course. The teacher outlines and prepares beforehand what he and the students will be doing during the session. He may set time limits for some tasks, selects the activities that students need to do and assigns group and pair work.

The use of the Desist Approach

The desist approach is advocated by Lee and Marlene Canter (1976) in their assertive discipline model and by B. F. Skinner (1968, 1971) in his research on behavior modification. The desist approach to classroom management gives the teacher full responsibility for regulating his own classroom. The teacher establishes and enforces a set of specific rules right from the beginning of the school year to control student behavior in the classroom. It is through this approach that teachers exert their utmost power to deal forcefully and quickly with misbehavior. This approach probably is the most widely used classroom management strategy in today's schools.

Establishing effective teacher-student relationships

As the teaching process is complex the relationship between teachers and students should be well established. This undoubtedly may make the difference between old experienced teachers and the fresh ones. Teachers must "win their students' hearts while getting inside their students' heads" (Wolk, 2003, p. 14). As Haberman (1995) suggested, this winning of the hearts occurs through very personal interactions, one student at a time. This perspective is supported by research suggesting that teachers who develop such relationships experience fewer classroom behavior problems and better academic performance (Marzano, Marzano, & Pickering, 2003).

Teachers, administrators, parents, and students report that misbehavior often interferes with the ability of a teacher to teach and with the ability of students to learn (Charles, 2002; Evertson, Emmer, & Worsham, 2003; Gallup & Elam, 1988). Researchers have pointed out the importance of assisting students in positive behaviors. So,

in planning classroom management, teachers should consider using an assertive communication style and behavior with their students. They should always know what they want their students to do according to their interests and needs so as to involve them in the respective learning activities, under the general conditions of clearly and explicitly stated school wide and classroom rules.

Research indicates that teachers' actions in their classrooms have twice as much impact on student achievement as assessment policies, community involvement, or staff collegiality; and a large part of teachers' actions involves the management of the classroom (Marzano, 2003; Marzano & Marzano, 2003). Marzano, Marzano, and Pickering (2003), in a meta-analysis of more than 100 studies, reported that teachers who had high-quality relationships with students had 31% fewer discipline problems, rule violations, and other related problems over a year's time than did teachers who did not. The characteristics of effective teacher-student relationships are not related to the teacher's personality or whether the teacher is well liked by the students. Instead, the relationships are characterized by specific behaviors, strategies, and fundamental attitudes demonstrated by the teacher (Bender, 2003). This approach involves taking personal interest in students; establishing clear learning goals; and modeling assertive, equitable, and positive behaviors (Hall & Hall, 2003; Rogers & Renard, 1999). Rogers and Renard (1999) asserted that we need to understand the needs and beliefs of our students as they are—not as we think they ought to be" (p. 34). Developing relationships with students who come from culturally different backgrounds can be challenging and requires

specific skills from new and experienced teachers alike (Nieto, 1999a, 1999b, 2008).

Problematic and Research Questions

According to Nicholas Long & William Morse

“No other topic in education receives greater attention or causes more concerns for teachers and parents and students than classroom discipline. The lack of effective discipline...is a major stumbling block to a successful career in teaching.” So, failure to address classroom management issues leads to frustration, ineffectiveness and failure. Pre-service programs in teacher education programs rarely address these vital issues. Hence this problematic instance inspires the researcher to join ideas with researchers stipulating that a high incidence of classroom disciplinary problems has a significant impact on the effectiveness of teaching and learning .So, managing a classroom effectively means creating a positive environment where students can learn without distractions or misbehavior. In this respect, this paper tries to set some demarcation lines on class management, positive behavior and classroom discipline. The researcher believes Good classroom management reduces problems through careful design of lessons and classroom space, anticipates problems before they occur and uses positive reinforcement to reduce misbehavior. However, difficulty managing behavior in the classroom is frequently cited as a source of frustration for teachers and a common reason why new teachers leave the profession (Ingersoll 2001, 2003).

Inherent to the above research problems, the following research questions may be asked

1. Is there any difference between a well managed classroom and a confused one?

2. To what extent is the role of teachers paramount in restoring order and discipline?

3. How effective is classroom discipline on students' learning,

4. What strategies would be teachers use to succeed in maintaining order and discipline in their respective classes?

The Aim and Context of the Study

- To encourage and establish pre-service trainees' self-control through a process of promoting positive student achievement and behavior

- To help create and maintain a positive, productive learning environment, to support and foster a safe classroom community,

- To reduce distraction from learning, to organize and facilitate the flow of learning activities and to help the students to manage themselves.

- To show to trainees how to develop proactive, positive behavior support strategies tailored to their own classroom, school, and district.

- To help trainees use classroom management guidelines and tips to be able to control their own classes , maintain discipline and teach without discipline problems.

Discussion

Pre-service trainers' and trainees' teaching / Learning objectives through classroom management plan

A) What strategies should trainers Provide their trainees with

1. On Teacher and student interrelations

Trainers need to

- Get trainees to know how to explore students' notion of classroom management and how their attitudes and past experiences influence their performance in the classroom as

sharing experiences, group working and selecting their group leaders.

- Help them develop and apply methods to discover students' basic physiological and psychological needs to know their interests and needs and know how to motivate them properly

- Show them how to develop the skills of supervising students' behavior to ensure their success and prevent behavior problems and think of how to remedy this accordingly.

- Communicate positively with parents and be ready for contacts

- Create positive peer relationship among the students and encourage them to organize themselves into working groups in and out of the class

Trainers need to show to trainees the different types of teachers as an information guideline and ask them to adopt the most flexible one. These are clearly defined by Barbara Coloroso's (2002) suggestions. Teachers' management styles fall into three categories.

- Brickwall teachers are rigid, use power and coercion to control others, and teach what instead of how to think. They demand that students follow the rules without question.

- Jellyfish teachers provide little structure, consistency, or guidance and rely on putdowns, threats, and bribery to control students. Punishment and rewards are often arbitrary and inconsistent. These teachers are lax in discipline, set few limits, and more or less let students do what they want.

- Backbone teachers provide the support and structure necessary for students to behave creatively, cooperatively, and responsibly, which leads to inner discipline. They use

clear, simple rules partnered with reasonable, purposeful consequences. Students have freedom to pursue opportunities and solve problems within established limits.

2. On Classroom management skills and techniques

Trainers need to

- Show trainees how to organize the classroom physical setting and environment effectively and where the position of the teacher should be

- Show them how to create positive peer relationship among the students to avoid any cultural controversy and clash

- Demonstrate to them how to plan and conduct classroom learning activities effectively and smoothly by knowing how to grade their lessons and activities

- Involve students in the teaching learning process by shifting their own interest from teacher centeredness to learners' autonomy; this may sensitize learners and minimize disruptions

- Through practice make them understand the elements of classroom environment that are conducive to student appropriate behavior for the success of any lesson depends on the degree of their motivation, demotivation, disruption or good conduct.

3. On How to gain Students' motivation

Trainers need to

- amplify the effects of students' motivation on trainees' learning, behavior and feedback

- Explain and show them how motivation is important in the teaching learning process and how many theories were put for this case.

- Get them discover through practice how to gain learners' interest and motivation through instructional methods depending on the various levels

4. Approaches for managing student behavior

Trainees need to

- Develop psychology strategies on how to cope with different levels of discipline problems-how to treat the disciplined, the non disciplined, the violent, the non violent and the disruptive

- Show to trainees the different behavior management approaches in the classroom and explain to them each model with its assets whether assertive, instructional, constructive, behaviorist etc. Invite trainees to read and observe Kounin's principles on classroom management. Kounin believed that some teachers are better classroom managers because of skill in four areas: "withitness," overlapping activities, group focusing, and movement management (Charles, 2002).

- Withitness is the skill to know what is going on in all parts of the classroom at all times; nothing is missed. "Withit" teachers respond immediately to student misbehavior and know who started what. A major component of withitness is scanning the class frequently, establishing eye contact with individual students, and having eyes in the back your head. "Withit" teachers don't make timing errors (waiting too long before intervening) or target errors (blaming the wrong person and letting the real perpetrators escape responsibility for misbehavior). "Withit" teachers prevent minor disruptions from becoming major and know who the instigator is in a problem situation.

- Effective classroom managers are also skilled at overlapping. Overlapping means handling two or more

activities or groups at the same time. Essentially, it is the ability to monitor the whole class at all times. It involves keeping a small group on task, for example, while also helping other students with their seatwork.

- Finally, Kounin notes that successful classroom management also depends on movement management and group focus—that is, the ability to make smooth lesson transitions, keep an appropriate pace, and involve all students in a lesson. Moreover, effective managers do not leave a lesson hanging while tending to something else or change back and forth from one subject or activity to another. They keep students alert by holding their attention, by holding them accountable, and by involving all students in the lesson.

4. On Teacher and students' discipline

Of all of the activities that comprise the role of a teacher, classroom discipline is one of the most significant and is clearly of concern to many parents and teachers (Langdon, 1996). Trainees need to get aware that teaching is not a monster job but with a little bit of know how , good teachers can manage their classes easily.

- By making signs to positive responses through praises for good acts should not go unrewarded—a smile, a good word of encouragement ,an acknowledgement, an additional mark

- By indirectly accepting wrong answers with claims as try again, this is not the right answer but thanks for the attempt, think of the answer another time or simply have another go.

- In case of constant disruptions from the part of specific students, measures need to be taken on the spot so as not to give a chance to the virus to degenerate.

B) - What strategies should trainees adopt for their future teaching career?

1. How to develop their Self awareness related to classroom content Plan

Research had shown that effective managers employed different strategies with different types of students (Brophy, 1996; Brophy & McCaslin, 1992). So, teachers with effective classroom management skills are aware of high needs students and have a repertoire of specific techniques for meeting some of their needs (Marzano & Marzano, 2003). Rogers and Renard (1999) asserted that we need to understand the needs and beliefs of our students as they are—not as we think they ought to be" (p. 34). By making every trainee teacher realize the importance of setting objectives, you will certainly succeed in guiding your trainees adopt the best strategies with expected outcomes. Accordingly, the questions that trainers want their trainees to ask are:

A. What kind of classroom climate will they personally try to create?

B. How will they define classroom discipline? What is the purpose behind this?

C. What desired behaviors are they seeking to promote and encourage their students to adopt?

D. What will be their role in motivating their students? And what factors best contribute to gain learners' confidence and motivation?

E. which approach will they use—a behaviorist, a constructivist, a permissive, an authoritative or an eclectic approach? And on what basis?

2. How to manage their proper conduct through different classrooms in relation to

a) - their teaching

1. A good teacher is the one who respects his students as much as they respect him by avoiding confrontations and negative comments.

2. To have an overwhelming mastery of the whole class, a teacher should move around, helps and checks and observes those who work and those who play.

3. He should discover through experience his students' needs and tries to satisfy them by involving the weak students in mixed abilities groups.

4. A sound teacher needs to call students by their names as a sign of interest in them so as to ease evaluation and promote progress

5. An adept teacher needs to adopt ethical principles that promote trust, self-confidence and civility in the Classroom

b) – to their students' behavior

1. As there is no perfect classroom in what concerns discipline, a good teacher should always think of the students' behavior whether this is positive or negative. He should develop his own and personal system of discipline for all his classes.

2. He should take some proactive steps to prevent the occurrence of misbehavior in the classroom by explicitly teaching his learners how they are expected to conduct themselves in the classroom under the presence of the teacher or during his absence.

3. If the teacher promotes appropriate behavior in positive ways and in a productive manner he will positively invite learners to enjoy his teaching sessions than withdraw from by maintaining their cooperation in every endeavor.

In his book, Beyond Discipline:

From Compliance to Community, Alfie Kohn (1996) believes rules are of no practical value in the classroom; rules blind teachers to what students can achieve.

Instead of using classroom “discipline,” teachers should work to develop a democratic classroom community that recognizes the needs and interests of both teachers and students. A classroom community is a place where students are cared about and care about others, are valued and respected, and think in terms of we instead of I. Students are involved in the decision-making process and are continually brought into making judgments, expressing their opinions, and working cooperatively toward solutions that benefit the class, which will have a positive impact on students and eliminate behavioral problems.. When problems arise, the teacher should ask the student, “What do you think we can do to solve this problem?” Class meetings are forums for addressing questions that affect the class, including problems of behavior.

3. Results The researcher unveiled the truth that his accumulated experience had given fruitful results all the years of probational training and there was no denial that in certain occasions there were some mismatches or misunderstandings between trainees and their students concerning some misbehavior namely with teenagers but soon they were overcome. Hence, what was beneficial was the trainees’ sense of duty in trying to apply the rules stated and the way they behaved with students. The first days of their teaching were not so easy at all for some students wanted to show off and put the teacher to test but as teachers were psychologically equipped they answered the students’ questions confidently and with certitude. And though students did not show resign on asking pertinent questions

the teachers did show bravery and perseverance-an act that soon shut up the mouths of bold faced and talkative students.

In fact, the study showed that most of behavior problems came from the degree of control teachers showed right from the beginning-rigor and rigidity should make way. Teachers should start their school year with a planned repertoire of drastic measures not of punishment but of good order and moral conduct. Sayings said that you can kill the devil with silence; here we can rather say teachers could kill learners with hard work or right acute answers. It is a matter of to be or not to be. Once the students passed their test on you, they will become good friends and get closer to you; then at the moment make them your friends but within closed limits.

Results also showed that whatever linguistic competence trainees may show to their learners, the personal touch confidence, personality traits and sense of fun and humor is a must. Since we are teaching humans, there must be a kind of social interrelationship between teachers and learners. Experience had shown that learners learnt better from a funny teacher rather than from a serious one. So teachers may pass thousands of messages through play and fun and learners would find themselves learning and enjoying lessons and any misconduct or misbehavior will soon fuse into :serious and hard work. Competent teachers then would soon discover the serious from the trivial and remedy students' discipline through acts of shared work.

Teachers who were scared the first days of their presentations were asked to double efforts in avoiding linguistic mistakes at the level of spoken and written English and would better articulate and ameliorate their pronunciation. They were also encouraged to show their

strong personality in what concerns their confidence in themselves, in what they know, in how to deliver their lessons, in the way they would answer the questions, correct the wrong answers and namely in the way they would treat their learners. That was the knack and the key factor-How to prove ONESELF on the stage in relation to a group of students of mixed abilities, of different attitudes and behavior , of various intellectual degrees, of different cultures and ethical consideration. Really, that would be a hard and tedious work but certainly, a sound teacher with sound background knew which method would better do.

2. Recommendations

This is an accumulated sum of experimented strategies the researcher wanted to issue as guiding principles for effective classroom management and a good way of ethical conduct for would be teachers.

1. On establishing Classroom norms

The teacher should

- Set and agree on some rules of conduct at the beginning of the school year
- Prepare his lessons well and does not leave voids for students to play in and against. There must be always an activity to do in case the lesson finishes before it is expected
- Show a strong personality with an excellent linguistic competence
- Be consistent in his teaching objectives and with his learners' learning outcomes
- Preview expectations and reinforce them accordingly
- Manage his class and control students' behavior

2. How to Handle Discipline Problems with Effective Classroom Management

1. Teacher comes to class well prepared with lessons and plenty of activities for the day .

2. Starts each session with a positive attitude and high learning outcome and mind his/her behavior and attitudes

3. Has an eye glance at students' faces when entering the class to get an idea about their temper-encourages and sets the mood for a working atmosphere

4. Whenever the teacher feels tension in the class, he gets ready to apply measures and meets confrontations with a good reasonable mind-does not hurt learners directly; draws them apart, talks to them separately, sets the matter and resumes his work.

5. He needs to be cautious and does not lose his temper; for his irritable manners may sometimes create anarchy.

6. The teacher need not try keep the bad moments and takes them to heart-He need to work out the saying- today is today and tomorrow will be another day .These are his students and he should show them a kind of apology but a strictly measured one.

7. Finally, a good teacher should bear in mind that he need to start his school year with severity to cultivate among his learners a sense of strict moralistic and ethical spirit that everyone is to obey to let them realize that what they are doing is the right for their future.

8. Get elder students to help you manage your classroom as group leaders, involve parents, the supervisor and other teacher coordinators through shared experience.

9. As managing students' behavior is not an easy operation to achieve, teachers need to be multi skilled talented and able to deal with range of behavior. Hence

many strategies were incorporated by various teachers. Corporal punishment was mostly favored in the past decades. But, it was not allowed to be used or became the last resort in many countries all around the world. Therefore, corporal punishment has been replaced by alternative forms of discipline, which ranges from detention, extra written work, time out, removal of privileges, behaviour contracts or agreements, in-school suspension and community service to exclusion and expulsion (Youthlaw, 2003 as cited in Krause, Bochner, & Duchesne, 2003).

Conclusion

Teachers play various roles in a typical classroom but surely one of the most important is that of classroom manager. Effective teaching and learning cannot take place in a poorly managed classroom. Effective teachers appear to be effective with students of all achievement levels regardless of the levels of heterogeneity in their classes.

If the teacher is ineffective, students under that teacher's tutorship, will academically achieve inadequate progress.

Experience has shown that effective teachers create a positive learning environment through actions and deeds. The creation of a positive climate is the interaction created between the teacher and students. This operation will certainly encourage students to be excited to use their school experience in a practical way. In fact, classroom management is the key component in any educational setting; hence, if students are in a safe environment, then learning can take place; taking of course, the students' needs and goals far from behavior problems.

Classroom management strategies and techniques can be implemented and taught. Beneficial courses and lesson plans with well put objectives are essential to the process of teaching and learning. And as the development of interesting lessons takes a great deal of time and effort, the researcher recommends new fresh teacher to invest in this respect.

To have a successful school year ,fresh teachers need to understand and practice the behaviors expected of them. They should be models of good conduct for their students in terms of seriousness, hard work, absenteeism, reasonable thinking, positive interaction, civility and mutual reciprocal respect. Eisner, (2002 p:48) said “When manner in teaching is brought under intelligent control and when it is sensitive and appropriate for the individual student or class it is artistic in character . To conclude, let’s quote Maria Montessori claiming that “The greatest sign of success for a teacher is to be able to say, “The children are now working as if I did not exist.”

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4. The Role of Content-based Instruction in Improving the Students' English Language Proficiency at a University Level

Abstract:

Due to the increasing importance of content-based instruction and its role in adult literacy development in higher education, teachers and students need to develop an awareness of the four modes of language development through both thematic and adjunct model study- a strategy that helps both teachers and learners develop an extensive program of the issue under focus (civilization or literature or any other specialised topic) through diversified class activities. This paper considers the role content-based instruction plays in progressively enhancing students tackle specific learning study areas through language practice. A simplified model of reflection is shown through three literature sessions of classroom work to Geoffrey Chaucer's The Physician Tale where second year LMD EFL students are expected to work out the different activities individually and in groups. A perusal to the tasks achieved and an analysis of the initial results of student work through oral interaction and written product have shown positive in that the students appreciated the way the sessions were featured and practiced the language forms through the four modes. In conclusion, the paper discusses the importance given to student-centred initiative and to the collaborative content-based literature teaching. The researcher believes this teaching method will eventually help learners use the foreign language to their own benefit and help them express their thoughts in different situations, and further use it as a tool to comprehend the subject matter at the university.

Keywords:

Content-based instruction, adult literacy, thematic and adjunct model, four modes of language development

INTRODUCTION

When EFL students engaged themselves with the first entry steps to higher studies at the university, they are often confronted with difficulties related to language use; they cannot hold a sound discussion, write short paragraphs or listen to a meaningful chunk of oral discourse. Students at this threshold level feel the need to reinforce the four skills that help them pursue the main subjects as literature, psychology, civilization and other specialized matters. Similarly, teachers complain about the students' weak levels and hence they become more anxious about how to devise appropriate remedies.

Hence, many scholars and researchers on the field namely teachers have tried various teaching methods to teach both the four modes at the same pace when teaching the other specialized issues. To my own knowledge and experience, most teachers while focussing their attention on specialized issues, devote some of their times to teaching the combined four skills in the form of one file study

(eclectic approach) that embraces the listening, the speaking, the reading and the writing all combined into one unit working under the umbrella of the integrated holistic approach and one method called content-based language.

This method not only increases the students' knowledge of a content area but enhances their critical reading and thinking towards language improvement and proficiency. This article investigates the use of this method, a view to its rationale, what researchers and teachers experimentators stipulate about, its benefits and its implementation through

a sample classroom practice using British literature teaching module .The use of poetry in EFL/ESL instruction can provide learners with an opportunity for meaning-filled engagement with English language texts along with integrated development of all four language skills of speaking, listening, reading, and writing. In addition, the research will cater for the results obtained and the recommendations ensuing from this study.

THEORETICAL FRAMEWORK

Content-Based Instruction: Definition and scope

According to (Brinton et al, (1989: 2), Content-based instruction (CBI) is "the integration of a particular content [e.g., social studies] with second language aims It refers to the concurrent teaching of academic subject matter and second language skills». For Stephen Krashen (1982), in content-based instruction, students can acquire the content area of the subject matter with comprehensible input, and simultaneously increase their language skills. Within such an instructional approach, "students become intellectually/cognitively engaged in language and content" (Blanton 1992, p. 291).Accordingly, students need to express themselves, to give a free lance to their emotive imaginative power through social interaction. This idea is more reinforced through what Tomlinson suggests- "As language teachers, we are fundamentally educationalists and not just instructors, and it is our duty to contribute to the emotional, imaginative, and intellectual development of our learners" (Tomlinson, 1986, p. 34).

Content-based method is of two distinct types: the theme-based model and the adjunct model. In the first type - take the case of ESP module where distinct topics or themes provide the content for students to learn (Brinton et al, 1989). From these topics, EFL teachers should extract language activities which follow naturally from the content material. Krashen and Terrell (1998) suggest that EFL teachers must choose reading texts at an appropriate level of complexity and the topic has to hold students' interest to increase their motivation for learning.

For instance, in the economic domain, teachers can opt for the topic "The Factors influencing economy" and have students engage in a variety of activities, starting with listening activities helping learners to form a global view about the text to a pre-reading activity where learners use their prior knowledge to a reading activity related to the text in which students are engaged with different tasks ranging from comprehension, identification ,analysis , association, synthesis to evaluation.

Goodman (1986) and Smith (1971) state that language is not learned from the part to the whole, but from the whole to the part, and all language functions interrelate. In other words, students have to learn the foreign language in a holistic process in order to increase their language ability. As a result, FL teachers must simultaneously apply teaching activities that tend to combine the four modes so as to enhance both literacy and oral development.

In this casual interaction process, students practice their oral expression, train their ears to different sounds and pronunciation and finally end up with something written let us say a brief summary to the text, an extension, an expansion, writing an epitome, paraphrasing the text then

exploit the text for a post reading as thinking of a parallel or similar text . In this respect and working under such an atmosphere, learners will discover the pleasure of collaborative work and whet their experiences against those of their classmates; consequently, they would get more familiar with the theme under focus and its content.

In the second type, the adjunct model, EFL teachers are expected to teach academic subject matter and foreign language skills (Brinton et al, 1989) and design different classroom tasks where the four modes of language components are combined in an eclectic way thus giving a chance to learners to speak and express themselves, hear a piece of discourse then comment on it, read critically a piece of prose or poetry then answer questions on, or write a summary or a plot about etc... To achieve such cognitive and metacognitive trend, Krashen (1985) advocates that using one extended text, such as a novel or a short story, can help students develop familiarity with a particular literacy style and later unknowingly promote their literacy development.

For more successful and productive outcome at the level of reading, Taguchi et al (2004) suggest that schemata play an important role in constructing meaning from text. Custodio & Sutton, (1998) have shown through their research that content-based Instruction (CBI) often uses authentic tasks centered around authentic materials, so it can help language minority students increase their motivation, and provide more opportunities for them to explore prior knowledge.

Content-based Instruction and Literature

According to Sagliano and Greenfield (1998), the use of the collaborative content-based literature teaching can improve EFL students' motivation and comprehension. The teaching of literature subject is compatible with a focus on the development of English fluency precisely because by discussing the issues presented in the novels or short stories, students can convey their thoughts through language, promote higher level thinking skills, and use language authentically. Literature in deed helps students to expand their "linguistic and cognitive skills, cultural knowledge and sensitivity (quoted in Shanahan, 1997, p. 165)". Consequently, one can say that this collaborative CBI with literature teaching can promote simultaneous learning of academic content, cultures, English language skills, and critical thinking abilities.

To effectively teach academic subject matter and foreign language skills, EFL teachers should collaborate content-based instruction and literature study. As language and literature can not be separated, teaching language in isolation from literature will not move students toward mastery of the four language skills (Abulhaija, 1987).

Brinton et al (1989) list several benefits of collaborating CBI and literature teaching. For example, students can gain knowledge of vocabulary, grammar, and paragraph structure, interactive communication skills, and types and styles of writing. Abulhaija (1987) further supports that language and literature can not be separated because each has something important to offer in the development of a well-rounded student.

Literature teaches idiomatic language and cultural context; it can also improve reading and comprehension skills, promote correctness in speech and writing, and encourage students to read for enjoyment. In addition, Erkaya (2005) states that by integrating literature in the curricula, students can learn the four skills

– listening, speaking, reading, and writing – more effectively because of the literary, cultural, higher-order thinking, and motivational benefits.

According to Fitzgerald (1993), literature can be the vehicle to improve students' overall language skills. It can "expose students to a wide variety of styles and genres"

(p. 643). It is in literature that "the resources of the language are most fully and skillfully used"

(Sage, 1987, p. 6). For Langer, literature allows students to reflect on their lives, learning, and language. Literature can open "horizons of possibility, allowing students to question, interpret, connect, and explore" (p. 607). Writing about the use of literature with EFL students, Langer (1997) states, «because it taps what they know and who they are literature is a particularly inviting context for learning both a second/foreign language and literacy"

(p. 607). When literature is approached from a problem solving perspective, students are asked to evaluate evidence, draw conclusions, make inferences, and develop a line of thinking (Riecken and Miller, 1990).

The Four combined skills in a Poetry Session teaching strategy

The idea of poetry selection in teaching the content-based instruction two models came out from a personal experience the researcher wants to self-gratify and share with other researchers. The researcher sought to integrate

reading as a focal point in teaching literature and a central point that works with the other skills .As Maley & Duff (1989) have noted: "One of the most important conditions for learning a foreign language ... is the opportunity to play with it, to pull it this way and that, to test its elasticity, to test and explore its limits. Poetry is par excellence the medium in which this can be done" (p. 9).

Poetry is universal among all societies and deals with themes that are common to all cultures and human experiences, such as love, death, nature, despair, and hope. Poetry texts can be excellent material for promoting the integration of skills for language learners. As Maley & Duff (1989) succinctly note: "Poetry offers a rich resource for input to language learning" (p. 7). In poetry, all the resources of language are used as in no other literary or non-literary medium. "A poem offers a ready-made semantic field for the learners to enter" (Mackay, 1987, p. 53). The language landscape includes the features of vocabulary expressions, syntax, structure, morphology, and stylistic devices. Within this framework, Tomlinson (1986)

states: "Poetry can open and enrich the content of language lessons, can provide useful opportunities for gaining experience of the world, and can contribute to the development of the 'whole person' as well as the 'learner of a language'" (p. 34).

Carefully selected poems (see Lems, 2001) provide opportunities for learners to examine the expressive possibilities of the language. They provide learners with "meaningful and memorable contexts for processing and interpreting new language" (Lazar, 1993, p. 17). As most poetry is written economically and meaning is compacted there is need for elaboration and interpretation. "In order to

retrieve these meanings and talk about them, it is necessary to expand and extend the words on the page. From a small language input one can generate a large and varied output" (Maley & Duff, 1989, 12).

Reading and the Integration of the four skills

READING : the catalyser of other skills

Reading is a complex and dynamic process (Pearson & Stephens, (1994). The reading process is made up of multiple components: word recognition, fluency, comprehension, an understanding of vocabulary and language structures, active learning, and enjoyment of reading (Richek, Caldwell, Jennings, & Lerner, 1996). Viewing reading from an interactive angle , it is a combination of identification and interpretation skills. Grabe (1991) lists the five most important areas of current research which are still prominent: "schema theory, language skills and automaticity, vocabulary development, comprehension strategy training, and reading-writing relations" (p. 375)

In fact, reading is an interactive process combining top-down and bottom-up processing (Barnett,1989); as a result it is very important for students to use appropriate reading strategies to increase their comprehension. According to Barnett (1989), the term "strategy means the mental operations involved when readers purposefully approach a text to make sense of what they read" (p. 66). In other words, reading comprehension requires the integration and application of multiple strategies or skills. Those strategies involve memory,cognitive, compensation, metacognitive affective, social, and test-taking strategies (Caverly, 1997 O'Malley, Chamot, Stewner-Manzanares Kupper, & Russo, 1985; Oxford, 1990; Zhang, 1993).

Reading was no longer regarded purely as a cognitive process. The social nature of the learning act became prominent. Reading is doing (Wallace, 2005). They realized that, as a social process, in which meaning negotiation involves other social issues and interpretations, reading did not occur in a vacuum (Luke & Freebody, 1997); rather meaning was negotiated within “communities of practice” (Lave & Wenger, 1991), and knowledge construction occurred in a context-specific manner. Learning appeared to be “a process of participation in communities of practice participation that is at first legitimately peripheral but that increases gradually in engagement and complexity” (Lave & Wenger, 1991, p. 89). This is evidenced by the way the lesson was conducted and the teacher-student interaction took place in the classroom, as shown below.

Reading strategies pre- requisites:

•Developing learners’ Learning Strategies

Learning strategies have been identified as one set of strategies that a learner can exploit to help make learning easier, faster and more enjoyable (Oxford 1990). It has been hypothesized that using the appropriate strategies will help inform and improve learners’ reading efficiency (Urquhart & Weir 1998). When learners employ suitable strategies effectively they are able to read and understand texts much more efficiently (Nambiar 2005). It is an accepted fact that learners come with a host of strategies that help them to function as active and effective learners (Cohen 1998).

•Developing learners’ cognitive strategies

According to Chamot and Kupper (1989), cognitive strategies are approaches “in which learners work with and manipulate the task materials themselves, moving towards task completion” (p. 14). Winstead (2004) defined the cognitive strategy as a “learner-centered approach that takes into consideration the environment or situational context in which the learner learns, the learner’s knowledge base, intrinsic motivation, in addition to improving the learner’s ability to process information via cognitive and metacognitive approaches” (p. 30). Examples of cognitive strategies include the skills of predicting based on prior knowledge, analyzing text organization by looking for specific patterns, self-questioning, making a summary taking notes by writing down the main idea or specific points, translating, inferencing, and transferring (Chamot & Kupper, 1989; Numrich, 1989; Oxford, 1990).

•Developing Learners’ Critical reading strategies

Teaching students to think while reading is referred to in the professional literature as "critical reading." It is defined as "learning to evaluate, draw inferences, and arrive at conclusions based on evidence" (Carr, 1988). Learners should learn how to read texts critically and be aware of their thought processes (Fish 1980). Raising the level of metacognitive awareness, it is recommended can be one way of helping learners become ‘constructively responsive’ readers (Pressley & Afflerbach 1995) who read critically and attain higher academic literacy. It is recommended that awareness raising about learning strategies can raise the learners’ level of metacognition and as such should be a regular feature in language classrooms. This can be done easily and efficiently by simply training instructors to

conduct these awareness raising sessions. (Asian Journal of Language Teaching, Linguistics and Literature Vol 13 2007)

•**Developing Learners’ Critical thinking strategies**

Critical thinking is fundamental to schooling in the 21st century, stressing that in the information age, thinking plays a significant role in one’s success in life.

Specifically, in terms of language education, cognitive psychologists emphasize that learners need to ‘use their minds to observe, think, categorise and hypothesise’ in order to work out the system of a language and how the language operates(William and Burdens, 1997, p.13).

The cognitive complexity involved and operations required in language learning tasks, such as noticing and making sense of the input, processing information and generalizing what is learned further confirms the close link between one’s language development and the development of one’s thinking (Candlin and Nunan, 1987).

Critical thinking, as defined in the present study, ‘is the process of determining the authenticity, accuracy, or value of something; characterized by the ability to seek reasons and alternatives, perceive the total solution, and change one’s views based on evidence’ (Alvino, 1990, p.50).In terms of developing students’ critical thinking skills, as in Solon (2003) and Yuretich (2004), D’ Angelo (1971) also stated the importance of engaging students actively in the critical thinking process.

In particular, he suggested that teachers should engage students in critical thinking through effective questioning for example, asking students questions that encourage critical responses, and encouraging students to ask critical questions in class. Elder and Paul (2003) also pointed out

that developing students into active questioners is an important part of critical thinking education, emphasizing that ‘to learn well is to question well’ (p.36).

Apart from giving students the time and space to think critically, as suggested by Yuretich (2004), D’ Angelo (1971) also emphasized the importance of creating a context that supports student inquiry in class, (p.55).

He asserted that a context that truly encourages inquiry and values critical thinking facilitates students’ development of critical thinking skills and attitudes.

Regarding creating a context that supports critical thinking some educators have stressed the need for students to be aware of what they are learning and why they are learning critical thinking (Bourdillon and Storey, 2002). Mayfield (2001) also pointed out the importance of this awareness stressing that teachers should make clear to students the critical thinking process they are engaged in and the purposes they hope to achieve through critical thinking. She further added that good models from teachers, i.e. teachers practising critical thinking skills and attitudes, could also enhance students’ critical thinking development.

•Developing learners’ Compensation strategies:

According to the literature, another factor resulting in successful reading is the development of vocabulary knowledge (Caverly, 1997; Yang, 2004). However, many EFL readers often encounter the problem of unfamiliar vocabulary and unknown concepts so as to interfere with the comprehension (Zhang, 1993). Several researchers suggest teaching students active compensation strategies to achieve comprehension (Oxford, 1990; Sinatra & Dowd 1992; Zhang, 1993).

Sinatra and Dowd (1992) proposed a comprehension framework for the use of context clues: syntactic clues (related to grammatical structures) and semantic clues (involved intra- and inter sentence meaning relationship). Sinatra and Dowd argued that readers should not only understand how the writer used grammar, but also use semantic clues such as restatement, use of examples and summary clues in order to guess the meaning of a new word. In addition, to guess the meaning of words intelligently, Oxford (1990) clustered 10 compensation strategies into two sets: linguistic clues (guessing meanings from suffixes, prefixes, and word order) and other clues (using text structure such as introductions, summaries, conclusions, titles, transitions, and using general background knowledge).

These decoding skills can not only help readers overcome a limited vocabulary, but also help them guess about the theme of an article. Such learning strategies can significantly increase the reading speed and raise efficiency (Winstead, 2004; Zhang, 1992, 1993).

•Developing learners' Strategy instruction

Strategy instruction focused on teaching students a strategy for activating their own prior knowledge. During strategy instruction the teacher concentrated on teaching students why and when to use a strategy to build their own prior knowledge. This prior knowledge strategy included making predictions, identifying main characters, identifying the central problem, and identifying a problem's resolution. In short, helping learners fix their own perspectives through strategy determination and limitations.

In this way, learners develop into autonomous learners who will work out any texts when working independently at home.

Promoting the Four Modes

A. Listening/Speaking relationship

1. At the level of speaking and interaction, Eur (2000) expands on this point with reference to group discussion in class moderated by the teacher. "Each personal meaning found in the poem is shared, exchanged, negotiated, reinforced, valued, or loosened in the process of interacting freely, safely, funnily with others' findings" (p. 7).

2. Reading serves writing and helps organize discussion and interaction among groups. Tomlinson (1986) affirms: "The main objective of using poetry in language lessons is to find a means of involving the learners in using their language skills in an active and creative way, and thus to contribute to the development of their communicative competence" (p. 33).

3. Recitation practice is also a stimulating and effective way in which students can develop skills to speak with better pronunciation, articulation, phrasing, intonation, rhythm, pace, fluency.

In short, the two quotes below well express the rationale of such a relation

4. First, listeners display several behaviors to let their communication partners know that they are prepared to focus their attention on the message; they will be quiet, watch the speaker, look at the materials presented by the speaker, and avoid fidgeting (Owca, Pawlak, & Pronobis, 2003).

5. Secondly, individuals must be active listeners where individuals actively think about the information being

shared rather than just passively hearing it. This could include identifying the important parts, reminding themselves to focus on the message, summarizing the message, making connections to what they already know, and visualizing the message. Also, individuals should be participants in the communication. Listeners can make comments, ask questions, and respond to questions (Brent & Anderson, 1993; Owca et al. 2003).

B. Reading/writing relationship

Reading should be integrated with speaking, listening and writing, along with critical thinking, and involve students in actively creating and using meaning for particular purposes. Within such an instructional approach, "students become intellectually/ cognitively engaged in language and content" (Blanton, 1992, p. 291). At the level of reading writing relationship, Zamel (1992) said , "In the same way that writing a text necessarily involves reading it, reading a text requires writing a response to it. Thus, just as the teaching of writing should involve the teaching of reading, the teaching of reading is necessarily the teaching of writing. Just as reading provides 'comprehensible input' for writing, writing can contribute comprehensible input for reading" (p. 480).

At the level of post-reading which generally tends towards written product, the importance is given to the original text as a point of departure. Hafiz and Tudor state that the pedagogical value attributed to extensive reading is based on the assumption that exposing learners to large quantities of meaningful and interesting L2 material will, in the long run, produce a beneficial effect on the learners' command of the L2. (1989, p. 5) "exposure to a range of lexical, syntactic, and textual features in the reading

materials” as well as the nature of “the pleasure-oriented extensive reading.” (Hafiz & Tudor, p. 8)

No one can deny the fact that extensive reading helps greatly in “exposing” SL learners to English and especially when the class time is limited. Hedge briefs the advantages of extensive use in the following lines: Learners can build their language competence, progress in their reading ability, become more independent in their studies, acquire cultural knowledge, and develop confidence and motivation to carry on learning. (ibid, p. 204-205). A written word can have symbolic representational meaning but can also have imaginary meaning or be used as a prop (Edelsky, 1982).

CLASSROOM ENVIRONMENT

In a literature poetry session, the researcher resorts to reading as the main pivot on which other skills depend. And as reading is a comprehensive skill to treat and fully develop, the researcher envisages to use the written text in the form of a long poem written by Geoffrey Chaucer ‘The Physician’s Tale’ as original material reflecting the middle Ages English in its authenticity. And though the English used at that time was archaic and old, the teacher tried to simplify the poem in breaking it into chunks and assigning learners some reading, writing activities in pairs and in groups. The teacher helps the learners work in collaboration, discuss the activities orally using English in the class.

Limitation of Class Activities

To give an equal share between teaching the four modes of language for literacy development at a tertiary level and teaching literature as a subject matter, the researcher opts for the three process lesson treatment the pre, the while and the post . The researcher focussed on the reading and the

writing aspects as main axes where listening and speaking are used simultaneously. For the written aspect, he opts for the process writing to promote the how of the matter and see how students proceed from beginning to end starting with the three phases .

Process oriented instruction has been used in many classrooms across the country with different types of learners, implemented by different types of interpretations and teaching styles (Reyes ,1991a). Tribble defines the 'process approach' as 'an approach to the teaching of writing which stresses the creativity of the individual writer, and which pays attention to the development of good writing practices rather than the imitation of models'. (Tribble, 1996, p160).

•**The general setting of the tale:**

Geoffrey Chaucer wrote The Canterbury Tales, a collection of stories in a frame story, between 1387 and 1400. It is the story of a group of thirty people who travel as pilgrims to Canterbury (England). The pilgrims, who come from all layers of society, tell stories to each other to kill time while they travel to Canterbury. Chaucer intended that each pilgrim should tell two tales on the way to Canterbury and two tales on the way back. He never finished his enormous project and even the completed tales were not finally revised.

Analysis of Chaucer's Canterbury Tales, "Physician's Tale"

Genre: a moral tale. Its source probably was the Roman de la Rose, but its original source was Livy's history. **Form:** Rhyming couplets.

Characters: Virginius, the Roman knight; Virginia, his 14-year-old daughter; Apius, the governor and judge of

their province; Claudius, the "cherl" who serves Apius; the crowd that storms the court after Virginia's death; and "the remenant [. . .] / "that were consentant of this cursednesse" (VI.275-6).

Plot Summary : Apius sees the beautiful Virginia and lusts for her. His "cherl," Claudius, invents the fiction that Virginia is a thrall or slave, rather than Virginius' daughter, and that she is Claudius' slave, unlawfully denied him. Virginius tells his daughter she has only two options, death or shame, and says "My pitous hand moot smyten of thyn heed" (VI.226). After lamenting her fate and swooning, she begs her father to slay her...

Classroom Teaching Procedure: The tale was treated through three teaching sessions

Lesson Plan

Level: 2nd year tertiary level

Objective: •to elicit knowledge of content, acquisition of thinking skills, and development of English language abilities through the four modes (listening, speaking, reading and writing)

Rationale: I-The Reading Phase:

1.The Pre-reading Phase:

Drucker (2003) suggests the following procedure teachers can take before reading a text:“ relate the passage students are going to read to something that is familiar to them. Next, provide a brief discussion question that will engage the students and, after that, provide an overview of the section they are about to read. Name the selection introduce the characters, and describe the plot (up to, but not including, the climax). Last, direct the students to read the story and look for particular information. (p. 23)”.

After setting the mood in the class, the teacher introduces Geoffrey Chaucer as a prominent figure for the 13th century England and his role in establishing English as a language of his day and his best collection The Canterbury tales from where the physician's Tales is extracted. He moves on evoking the main events of the story by narrating the plot ,the main characters and the main events orally before the students . Verbal language, drawings, play and verbal interaction are part of the process of literacy development (Dyson, 1992). Meanwhile , the teacher

- Asks learners to show where Canterbury is located on the map and draw the route from there to London.

- writes three general questions on the board and asks learners

1. to listen to the teacher's reading then form an idea about the social circumstances of the epoch

2. to predict a continuity to the story or imagine its end (a small handout is given)

3. to work in pairs and predict the characteristics of narrative poetry

- Before asking learners to have a glance at the tale, the teacher and the learners corrected the tasks orally discussed the main points, identified the main characters and terminated the main events Before leaving, the teacher then gave the story to students to read at home followed by a series of comprehension questions to prepare

2. The while reading phase:

During the while reading phase, the focus was on the story comprehension, the detailed plot summary of the main events and on the characters' action and attitudes. The session started with answering the questions orally then note forms were taken to redirect the students who needed

some help for involvement in the meaningful and communicative use of language is central for development of oral and written language skills for second language learners (Johnson, 1989)

"How does this text work? How is it argued? How is the evidence (the facts, examples, etc.) used and interpreted? How does the text reach its conclusions? For (Shih 1992) ,to understand lengthy texts, compare and relate ideas to background knowledge and reach a holistic understanding of the text so as to perform various cognitive and procedural tasks . Spack (1997) talks about tertiary literacy as a process of actively engaging with what is read, finding information and understanding this by thinking through it and lastly interpreting the content to suit prototypical academic writing tasks like summarizing, presentations and discussions.

The teacher divides the story into three parts and gave it to learners to read part by part and at the end of every part there is a range of questions related to the part itself and to the next; hence inviting learners to predict and feel the envy to read what comes next. A good technique , not to teach everything altogether but present it in chunks so as to ensure comprehension and promote constructive learning and give a pause to learners to digest the content of every part; hence moving from an analytical way to a holistic view.Among the activities assigned are:

- to identify main ideas which they would use to present an oral summary of the text.
- The learners were also given access to the use of dictionary if they needed to refer to unfamiliar words in the text. A list of old English words is provided.

The teacher uses what Reutzel (1985, p. 401) called the story maps to be a good alternative to the traditional question and discussion session following the reading of a story. In fact; the teacher's help is very effective in making learners' comprehend. The teacher helps them to

- store and retrieve information,
- make connections between previous experience and reading materials,
- identify relationships among concepts and events,
- organize specific details, and understand the message embedded in the text. (Reutzel (1985, p. 401)

3. Discussion Phase:

Objective: promotion of the listening speaking faculties

Activity: Students Pair up and sort out the different morals of the tale then discuss them. Then an open discussion was held to give a chance to every student to express himself, sharing the leading questions with other mates.

4. Post reading

Here is a selection of a stanza ending The Physician's Tale specially opted for the students to discuss namely the moral evoked so as to promote learners' critical thinking and critical reading.

- Here men may see how sin hath his merite:*
*deserts
- Beware, for no man knows how God will smite
- In no degree, nor in which manner wise
- The worm of conscience may agrise* frighten,
horrify
- Of wicked life, though it so privy be,
- That no man knows thereof, save God and he;

- For be he lewed* man or elles lear'd,** *ignorant
**learned
- He knows not how soon he shall be afear'd;
- Therefore I rede* you this counsel take, *advise
- Forsake sin, ere sinne you forsake.

The session on reading ended with a round up recapitulation of the story, the literary merits the tale embraces, the morals revealed and the lessons derived, the role of narrative poetry in transmitting social messages through sweet compositions.

II- The writing process: Which approach to use?

As to which method to use with learners, this depends utterly on students' levels and needs and the adept teacher is the one who obeys these rules. In this respect, for English as a Second Language (ESL) classes, Raimes (1983) recommends the use of an eclectic approach that is responsive to learners' needs as their skills develop, and asserts that there is no one answer to the question of how writing should be taught. Oluwadiya (1990) advocates a "marriage" of the techniques of the product-oriented approach with the techniques of the process-oriented approach; we should aim at using an enriched process approach that borrows freely strategies and techniques that belong to the product-oriented approach.

1. For the Prewriting, Oluwadiya (1990) offers all student-writers a series of prewriting techniques as mental warm-ups to help them get started on their writing process: he suggests the following techniques

-Oral group brainstorming; Clustering; Free writing; Debating; Outlining; Interviewing; Use of pictures to stimulate students

It is recommended then teachers of writing at all levels should be familiar with the pre-writing techniques , adapt and use them to meet the needs of their students as a pre-service tool that leads to self-dependency.

For Oluwadiya (1990)"Pre-writing activities generate ideas; they encourage a free flow of thoughts and help students to discover both what they want to say and how to say it on paper. In other words, pre-writing activities facilitate the planning for both the product and the process."

2. For the while writing and for the sake of enabling learners to write through the content of the physician Tale the teacher insists that students should mind the sound

pre-requisites of effective writing as grammar, word order,agreement, mechanics (punctuation,spelling),drafting and organization,capitals, the selection of appropriate diction, style and language in addition to reformulation and revision as the writing process evolves.

3. For the post-writing, the teacher assigns learners to use one of the following activities

- re-read the story, use their creative powers and imagination and try to rehearse it in the form of a mini-play where Appius,Claudius and Virginius are face to face talking in an acute conflict

- to evaluate and comment on the tale (evoking the era,the habits used , the main events and the characters traits)

- to write a similar story using their own words(promoting paraphrasing as a technisque in creative writing)

MATERIALS AND METHODS

1. RESEARCH DESIGN

A qualitative research approach was selected to determine, examine and analyse L2 literature studies students' reading experiences to identify the barriers and challenges experienced in reading and comprehending L2 texts. A qualitative approach was chosen since it is by nature exploratory, interpretative and descriptive and is an attempt to understand multiple realities (Babbie & Mouton 2001:270-271; Leedy & Ormrod 2001:102). Qualitative studies furthermore have the potential to provide rich, detailed data (Carr 2008:716). The research findings would be used to establish appropriate strategies to support L2 students in their reading, interpretation and comprehension of foreign language literature. In this study, the researcher resorts to the study of the learners' various activities and productions, to the analysis of learners' records, to the observation of learners' classroom interactions

2. RESEARCH CONTEXT, POPULATION AND SAMPLING PROCEDURES :

The research focused on examining the perceptions, thoughts and experiences of the 50 second-year English literature EFL students in their studies of a compulsory English Literature module in the three year BA Didactics TEFL programme at a residential university in Algeria

DISCUSSION

Though the teacher noticed that some students and not all felt reluctant to talk and discuss things in English in the class, he managed to motivate them to talk through some leading questions.

He offered invitations to all, accepted them making mistakes, encouraged the slow achievers to share with their ideas even at a minimum level. Consequently, learners found learning a pleasant thing so their initiatives started to shackle off and soon they involved themselves in the different activities related to the four literacy development modes . The teacher discovered that sometimes students felt blocked because the teacher neglected a most important thing-he did not offer the cosy classroom atmosphere and did not encourage interaction among his learners. In fact, dialogue and interaction among learners is a crucial feature to fully treat.

Vygotsky (1986) emphasizes the vital role dialogue and social interaction have in a student's literacy development. He posits that an environment in which instruction emphasizes collaboration is of utmost importance to the cognitive growth and development of students. Students should be active partners in classroom interactions, responsible for constructing their own knowledge, skills, and attitudes and not just emulating the teacher (Leong & Bodrova, 2001). The role of the teacher is to interact with students to jointly construct meaning since it is teachers and peers who most effectively guide a student's learning (Jaramillo, 1996). Three key factors contribute to constructing meaning during reading: the reader, the material, and the reading environment.

RESULTS

We can use a variety of instruments to assess students' English and content learning. For example, we can use a written test, such as true or false, multiple choices, essay questions, etc. to test students' reading comprehension. We may also ask students to write down an essay to evaluate

students' writing ability. Basically, students would be asked questions which are related to the content of the poem. Through such a multitude variety of classroom tasks, teachers can evaluate students' aural/oral ability, as well as their vocabulary and reading comprehension. It was also noted that the learners often used the compensation strategy of avoidance and guessing while reading the text. Whenever they came across a part of text they could not understand they would choose to disregard it. However, the adept teacher knows when things do not properly function, he advises, he supports and moves around to see learners using dictionaries, interacting with one another or stopping him for a while, for an explanation or a clarification .

RECOMMENDATIONS

For active, critical reading to occur

- teachers must create an atmosphere which fosters inquiry.

- Students must be encouraged to ask and answer questions, to make predictions, and to organize ideas which support value judgments.

- Two techniques for developing these kinds of critical reading skills include problem solving and learning to reason through reading. Flynn (1989) describes an instructional model for problem solving which promotes analysis, synthesis, and evaluation of ideas. She states that "When we ask students to analyze we expect them to clarify information by examining the component parts. Synthesis involves combining relevant parts into a coherent whole and evaluation includes setting up standards and then judging against them to verify the reasonableness of ideas."

Beck (1989) adopts a similar perspective, using the term "reasoning" to imply higher order thinking skills. Comprehension requires inferencing, which plays a central role in reasoning and problem solving. For Beck, children's literature has the potential to engage students in reasoning activities. The class activities include the following:

- While enhancing good reading, we need to teach new vocabulary through its context
- Arouse learning motivation and interest around learning new things
- Enhance four modes and critical thinking abilities so as to enable learners to bridge any literacy gaps
- Promote cooperative learning for every learners needs social and cultural support

Wilson (1988) suggests that teachers should re-think the way they teach reading and look critically at their own teaching/thinking processes. She points out that teaching students to read, write, and think critically is a dramatic shift from what has generally taken place in most classrooms.

CONCLUSION

Tomlinson (1986) is entirely correct in asserting: "Poems which achieve affective responses from learners can stimulate them to unusually intelligent and creative use of language in follow-up activities" (p. 34). Students can realize expression of their reactions to the content of a poem, with its images and inferences and other devices, through an integrated skills approach that includes guided small-group discussions, appropriate writing tasks which link the processes of reading and writing, and oral recitation of the poems. Speaking of learning within the whole language model, Blanton (1992) remarks: "With all

language skills brought to bear on a topic--as students listen to others, discuss their ideas, read various texts, and write about various aspects of the topic--their command of English grows, as does their sophistication in working with ideas and texts. Their confidence grows as well" (p. 289).

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5. Enhancing would be Teachers' Educational Psychology Training and Development of Thinking Cognitions, Knowledge and the way they learn how to teach.

Abstract

Only in the past decade have educational psychologists turned their attention from the study of teachers' behavior to the study of teachers' thinking, cognitions, and knowledge .Educators began to focus on the mental life of their would be teachers. Educators began trying to characterize the expert knowledge that is needed for good teaching. Through this article, the researcher believes it is high time Trainers in Algeria should consider the knowledge and beliefs of their prospective teachers, and the challenge of applying knowledge about teachers' learning to the teaching and learning of educational psychology. Hence, it is paramount to enhance educational psychology for teachers in tomorrow's schools .Trainers are challenged to provide more authentic instructional contexts and activities than traditional knowledge-based curricula.

A packed curriculum that leaves little time for students to acquire a deep understanding of the subject or to develop life-long skills such as critical thinking, problem solving and communication. Trainers need to know the content that they would teach students –it should be few but consistent–for there is too much teaching, not enough learning. They have to reinforce know-how of pedagogical knowledge and practice, an awareness of the learning characteristics of the students they train, and knowledge of subject matter. The study comes to reinforce the idea that trainers need to focus more on the basic factual information and conceptual knowledge of the psychology of learning, development, and

instruction to be able to apply this knowledge in their trainees 'clinical teaching experiences, in their methods, courses, and, eventually, in their classroom teaching if they want a long life successful achievement.

Key terms- educational psychology, cognition, long-life skills, psychology of learning

1. Introduction

Teaching is a hard task which encompasses not only imparting knowledge but knowing one's learners and their needs. Knowledge of the psychology of trainee teachers' learning has become a crucial corner stone which might contribute to the effective teaching of these would be teachers once they end their pre-service training.

As psychological perspectives shifted from behavioral to cognitive in the 1970s, a number of researchers began to focus on the thinking processes including cognition, perception and memory entailed in teaching. Hence, researchers have emphasized the notion of ongoing and lifelong professional learning embedded in schools as a natural and expected component of teachers' professional activities and a key component of school improvement (Putnam and Borko, 2000; Slegers, Bolhuis and Geijsel, 2005; Smylie and Hart, 1999). Hence, resorting to educational psychology and psychology education is a must for the preparation of would be teachers to meet the challenge in an age dominated by technology and knowhow.

Teachers need to possess knowledge to inform their recipients, the psychological knowledge to understand their attitudes, tastes and drives and knowledge to solve their own problems and step forward in their understanding to learners' mentalities and cognitive powers-the way learners

learn, how they react, how they question, how they reason and the way they accept the others' thinking.

Teacher trainers should reinforce their trainees' learning teaching package with mental competence, knowledge of the subject, pedagogical notion and more with psychology of education that enables them to enter into their learners' minds and satisfy their needs in this way, they will be able to motivate the and direct their curiosity to more learning.

2. Problematic

Most of would be pre- service teachers today in Algeria lack sufficient training that would qualify them to enter into profession with an offhand ease. This is certainly due to the lack of mastery to both cognitive and psychological aspects. The problem that the future teachers encounter is that they don't realize the importance of teaching the young kids until they are faced with the reality. Teachers think the very good lessons they have learnt at their incubation training period are enough but the reality proves another. Teachers need to reinforce their learners' psychological states by enhancing them with more educational psychology to equip them to cater for the difficult learners' needs.

Hence the problem is double posed- the amount of knowledge needed –the cognitive linguistic side in addition to the educational psychology package that helps treat the learners' thirsty and zealous spirits. Teacher trainers need to enter into their trainee's minds and understand how these learners think, reason and solve problems so as to veer their teachings in this direction. It is then by understanding their learners that the virtual program will be made. The problem then faced by these trained teachers is that they teach their learners through whatever methods, delivering lessons to end up a given syllabus without paying too much regards to

the psychological understanding of their recipients. To achieve such a success a number of research questions are raised

1.What should trainers do to perceive what type of knowledge their trainees need to acquire?

2.Which method is best to know through what trainees need in their long life learning and professional career?

3.How do trainees know how their trainees think? What would teachers include in their syllabus that help them understand better how their trainees respond ,think, perceive, analyze and react?

In addressing these questions, trainers need to give more importance to psychology education that delves deeper into their trainees' cognitive processes. Hence, creating a link between what teachers teach and how and how learners learn and perceive things.

3. Theoretical Background

3.1. What is education?

Education can be defined as the process of bringing desirable change into the behavior of human beings namely learners as the process of imparting or acquiring knowledge and habits through instruction or study.

3.2. What is Psychology?

According to Charles E. Skinner, psychology deals with the responses to any and every kind of situation that life presents. By responses or behavior is meant all forms of processes, adjustments, activities, and experiences of the organism. Psychology is the positive science of behavior (Watson). Psychology is the science of human behavior and experience (Cruze).

3.3. What is psychological Education?

Educational psychology is that branch of psychology which deals with teaching and learning. It takes its meaning from education, social process and from psychology, a behavioral science (Skinner). It is the discipline concerned with teaching and learning processes; applies the methods and theories of psychology and has its own as well (Woolfolk, 1995).

W.A. Kelly (1941) listed the nature of Educational Psychology as follows:

- i. To give a knowledge of the nature of the child
- ii. To give understanding of the nature, aims and purposes of education
- iii. To give understanding of the scientific methods and procedures which have been used in arriving at the facts and principles of educational psychology
- IV. To present the principles and techniques of learning and teaching
- v. To give training in methods of measuring abilities and achievement in school subjects
- VI. To give a knowledge of the growth and development of children
- vii. To assist in the better adjustment of children and to help them to prevent maladjustment
- viii. To study the educational significance and control of emotions and
- ix. To give an understanding of the principles and techniques of correct training.

Thus, educational psychology is an applied, positive, social, specific and practical science. While general science deals with behavior of the individuals in various spheres,

educational psychology studies the behavior of the individual in educational sphere only.

4. Discussion

4.1. Pre-service Education contents

Pre-service education often provides the first step in the professional development of teachers. It exposes pre-service teachers to new perspectives as well as prepares them in knowledge and skills (Wilke, 2004). Knowledge includes disciplinary content, or subject knowledge, and pedagogical content knowledge, or knowledge of how to teach (Wilke, 2004). This forms the basis for quality practice (Schempp, 1995) that teachers trainers need to have a perceptive view about.

4.1.1. Pedagogical Knowledge:

Pedagogical knowledge can be defined as “the content, skills, and strategies required for effective teaching.” (Gerges, 2001, p.72). Pedagogical knowledge is linked closely to teacher belief in that there are factors that influence teachers’ attitudes and beliefs toward the implementation of a variety of instructional models and strategies. Contemporary literature challenges how receptive students are to the knowledge and perspectives teacher educators deliver. A key component of such understanding rests on the idea of a teaching belief i.e. what it means to teach and how such a belief may develop and change (Wilke, 2004). Furthermore, a growing body of research suggests that not only must teacher educators address issues of course structure, content and articulation in improving teacher education, they must also take into account the beliefs, attitudes, expectations and perceptions that pre-service teachers bring with them prior to the teacher

education programme and how they develop during their training years (Pajares, 1992).

4.1.2. Trainees’ beliefs and attitudes towards teaching

Pre-service teachers, upon entering their preparation program, hold a simplistic view of the teaching profession (Whitbeck, 2000). They believe that teaching is easy and that teaching merely involves transmitting information (Feiman-Nemser et al., 1989). Many pre-service teachers enter the program with high confidence in their ability to perform well in the profession (Richards & Killen, 1994). Many teachers, when selecting this teaching vocation trade, think they would be good teachers because it is their own choice and desire.

Similarly, pre-service teachers were found to believe that, motivating one’s students and being warm and personable were primary characteristics of good teachers (Holt-Reynolds, 1992, Collins, Selinger, & Pratt, 2003). The role of teachers in most of the times is to impart knowledge in the most secure way by maintaining interest and control over their classes a sign of an effective teacher (Joram & Gabrielle, 1998); so, when a class is under control, teaching is lecturing (Broekman and Wetering, 1987; Feinman-Nemser et al., 1989; Wubbels, 1992), which should be the main task of a teacher; theoretically speaking, trainers show the right way to their recipients through guidelines and let them work for their own. Accordingly, the majority of knowledge about teaching will come from practice in the field through trial and error when they enter the classroom (Feiman- Nemser et al. 1989; Joram & Gabrielle, 1998)

However, this does not exclude the fact that a lot of trainees do not expect to get much from their education classes (Joram & Gabriele, 1998); and henceforward feel that they

would be good teachers without any preparation (Mertz,1991).This leads to believe that another category of trainees are less interested in theoretical matters and show more interest in practical approaches (Wubbels, 1992)and grope to their practical fields with more insight to gain through trial and error when they eventually enter the classroom (Feinman-Nemser et al., 1989, Joram & Gabrielle, 1998)

5. The Scope and contents of Educational Technology in relation to would be teachers training syllabus

Trainees need to be trained on how they learn about their future students by studying a series of lessons on the innate capacities of their learners, the individual differences existing with learners, the overt, covert, conscious as well as unconscious behavior of the learner, the characteristics of his growth and development and each stage beginning from childhood to adulthood.

Trainees need to acquire which learning experiences could be suitable for their learners and at which stage these could be implemented and under what learning process.

So after knowing the learner and deciding what learning experiences are to be provided, trainees would learn Educational Psychology laws, principles and theories of learning as remembering and forgetting, perceiving concept formation, thinking and reasoning, problem solving, transfer of learning, ways and means of effective learning etc.

Just then, trainees need to be introduced on how to secure good classroom climate for learning by studying topics like classroom climate and group dynamics, techniques and aids that facilitate learning and evaluation,

techniques and practices, guidance and counseling so as to create efficiency in learning.

Trainee teachers should be introduced into the role of the teacher as a working power in the teaching learning process. His role as a pivot in knowing himself first, his inspirations, his training his reactions, his psychological aspects that help him know his learners; their individual differences, their needs and motivational drives and his aptitudes.

Trainees' psychology of education credit will enhance them to know more about the Human Behavior in educational situations. It shed some lights on the Growth and Development of the child. How a child passes through the various stages of growth and what are the characteristics of each stage are included in the study of educational psychology .In addition, by studying this credit, trainees with get an overall idea about Heredity and Environment which contribute towards the growth of the individual, and how this knowledge can be made use of for bringing about the optimum development of the child.

Trainees will have opportunities to study the Nature and Development of the Personality of an individual and introduces them to the study of the learners' individual Differences: Thanks to educational psychology trainees will at last form an idea about their learners' intelligence which helps them know the students that need tutorship guidance and counseling.

In short, if trainee teachers are given sufficient amounts of time studying the aforementioned features, we believe they could enter their profession with an offhand ease.

6. The role of Educational psychology in enhancing would be Teachers' ...

6.1. Educational psychology: Teaching the Big Five dimensions of Personality to trainee teachers?

As pre-service teachers will face different personalities traits catered by various learners' social background, they have to be ready to understand every learner's habits behavior and cognitive building up.

According to researchers' "working consensus" more than 70 years of empirical studies (John & Robbins, 1993 Wiggins & Trapnell, 1997) have shown the use psychology in education.

McCrae and Costa (1999) portray the five factor model (FFM) as a Grand Theory that provides an overview of the functioning of the whole person across the entire lifespan. Researchers have also found that thousands of personality traits can be organized into the following broad factors: (1) hostile vs. agreeableness, (2) introversion vs. extroversion (3) impulsive vs. conscientious, (4) neuroticism vs. emotional stability, and (5) intellectual narrowness vs. intellectual openness.

Accordingly, the aforementioned traits have to exist in the future teachers' repertoire with the intention to better understand the amalgamate texture of the class they might face. Students from common rank and file might study together and knowing them is of paramount importance.

This leads us also to suggest that having an understanding of one's own personality as a teacher, and the personality of learners will have great implications in the preparation of lessons through learners' needs analysis.

Curriculum designers should include personality education in the official syllabus.

6.2. Cognition and mental development

The province of Human Development and Cognition, a branch of Educational Psychology t draws on insights from a range of fields that deal with learning and development. Trainee teachers should imbibe from this field to be able to know and understand how do children learn? What makes children want to learn? How can teachers create contexts in which all children benefit from instruction? How can we help children and youth develop into healthy, happy, and productive adults? How does learning happen outside of schools, in workplaces, museums, and other informal settings?. In knowing about all these questions a pre-service trainee teacher would adjust his knowledge and form an overview about his future learners. Until then he would think to work as an educational psychologist, a curious inquisitive researcher into the prospective minds of his learners. He will accordingly seek their Personal development (changes related to an individual's personality); Social development (refers to changes in the way an individual relates to others) and cognitive development (refers to changes in thinking).

6.3. Knowledge and the way trainees learn how to teach.

Pre-service teachers intending to aspire for professionalism need to possess both cognitive insight that involves learners' self-awareness of their own cognitions through which they acquire information, gain understanding, and learn in the classroom and meta cognitive strategies about classroom teaching which include self- awareness and ability to reflect on one's own cognitive knowledge for classroom learning and teaching. In this respect, the teacher will not stand limited in his mental scope but open to the unexpectedness

in teaching circumstances. He, at least possesses an idea about the content knowledge of his subject matter.

Shulman in (1986) distinguished three kinds of content knowledge: Subject matter content knowledge, pedagogical content knowledge and curricular knowledge (- knowledge of materials and resources for teaching particular content, including how subject matter content is structured and sequenced in different materials). Krauss et al.

(2008) define three main components of pedagogical content knowledge: knowledge of tasks; knowledge of students' prior knowledge; knowledge of instructional methods

7. Recommendations

1. Theory and research suggest that meaningful learning and application of educational psychology might be facilitated by closer collaboration between educational psychologists, teacher educators, and subject matter researchers. This is a good point to emphasize

2. “ pre service teachers need to construct their own meaningful and conceptually functional representations of the external world” (Duffy and Jonassen, 1992, p. 11)

3. The teacher becomes more of a coach who assists students in “criss-crossing the landscape of contexts” looking at the concept from a different point of view each time the context is revisited (Spiro et al., 1992, p. 8).

4. Cohen (1988) adopts the term “adventurous teaching” Research has indicated that teachers' beliefs about their own level of competence and their sense of self-efficacy affect their practice and students' performance (e.g. Ashton and Webb, 1986; Midgley, Feldlaufer and Eccles, 1989 Ross, Hogaboam-Gray and Hannay, 2001). Self-efficacy is a future-oriented belief about the level of competence a

person expects he or she will display in a given situation (Bandura, 1997).

5. Trainees' training textbooks and syllabi should clearly specify through clear cut objectives the use of psychology as a credit core in the formation. Educational psychology should take the lion's share.

Its role should be reflected through teachers' preparation by stating "the primary goal of educational psychology courses should be the development of a useful psychological perspective by prospective teachers" (Anderson, et al, 1995 p. 144). Its implementation should be taken as a module inclusion in the cursis where trainees should be enhanced on how to master knowledge about personality psychology

For an effective training and teaching, Brophy (2001) distinguishes 12 principles of effective teaching:

1. Supportive classroom climate: students learn best within cohesive and caring learning communities. The role of the teacher as model and socialiser is emphasised.

2. Opportunity to learn: students learn more when most of the available time is allocated to curriculum-related activities and the classroom management system emphasizes maintaining students' engagement in those activities.

3. Curricular alignment: All components of the curriculum are aligned to create a cohesive programme for accomplishing instructional purposes and goals.

4. Establishing learning orientations: teachers can prepare students for learning by providing an initial structure to clarify intended outcomes and cue desired learning strategies (e.g. providing advance organisers and cuing the kind of responses that are expected).

5. Coherent content: to facilitate meaningful learning and retention, content is explained clearly and developed with an emphasis on its structure and connections. When making presentations, providing explanations, or giving demonstrations, effective teachers project enthusiasm for the content and organise and sequence it so as to maximize its clarity and “learner friendliness”

6. Thoughtful discourse: questions are planned to engage students in sustained discourse structured around powerful ideas.

7. Practice and application activities: students need sufficient opportunities to practice and apply what they are learning and to receive improvement-oriented feedback.

8. Scaffolding students’ task engagement: the teacher provides whatever assistance students need to enable them to engage in learning activities productively. Structuring and support can be lessened as the students’ expertise develops.

9. Strategy teaching: the teacher models and instructs students in learning and self-regulation strategies.

Meta-cognitive awareness and self-regulation are sought in contexts like problem solving and general learning and study skills. An example is a teacher who thinks out loud while modelling use of the strategy. Students are stimulated to monitor and reflect on their learning.

10. Co-operative learning: students often benefit from working in pairs or small groups to build understanding or help one another master skills.

11. Goal-oriented assessment: The teacher uses a variety of formal and informal assessment methods to monitor progress towards learning goals. Comprehensive

assessment also examines students' reasoning and problem solving processes.

12. Achievement expectations: the teacher establishes and follows through an appropriate goal oriented process established right from the beginning to end up with positive expected outcomes.

Conclusion

We conclude that a careful scrutiny to the contents related to pre-service teacher training higher schools in Algeria need to be strongly revisited by giving a lion's share to educational psychology and the psychology of education. As inculcating learners' minds with knowledge does not suffice in an age where pedagogy and psychology reign, learners need to imbue from the knacks of pedagogy with the intention to control and master their classes efficiently. The young generation of today is harsh to manipulate and harness; hence, a bit of pedagogical policy will incite them not to deviate from the norms. We highly recommend educationalists and educational psychologists to share hands in developing a strong curriculum that serves the would be teachers not to strive for teaching adequately but to restore order, discipline and motivation within our classrooms.

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6. The Role of Metacognitive Behavior in Assisting Tertiary Students shift from Recipient learners to Constructors of Knowledge-a reflective case.

Abstract

a potentials remain incomplete because they do not extrapolate in quest of the pre-requisites of adequate learning, strategic metacognition and the clear cut comprehension rationale of knowing as different from understanding. Students at a university level still consider teachers as the only providers of knowledge so they use their cognitive powers just to understand and record what teachers say. In this study, the researcher examines this realistic situation and reflects upon the students' own behavior in terms of their understanding to lectures pinpointing what students should adopt to foster their learning with adequate metacognitive strategies to become constructors of knowledge rather than just mere recipients.

Key terms-metacognitive behavior, mental potentials constructors of knowledge

Introduction

Teaching is a two-way communication between two or more persons who influence each other by their ideas and learn something in the process of interaction. Teaching is an intricate, complex, exiting, challenging and interactive skill based greatly on an interchange between learner and teacher. Teaching if, highly developed, is in itself an art and the teacher in this whole process is an artist. The art of teaching calls for a high degree of flexibility, adoptability and creativity of mind. Teaching is a one word but it includes multifarious functions and classroom activities where the teacher creates learning situation, imparts knowledge, develops understanding and skill, motivates learners to learn, diagnoses learning problems ,thinks of appropriate remedies, makes and enrich curriculum material , records and reports the learner's development through on going evaluation and assessment. etc.

Learning is often defined as a change in behavior (Birkenholz, 1999), which is demonstrated by people implementing knowledge, skills, or practices derived from education.

Learning takes place when insight and intentions are gained, when the processes are understood and when interaction has taken place between the teacher and the learner. Learning is interpreting and understanding reality in a different way. Learning involves comprehending the world by reinterpreting knowledge.

(quoted in Ramsden 1992: 26).

In a learning situation student's active participation is the most essential aspect for effective learning. 'Learning itself is the task. What formalized learning does is to make learning more conscious in order to enhance it' (Rogers

2003: 27). Learning involves getting the ‘meaning’ of the knowledge. Meaning is generated by the interplay between new information and existing concepts in the students’ mind. Without existing concepts, information can have no meaning. Learning is achieved through students selecting relevant information and interpreting it through their existing knowledge. As Resnick (1989) aptly noted, “learning occurs not by recording information but by interpreting it”.

Hence, students are not recipients of knowledge but constructors of knowledge. How the student structures and processes knowledge is much more important than how much is learned. Structuring and processing knowledge means that students must ‘select’, ‘organise’ and ‘integrate new information with prior knowledge in their mind .This process is called metacognition.

In recent years metacognition has emerged as a major focus of research interest in cognitive psychology (Metcalf & Shimamura 1996). There has been a growing recognition that metacognition or self awareness’ including awareness of ourselves as learners, helps us to learn more effectively’ (Scottish CCC,1996) .But what is metacognition? How does it facilitate learning and what can teachers do to foster it in the classroom?

Definition of Metacognition

John Flavell originally coined the term metacognition in the late 1970s to mean “cognition about cognitive phenomena,” or more simply “thinking about thinking” (Flavell, 1979, p. 906). Metacognition - is the knowledge and control children have over their own thinking and learning activities” (Cross & Paris, 1988, p. 131).

For (Hennessey, 1999, p. 3) metacognition is an “Awareness of one’s own thinking, awareness of the content of one’s conceptions, an active monitoring of one’s cognitive processes, an attempt to regulate one’s cognitive processes in relationship to further learning, and an application of a set of heuristics as an effective device for helping people organize their methods of attack on problems in general” (Hennessey, 1999, p. 3) and for (Martinez, 2006, p. 696) ,it is “The monitoring and control of thought”

Metacognition is the process of planning, assessing and monitoring one’s own thinking; the pinnacle of mental functioning (Alvo, 1990; Cotton, 2001). For ” (Kuhn & Dean, 2004, p. 270) metacognition is an “Awareness and management of one’s own thought”,they explain, metacognition is what enables a student who has been taught a particular strategy in a particular problem context to retrieve and deploy that strategy in a similar but new context. Further, Schraw (1998) describes metacognition as a multidimensional set of general, rather than domain-specific, skills.

Discussion

Definition of Metacognitive Behaviour

Metacognitive Behaviour is roughly defined as the learner’s conscious effort of mentally remaining focused on the initial search question or information need including awareness of extrapolating beyond the topic in search of association and relations relevant to the topic under focus. Volet, 1991, showed how metacognitive training can improve exam grades, grades in classes, retention and student satisfaction. Psychologist have gone further to demonstrate that “Those with greater metacognitive

abilities tend to be more successful in their cognitive endeavors. The good news is that individuals can learn how to better regulate their cognitive activities (Livingston, 1997)

Strategies for Developing Metacognitive Behaviors

1.Identifying "what you know" and "what you don't know."

2. Talking about thinking. Talking about thinking is important because students need a thinking vocabulary. During planning and problem-solving situations, teachers should think aloud so that students can follow demonstrated thinking processes. Modeling and discussion develop the vocabulary students need for thinking and talking about their own thinking. Labelling thinking processes when students use them is also important for student recognition of thinking skills. Paired problem-solving is another useful strategy. One student talks through a problem, describing his thinking processes. His partner listens and asks questions to help clarify thinking. Similarly, in reciprocal teaching (Palinscar, Ogle, Jones, Carr, & Ransom, 1986), small groups of students take turns playing teacher, asking questions, and clarifying and summarizing the material being studied.

3.Keeping a thinking journal. Another means of developing metacognition is through the use of a journal or learning log. This is a diary in which students reflect upon their thinking, make note of their awareness of ambiguities and inconsistencies, and comment on how they have dealt with difficulties. This journal is a diary of process.

4.Planning and self-regulation. Students must assume increasing responsibility for planning and regulating their learning. Students can be taught to make plans for learning

activities including estimating time requirements, organizing materials, and scheduling procedures necessary to complete an activity.

5. Debriefing the thinking process. Closure activities focus student discussion on thinking processes to develop awareness of strategies that can be applied to other learning situations.

6. Self-Evaluation.. As students recognize that learning activities in different disciplines are similar, they will begin to transfer learning strategies to new situations.

Reflections:

Knowing is Not the Same as Understanding:

What is Understanding?

To understand is 'to comprehend' and to comprehend is 'to take in' or embrace information. Many students equate 'to know' with 'to understand'. However, 'knowing' something is not the same as 'understanding' something. Taken for granted that 'learning is knowing', many students regard the teacher as the only source and provider of information and themselves as the receiver of this information. They believe that learning outcomes can be evaluated by measuring the amount of knowledge acquired which does not in fact reflect this.

Hence, presuming that the input is the same as the intake.

What is an understanding then? A student understands any object, process, ideas or fact if he/she sees how it can be used to fulfil some purpose or goal or intention.

The outcomes of a collection of understandings are generalisations, theories, generalised insights, general ideas, concepts, principles, rules and/or laws that a learner absorbs mentally and think they are enough for the actual planned purpose. Learners differ in their own achievements

to their understanding. But how do they achieve understanding?

According to Biggs(1987) learners approach learning (strategy) depends on ‘why’ they want to learn it in the first place (motive) (Biggs, 1987. Learning then requires a personal curiosity or interest learners should bring to the thing learned, associations, relationships, connections with what they know and the ability to relate the actual experience with their prior knowledge helps understanding to occur.

Learners Status between recipients of knowledge and constructors of knowledge

Cognition can be described as this intellectual ability and an awareness of knowledge, while metacognition is a farther-reaching subject that involves using that knowledge in a non-linear way applying strategies at times when the cognitive operations fail to find solutions to a problem. That is, if cognition is unable to solve a posed question ;it resorts to metacognition for help.

So understanding alone does not suffice, it needs knowing and searching for better understanding. Many good students use metacognitive strategies naturally; for others, this is a process which must be learned.

Students who use metacognitive strategies, such as awareness, self-regulation, and refocusing, outperform those who don’t.

Cognitive strategies are used to help an individual achieve a particular goal (e.g., understanding a text for example after skimming and scanning it; yet through using meta-cognitive strategies learners are better equipped to go through the text in its multifarious aspects; they can analyze, comment paraphrase, sort out main ideas, read it

metaphorically and summarizing it. Often learners relying on cognition may fall into the trap. This impasse is believed to activate meta-cognitive processes as the learner attempts to rectify the situation (Roberts & Erdos, 1993).

Establishing the Metacognitive Environment

The rapid changing world requires from teachers to help learners engage themselves in metacognitive processes using their personal strategies to add to their cognitive powers.

This age is no more characterized by rote learning but in the degree to use mental creativity, to find out solutions, to share experiences and to give the how process its due merits.

Teachers need to enhance their learners with ways on to fosters their metacognitive potentials to become good thinkers, successful problem-solvers and lifelong learners. In the creation of a metacognitive environment, teachers monitor and apply their knowledge through what they impart, deliberately modeling metacognitive behavior to assist students in becoming aware of their own thinking processes and hence see their behavior change step by step from information receivers to information producers through their conscious processes of connecting new information to former knowledge, to unconsciously embrace selective strategies and finally to control, plan and monitor their own thinking processes. (Dirkes, 1985).

In this respect, teachers will enhance learners to discover by themselves that understanding and transferring what they have understood are the outproduct of both understanding and knowing.

We may understand but this does not mean we know-knowing is the other facet of the coin to make something complete.

Metacognitive Regulation Metacognitive experiences involve the use of metacognitive strategies or metacognitive regulation (Brown, 1987).

Metacognitive strategies are sequential processes that one uses to control cognitive activities, and to ensure that a cognitive goal (e.g., understanding a text) has been met. These processes help to regulate and oversee learning, and consist of planning and monitoring cognitive activities, as well as checking the outcomes of those activities.

For example, after reading a paragraph in a text a learner may question herself about the concepts discussed in the paragraph. Her cognitive goal is to understand the text. Self-questioning is a common metacognitive comprehension monitoring strategy. If she finds that she cannot answer her own questions, or that she does not understand the material discussed, she must then determine what needs to be done to ensure that she meets the cognitive goal of understanding the text. She may decide to go back and re-read the paragraph with the goal of being able to answer the questions she had generated.

If, after re-reading through the text she can now answer the questions, she may determine that she understands the material. Thus, the metacognitive strategy of self-questioning is used to ensure that the cognitive goal of comprehension is met.

Cognitive vs. Metacognitive Strategies

Most definitions of metacognition include both knowledge and strategy components; however, there are a number of problems associated with using such definitions. One major issue involves separating what is cognitive from what is metacognitive. What is the difference between a cognitive and a metacognitive strategy?

Metacognitive and cognitive strategies may overlap in that the same strategy, such as questioning, could be regarded as either a cognitive or a metacognitive strategy depending on what the purpose for using that strategy may be.

For example, you may use a self-questioning strategy while reading as a means of obtaining knowledge (cognitive), or as a way of monitoring what you have read (metacognitive). Because cognitive and metacognitive strategies are closely intertwined and dependent upon each other, any attempt to examine one without acknowledging the other would not provide an adequate picture.

Knowledge is considered to be metacognitive if it is actively used in a strategic manner to ensure that a goal is met. For example, a student may use knowledge in planning how to approach a math exam:

"I know that I (person variable) have difficulty with word problems (task variable), so I will answer the computational problems first and save the word problems for last (strategy variable)." Simply possessing knowledge about one's cognitive strengths or weaknesses and the nature of the task without actively utilizing this information to oversee learning is not metacognitive.

Cognitive Strategy Instruction (CSI) is an instructional approach which emphasizes the development of thinking skills and processes as a means to enhance learning.

The objective of CSI is to enable all students to become more strategic, self-reliant, flexible, and productive in their learning endeavors (Scheid, 1993).

CSI is based on the assumption that there are identifiable cognitive strategies, previously believed to be utilized by only the best and the brightest students, which can be taught to most students (Halpern, 1996).

Use of these strategies have been associated with successful learning (Borkowski, Carr, & Pressley, 1987; Garner, 1990).

The study of metacognition has provided educational psychologists with insight about the cognitive processes involved in learning and what differentiates successful students from their less successful peers.

It also holds several implications for instructional interventions, such as teaching students how to be more aware of their learning processes and products as well as how to regulate those processes for more effective learning.

Perceptive second/foreign language (L2) learners are those who are aware of and use appropriate strategies for learning and communicating in a second language.

The purpose of strategy use is to improve performance in the learning and use of one's second language.

Strategies are the conscious actions that learners take to improve their language learning. Rather than focus students' attention solely on learning the language, L2 teachers can help students learn to think about what happens during the language learning process, which will lead them to develop stronger learning skills.

Metacognition can be defined simply as thinking about thinking. Learners who are metacognitively aware know what to do when they encounter difficulties in learning; that is, they have strategies for figuring out what they need to do.

The use of metacognitive strategies ignites one's thinking and can lead to more profound learning and improved performance, especially among learners who are struggling. Understanding and controlling cognitive processes may be one of the most essential skills that classroom teachers can help L2 learners develop.

The teaching of metacognitive skills is a valuable use of instructional time for a second language teacher.

When learners reflect upon their learning strategies, they become better prepared to make conscious decisions about what they can do to improve their learning. Strong metacognitive skills empower second language learners.

One specific area in which teachers can develop the metacognitive awareness of students is related to teaching reading. What do good readers do to facilitate mastery of reading? What can teachers do to facilitate the development of reading skills among the learners in their classes? Understanding what metacognition is will help the classroom teacher develop students who are better able to accomplish their learning goals.

Metacognition can be divided into five primary components: (a) preparing and planning for effective reading, (b) deciding when to use particular reading strategies, (c) knowing how to monitor strategy use, (d) learning how to orchestrate various strategies, and (e) evaluating reading strategy use

Metacognition is not any one of the five elements in isolation.

It is the blending of all five into an integrated view that may be the most accurate representation of metacognition. Each of these five metacognitive skills interacts with each other.

Metacognition is not a linear process moving from preparing and planning to evaluating.

More than one metacognitive process may be happening at a time during a learning task.

Learner Strategy Research

Effective use of learning strategies has come to be one of the hallmarks of the good or successful language learner. Learning strategies are the operations or steps used by a learner to facilitate the acquisition, storage, retrieval and use of information. As Wenden, notes 'Learners are actively involved in the process of learning

– selectively attending to incoming data, hypothesizing comparing, elaborating, reconstructing its meaning, and integrating it with previously stored information for future use. In other words, learning strategies are the processes which learners use to learn a language, to make sense of the information being presented. In this view of learning learners are constantly active as information processors. However, while all learners use learning strategies successful learners learn how to use them effectively.

Strategy Use Informing our understanding of learning strategies in language is the enormous research base on cognitive learning processes which has demonstrated the value of strategy use and training (Brown and Baker, 1984 Brown and Palinsar, 1982; Chamot, et al, 1987; Weinstein et al, 1988; Derry and Murphy, 1986; McCormick, et al

1989; Anderson, 1983; Brown and Palincsar, 1982 Dansereau, 1985; Brown, et al, 1983; Rigney 1978 Hosenfeld, 1977; O'Malley and Chamot, 1990; Politzer and McGroarty, 1985; Rubin, 1975; Rubin, 1987; Wenden, 1982 Naiman et al, 1978).

This research suggests that learners use two kinds of information to process and comprehend input:

cognitive strategies and metacognitive strategies and knowledge. Cognitive strategies are behaviors, techniques, or actions used by learners in a particular learning situation to facilitate acquisition of knowledge of their own learning processes, as well as their abilities and tendencies to control these processes during learning (Derry and Murphy, 1986).

Cognitive Strategies Researchers have reported an extensive list of cognitive strategies which language learners have been observed using or described using either through think aloud techniques or in diaries (Rubin, 1975 Rubin and Henze 198; Rubin, 1981; Wenden, 1982 Chamot, 1987; Chamot et.

Al. 1988; Hosenfeld, 1977). This research has generated several taxonomies of cognitive strategies

(Rubin, 1981 Chamot, 1987; Oxford, 1989), some of which are more closely organized along the lines of what we know about the learning processes of getting, storing retrieving and using information.

The Getting Process requires that students focus attention on selected aspects of the language input, using their prior knowledge, and monitoring abilities to make input comprehensible.

The Storing Process involves finding a system to store the information to be learned.

The Retrieval Process and Use Process involves deliberately finding ways to recall and use the information to be learned.

Metacognitive Strategies and Knowledge Knowledge of the functioning of metacognition in language learning has been greatly expanded through the work of (Wenden, 1982, 1987, and Chamot, 1990, O'Malley et al, 1985).

Building on the work of cognitive learning theorists especially Flavell, 1979 and 1981, Brown and Palincsar 1982 and Anderson, 1983, they have elaborated two major components to metacognition:

knowledge about L2 learning and control of the learning process. Knowledge about cognition refers to 'the set of facts learners acquire about their own cognitive processes as they are applied and used to gain knowledge and acquire skills in various situations' (Wenden, 1987,p.574).

Of equal importance is the control function in learning. Good learners are able to plan their learning approach monitor their success

and modify their approach as needed. This concept of 'executive control' comes from an information-processing model of human cognition. Learners use it to plan and regulate their learning.

They recognize when their learning goals or strategies are effective or need revising.

Wenden 1982, 1986 was the first to systematically examine how language learners regulate their learning by planning monitoring, evaluating and revising their learning activities.

Learners can and do plan all aspects of learning from what they are going to learn on any particular day (focusing on verb forms, spelling, grammar among others) or in any particular course (by selecting courses which focus on

reading, writing, language for special purposes among others) or what strategies they are going to use to complete a particular task. Learners may also select the resources they will use to learn.

In this planning, they also may specify to themselves or others why they are choosing a particular strategy, text, or course.

They also can prioritize their learning specifying when they will focus on a particular goal.

Having selected their language goal, text, and strategy good learners monitor and evaluate the effectiveness of a strategy in accomplishing their goal.

They may determine that they need to revise their planning by clarifying or modifying their choice of goals, resources, and strategies.

There is ample research evidence that for the effective learner 'learning is goal oriented' as students strive to reach two goals: to understand the meaning of the tasks at hand and to regulate his/her own learning.

(Beau Fly Jones, 1987).

These two goals constitute a combination of cognitive and metacognitive processing. Several studies of beginning and intermediate advanced language students of Spanish, Russian and English as a second language (Chamot et al 1987, Chamot et al, 1988, Wenden, 1982) provide innumerable examples of student reports of the use of control and regulatory strategies in their language learning.

In making decisions about their learning, learners bring to bear what Flavell, 1979,1981 calls metacognitive knowledge (see Table 2), that is. 'knowledge or beliefs about what factors or variables act and interact in what ways

to affect the causes and outcomes of cognitive enterprises, (Flavell, 1979, 907) Flavell (1979) .

Identified three main categories of metacognitive knowledge: Knowledge:

knowledge about person, task, and strategy. Knowledge about person refers to everything a person believes about him/herself or others as learners.

It includes beliefs about how one learns best and the universal factors that many influence performance. Strategic Knowledge refers to information learners have about the use of strategies.

Wenden, in press, gives two facets to this knowledge: (1) Knowledge regarding strategies that work best and (2) knowledge about how best to approach the language learning task.

Task knowledge refers to knowledge about the specific work or activities learners are asked to perform or set themselves in learning a new language.

Task knowledge includes knowing whether a task requires deliberate learning, knowing how demanding a task is (for example knowing that it is easier to recall that gist rather than the exact wording of a story), and knowing how much information they bring to facilitate the task (for example, is the information abundant or well organized or not, familiar or unfamiliar.

Researchers have pointed to the critical importance of metacognitive control strategies.

Learners who have effective metacognitive strategies have what is called 'executive control'

and not only can select a strategy which they feel is appropriate to a task but can then monitor whether that strategy was effective in accomplishing the task and modify

their strategy selection accordingly. There is a wealth of research substantiating the fact that both cognitive and metacognitive strategies are used by both expert and novice learners (examples are given in Brown and Palincsar, 1982; Dansereau, 1985; Derry and Murphy, 1986; Weinstein, et. Al, 1988)).

More importantly, researchers have shown that when learners combine both, i.e., learning strategies and strategy regulation, they not only learn more (Brown and Palincsar 1982), but they can also transfer the strategy from task to task and their ability to use the strategy over time endures (Wenden, 1987 provides a review of these studies).

Research indicates that effective use of strategies depends on a number of variables: the demands of task, the genre of the written or spoken text (for example narrative expository, instructional), the proficiency level of the learner, the ability of the learner, and beliefs about the nature of language learning. Tasks can be rated as to their case or difficulty in the amount of cognitive control required to perform them.

Some can be performed quite mechanically while others require a great deal of attention, hypothesis formation and transformation of language.

Bialystok and Ryan, 1985, note that when monitoring procedures are needed to oversee multiple aspects of a task: form and meaning, meaning and context, etc; control to coordinate information becomes more important. Texts can vary as to the number of clues to comprehensibility they provide (Baker , 1985).

They may differ in the amount of prior knowledge required in the level of redundancy, in the cohesiveness of the propositions and structure and in the difficulty of

the speech due to dialectic, speed or enunciation characteristics. Rubin et al, 1988, found that with difficult texts, effective use of strategies, enhanced listening comprehension performance.

Benefits of learner strategies What are the benefits of learner strategies?

In their investigation of learner strategies, educational researchers are discovering more and more how they function and identifying how much learner strategies can and do contribute to enhancing learning.

Perhaps the most important rationale for improving use of learner strategies is to help learners become more effective and efficient learners.

Since each student can only learn in ways that are meaningful to him or herself and since each learns in a slightly different manner, it follows that the same approach cannot be equally effective for all students.

Some learners are more intuitive, others more analytic. Some learn by reading a language, others by interacting in a social group. Some need to write the language, others need to hear the language, some need both. To help learners become more effective and efficient, teachers need to actively help students help themselves learn how to learn.

Active learners are better learners.

All of the current learning theories agree that when students are active, they are more motivated and more learning occurs.

Students who organize and synthesize information and actively relate to it should have more cognitive links to assist comprehension and recall.

Being active, students are more in charge and become more self-reliant. With students in control, learning

becomes less of an unknown quantity. As learning becomes more controllable, students' anxiety level go down because they know what they are doing and know how to get there. Getting students to the point where they begin to control their learning is a serious endeavor but it is one that pays off many times over.

When students learn more about how they learn and what they want to learn, they become more focused in their objectives and in their approach to these objectives. Hence they are clearer about where they are going and know when they get there.

Finally, being in charge of their own learning, learners can continue to learn, even when the teacher isn't there.

If students are dependent on teachers to shape language to learn, to organize classroom activities, and to provide evaluation of their learning, they will not take charge of their leaning when the teacher isn't there.

Since learning a language can be a very long process students need to be able to learn outside the classroom whenever and wherever the opportunity presents itself. Further, once students are in a country where the language is spoken, they need not be self-reliant if they are to continue learning.

Recommendations

1. Teachers should see themselves as collaborators in the learning process.

Chamot, (1987) argues 'If learning is to take place it usually involves the collaboration of two people – a teacher and learner. The teacher cannot do it all alone, and most learners find the difficulties of doing it all alone overwhelming. Teachers need to see themselves as helping learners with

the process of learning how to learn as well as with actually learning a language.

2. Teachers should help students define their learning objectives –

Both for the whole course and for each day as well. One way to help students define their more general language learning goals is to refer to the competency levels established by the American Council of Teachers of English as A Foreign Language. In addition, students need to be encouraged to evaluate their progress on a regular basis. One possible approach to the task would be for students to define their goal at the beginning of each week and then evaluate their success in reaching that goal at the end of each week.

This is similar to the approach called ‘contract learning; where students agree to try to attain particular objectives at the beginning of a period and then give them a grade at the end of the period.

The purpose of the contract is to encourage student awareness of objectives (metacognitive planning) and then to encourage evaluation of their plan (also, metacongnitive). The evaluation can be at two levels: (1) an overall evaluation of attainment of objectives and (2) an evaluation of the strategies used to attain that objective.

3. Teachers should make a point of discovering what strategies their students are learning.

Teachers can make identification of strategies a regular part of classes. For example, when a student gives an answer to a question, teachers can ask the student ‘how they got the answer.’

Many will find that not only will they learn a great deal about their students' thinking but other students may discover that the good learner's approach to learning is something they could use a well. Often poorer learners don't have a clue as to how good learners arrive at their answers and feel that they can never perform as good learners do.

By revealing the process, this myth can be exposed. Once students have stated how they got an answer, teachers can identify the strategy or strategies for the class.

Another way to reveal strategies is to have students write focused diaries. The diary should focus on specific kinds of strategies so that students can better evaluate what they have learned. Yet another way to discover strategies is for teachers to interview individual students or small groups to question them about the strategies employed specific language learning tasks and also to begin to get at their metacognitive strategies. Sample survey questionnaires are provided by Chamot, et al, 1987, Oxford, 1989, Horwitz, 1987.

Finally, teachers can work with individual students using the 'think aloud' technique pioneered by Hosenfeld, 1997 for reading and applied by Chamot, et al, 1988, to listening. In this technique, the student is given a reading or listening task and the teacher stops the student from time to time to ask them how they are processing data. Through this very effective technique many strategies can be uncovered.

- 3. Teachers can suggest strategies for students to try out.**
- 4.** For example, if students are looking for ways to retain or store information, the teacher can suggest a range of strategies for students to use and discuss

the circumstances in which each might be useful. For example, if the task is to learn some new vocabulary, the teacher can suggest 3-4 ways to store that knowledge: organize by topic, mapping words onto pictures or the real thing, or generating images.

Then, students can discuss which strategy appeals most to them or is most appropriate to the kind of vocabulary task a hand.

5. Teachers can help students evaluate which strategies work best for them.

For example, if students don't know a word, ask them if they would like (a) to see the word in a linguistic context (b) to see or hear a group of related words or (c) to see a picture of the word. Once students have tried each strategy several times, the teacher can ask them to evaluate which strategy works best for them and why.

6. Teachers should help students make comparisons between learning strategies.

Hosenfeld, 1981, described a sequence to teach reading strategies to foreign language learners. There are seven steps in the sequence:

- (1) Teach students to think aloud while reading.
- (2) Identify the student's reading strategies. (3) Help students understand the concept of strategy and recognize that some strategies contribute to success more than others.
- (4) Help students recognize the strategies they use to decode native language texts containing unknown words.
- (5) Help students define strategies which can be used to decode foreign language texts with unknown words.
- (6) Provide practice for specific reading strategies.

(7) Identify reading strategies students use after the exercise and compare them to those used before instruction. Hosenfeld's sequence is an example of training in self-control because not only are students provided with labels for the strategies they use and a discussion of why they are useful but they also consider which strategies are most effective in working with one task: namely in this instance, decoding unknown words.

Classroom Application of the Five Components of Metacognition

Let us consider specifically what the classroom teacher can do to develop strong metacognitive awareness in an L2 reading classroom.

Preparing and planning for effective reading

As students take time to focus their attention on reading they can make improvements in their learning. Taking time to prepare the learning environment and plan what needs to be accomplished makes a significant difference in learning.

Knowing when to use particular reading strategies is an important aspect of metacognition.

Many unmotivated students do not recognize when to incorporate the use of reading strategies.

The metacognitive ability of deciding when to use particular strategies indicates that the learner is thinking and making conscious decisions about the learning process. It has been found out the use of think-aloud protocols an effective pedagogical tool to help readers select and use particular reading strategies. As learners verbalize their strategies teachers can ask how they decided to select and incorporate a particular strategy. The entire class can be invited to use a strategy identified by a member of the class while reading the next section of the text. L2 reading

performance increases when teachers help learners to select and use reading strategies.

Monitoring strategy use

As a student develops the skill of selecting strategies, another aspect of metacognition is to develop the ability to monitor strategy use. Good students are able to recognize when they do not understand, and will stop and decide what to do about it. Less motivated students typically do not stop to monitor themselves this way.

One important monitoring strategy that the researcher teaches students in his reading classes is focusing on their comprehension as they read.

They need to monitor their comprehension as they are reading and recognize when comprehension breaks down. The breakdown cannot simply be a lack of vocabulary knowledge. Students need to focus on comprehension of ideas as they read. Monitoring strategy use while reading is a clear metacognitive activity.

If comprehension breaks down, students are encouraged to select and use another strategy to accomplish their reading task.

Orchestrating various strategies During the learning process good students do not use one strategy at a time, but will use multiple strategies simultaneously.

Knowing how to orchestrate the use of more than one strategy is an important metacognitive skill.

In one classroom the teacher recently observed, provided multiple opportunities during class for students to practice the aspect of metacognition for handling reading strategies. Students specifically focused on making predictions of text content.

The students made a prediction, read a portion of the text, and then paused to confirm or reject their prediction. They then continued the cycle of predicting followed by confirming or rejecting their guesses multiple times during the reading passage.

The students practiced orchestrating strategies to increase their reading performance.

Evaluating strategy use and learning

Thomas Jefferson once said, "He who knows best knows how little he knows." Students must be able to evaluate whether what they are doing is effective. Poor learners rarely evaluate the success or failure of strategy use.

They may not recognize that they lack the ability to self-evaluate. In another recent classroom observation, the researcher listened to two students give their rationale for the grade they should receive in the class.

The researcher was impressed with the healthy yet critical self-assessment that the two students provided. They did not automatically say that they deserved an A in the course. Nor did they beat themselves up for the imperfections they were still experiencing.

They gave rational reasons why they should receive a specific grade. These students had been taught to appropriately self-evaluate their performance.

L2 readers' performance increases as they are able to critically self-evaluate their ability in English.

Metacognitive development

Schwanenflugel, 1995). Metacognitive skills emerge at the age of 8 to 10 years, and expand during the years thereafter (Berk, 2003; Veenman & Spaans, 2005 Veenman et al., 2004). Moreover, certain metacognitive skills, such

as monitoring and evaluation, appear to mature later on than others (e.g., planning). Research by Whitebread

(1999; EARLI conference in Cyprus, 2005), however, has shown that the behavior of very young children (say, 5 yr. olds) may reveal elementary forms of orientation, planning and reflection if the task is appropriated to their interests and level of understanding.

This means that our model of metacognitive development needs some revision. Most likely, metacognitive knowledge and skills already develop during preschool or early-school years at a very basic level, but become more sophisticated and academically oriented whenever formal educational requires the explicit utilization of a metacognitive repertoire.

Evidently, we need to know more about what components of metacognition develop when and under what conditions (cf. Thorpe & Satterly, 1990).

Moreover, we need to know how the development of a metacognitive component contributes to the subsequent development of other ones.

For instance, longitudinal research by Lockl and Schneider (this issue) reveals that a higher level of Theory-of-Mind leads to improved metamemory in the following years, even when confounding factors are controlled for.

Similar research for sequential developmental effects in other components of metacognition is needed.

Alexander et al. (1995; this issue) showed that metacognitive knowledge develops along a monotonic incremental line throughout the school years, parallel to the development of intellectual ability of students. The impact of intelligence neither increases, nor diminishes over the years.

Similarly, Veenman et al. (2004) obtained similar results for the development of metacognitive skills in relation to intellectual ability. In other word, intelligence only gives students a head start in metacognition, but it does not further affect its developmental course.

It seems that metacognitive skills initially develop in separate domains, and later on become generalized across domains (Veenman & Spaans, 2005).

We need to determine the processes that are responsible for this transfer across domains along the developmental trajectory.

These processes include, amongst others, high road transfer (Salomon & Perkins, 1989), and linking metacognition through instruction and feedback provided by teachers (see below).

Additionally, examination of the connection of metacognitive development in formal educational settings and other settings is needed.

Assessment of Metacognition

The evolution in understanding metacognition is paralleled by an evolution in our understanding of assessments that are suitable for measuring and describing metacognition (Pellegrino, Chudowsky, & Glaser, 2002).

Many methods for the assessment of metacognition are being used, such as questionnaires (Pintrich & de Groot 1990; Thomas, 2003), interviews (Zimmerman & Martinez-Pons, 1990), the analysis of thinking-aloud protocols (Afflerbach, 2000; Veenman, Elshout & Groen, 1993) observations (Veenman & Spaans, 2005), stimulated recall (cf. Van Hout- Wolters, 2000), on-line computer-logfile registration (Veenman et al., 2004), and eye-movement registration (Kinnunen & Vauras, 1995).

All these assessment methods have their pros and cons. For instance, questionnaires are easy to administer to large groups, whereas thinking-aloud protocols require individual assessments.

Furthermore, some assessment methods may be more intrusive than others.

We need, however, to determine far more precisely what metacognitive knowledge or skill component can be assessed successfully by which method. For instance, too often it is taken for granted that metacognitive activity or strategy use can be assessed by means of questionnaires, while scores on these questionnaires hardly correspond to actual behavioral measures during task performance (Veenman, 2005; Veenman, Prins & Verheij, 2003).

One clear distinction in assessment methods pertains to off-line versus on-line methods (Van Hout-Wolters, 2000 Veenman, 2005).

Off-line methods are presented either before or after task performance, whereas on-line assessments are obtained during task performance.

On-line methods appear to be more predictive of learning performance relative to off-line methods, even when the latter are administered retrospectively to task performance (Veenman, 2005). In order to understand this disparity between various assessment methods, we need research with multi-method designs, which at present is scarcely available in the literature on metacognition.

Conditions for the Acquisition and Instruction of Metacognition

The vast majority of students spontaneously pick up metacognitive knowledge and skills to a certain extent from their parents, their peers, and especially their teachers.

Students, however, show a considerable variation in their metacognitive adequacy. Some student grow up under favorable conditions with ample opportunities for acquiring metacognitive knowledge and skills, while others successfully profit from the sparse opportunities they get.

Still, a substantial group cannot spontaneously acquire a metacognitive repertoire, either because the opportunity to do so is missing or they do not see the relevance of investing effort in building up such a repertoire. Metacognitive instruction appears to enhance metacognition and learning in a broad range of students (Veenman, Elshout & Busato 1994), but obviously it is of particular relevance to poor students (see Pressley, this issue).

Three fundamental principles are known from the literature for successful metacognitive instruction:

a) embedding metacognitive instruction in the content matter to ensure connectivity,

b) informing learners about the usefulness of metacognitive activities to make them exert the initial extra effort, and

c) prolonged training to guarantee the smooth and maintained application of metacognitive activity. Veenman (1998) referred to these principles as the WWW&H rule (What to do, When, Why, and How). Any successful instructional program (e.g., reciprocal teaching by Brown & Palincsar, 1987; but also Masui & De Corte, 1999; Kramarski & Mevarech, 2003; Pressley, this issue; Veenman et al., 1994; Volet, 1991), abides with these three principles. Research on metacognitive instruction often merely reports product measures (i.e., the effects on learning outcomes).

In order to establish causal relations between metacognitive instruction and learning outcomes, however, also process measures of metacognition need to be assessed in a pretestposttest design.

A distinction must be made between students suffering from either an availability or a production deficiency of metacognition (Veenman, Kerseboom & Imthorn,2000; Winne, 1996).

Students with an availability deficiency do not have sufficient metacognitive knowledge and skills at their disposition, and metacognitive instruction has to start from scratch on.

Students with a production deficiency, on the other hand, have a certain level of metacognitive knowledge and skills at their disposition, but fail to use their metacognition due to task difficulty, test anxiety, lack of motivation, or their inability to see the appropriateness of metacognition in a particular situation. Instruction, then, could be limited to cueing metacognitive activities during task performance (Veenman, Kok & Bloete, 2005).

This shows that the individual conditions of students have to be taken into account when deciding upon what to train and how to instruct metacognition.

Little is known about the role of the teacher as a model, that is, as setting the example for students and providing them with feedback. In fact, many teachers lack sufficient knowledge about metacognition:

When we interviewed teachers about metacognition their incidental responses did not go beyond Bindependent learning''while a further query about how they applied metacognition in their lessons only resulted in blanks

(Veenman, Kok & Kuilenburg, 2001; but see also Zohar, 1999).

Teachers are absolutely willing to invest effort in the instruction of metacognition within their lessons, but they need the Ftools_ for implementing metacognition as an integral part of their lessons, and for making students aware of their metacognitive activities and the utility of those activities.

Generalized metacognitive instruction is not only a matter of individual teachers, but also of school organisation (Pressley, this issue; Veenman et al., 2004). Many teachers, however, experience difficulties in crossing the borders of their own field of expertise. Math teachers find it hard to come to terms with, for instance, teachers in geography or history, and visa versa.

Relation of Metacognition with other Individual Differences

Metacognition need not be studied in splendid isolation. A large group of researchers is involved in determining the complex relations between metacognitive experiences epistemological beliefs, metacognitive knowledge, and self-regulation on the one hand, and motivational processes self-efficacy, and study interests on the other (Boekaerts 1997; Efklides & Vauras, 1999; Mason & Scrivani, 2004 Pintrich & De Groot, 1990; Pintrich & Schunk, 2002 Zimmerman & Martinez-Pons, 1990). Others are interested in the relationship between metacognition and affective variables, such as test anxiety (Tobias & Everson, 1997 Veenman et al, 2000).

Some focus on the role of metacognition in learning disorders or disabilities (Borkowski, 1992; Harris, Reed, & Graham, 2004; Swanson, Christie & Rubadeau, 1993).

Learning does not take place in a void, and neither does metacognition. We need to know a lot more about how individual differences and contextual factors interact with metacognition and its various components.

Neuropsychological Research

So far, neuropsychological research on metacognition has been limited to highly specific metacognitive processes (e.g., Feeling of Knowing, Metcalfe & Shimamura, 1994 Pinon, Allain, Kefi, Dubas & Le Gall, 2005).

We would like to see this kind of research extended to other components of metacognitive functioning, such as planning or reflection, from a developmental perspective, from a diagnostic perspective, as well as from an instructional perspective.

Conclusion

We believe that the preceding overview of issues in need of further research creates a compelling case for a new journal specializing on metacognition and learning.

There are, however, separated groups of metacognition researchers with different backgrounds: Developmental psychologists studying

Theory-of-Mind; metamemory researchers; educational researchers investigating the relation between motivation metacognitive knowledge, and self-regulation; educational researchers focusing on the role of metacognitive skills and the training of those skills; and cognitive psychologists scrutinizing Feeling-of-Knowing and Judgment-of-Learning phenomena.

Despite occasional interactions between research groups with different research orientations, they tend to publish in their own journals and books.

Metacognition and Learning intends to bridge this gap and we endorse papers that cross the boundaries of various orientations on metacognition.

For instance, by addressing several components of metacognition, multiple tasks and domains, and multi-method designs in both the theoretical discussion and the empirical study of metacognition.

This first issue of Metacognition and Learning provides a kaleidoscopic view on research into metacognition.

Lockl and Schneider present a longitudinal study on whether Theory-of-Mind precedes the development of metacognitive vocabulary and metamemory knowledge.

Efklides, Kourkoulou, Mitsiou and Ziliaskopoulou address the metacognitive processes underlying effort exertion.

Alexander et al. investigate the effect of verbal intelligence on the development of metaconceptual knowledge.

Butterfield and Metcalfe provide a theoretical discussion of the hyper-correction effect, complemented with empirical results from two studies.

Their paper explains why we learn from errors that startle us. Mevarech and Fridkin examine the effects of a metacognitive instructional program on students' self-reports of metacognition, their math knowledge and math reasoning. Finally, Pressley tells a success story of a metacognitive school intervention for students suffering from problems with reading proficiency. Most important, he describes in detail what array of factors contributed to the effectiveness of this intervention program.

The Editorial team of *Metacognition and Learning* appreciates the submission of papers on metacognition, which papers are reviewed double-blind on theoretical relevance, methodological thoroughness, and appeal to an international audience. The journal aims for a high academic standard with relevance to the field of educational practices.

One restriction, therefore, is that papers should pertain to the role of metacognition in educational settings. Self-regulation in clinical settings, such as coping with phobia or anxiety outside learning situations, is beyond the journal scope.

The role of teachers in assisting learners use metacognitive skills to become constructors of knowledge rather than just recipients

The teaching of metacognitive skills may be the most valuable use of instructional time for a teacher.

When students engage in reflecting upon their reading strategies they become better prepared to make conscious decisions about what they can do to improve their learning. Strong metacognitive skills empower learners.

This empowerment not only improves learning but also transfers to other aspects of the students' lives.

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7. Teaching through fact strips: British Culture In Separatists' Eyes and in Felicia Dorothea Heman's poem "The Landing of the Pilgrim Fathers in New England" (1793-1835)- An EFL Second Year LMD reflective classroom study.

Abstract

The need to integrate culture and its teaching into foreign language education context has long shown its benefits especially in literature and civilization.

Hence teachers need to take into consideration the core elements of the target language culture in helping students understand better for language and culture are two inseparable lot. '[i]f we teach language without teaching at the same time the culture in which it operates, we are teaching meaningless symbols or symbols to which the student attaches the wrong meaning...' (Politzer, 1959:100-101). Teachers have to introduce culture through various techniques to invite learners understand the target language within its cultural context. As an implementation, the author offers a two-lesson unit plan showing instructors how to teach British culture and introduce it in a practical way through fact strips related to the Pilgrim Fathers from the first day of their departure to their domestic life. This unit plan combines Literature and Civilization courses where second year Tertiary level worked on separate groups of four making twelve groups in general completing fact strips by sending messengers to other groups. As a final outcome group leader told what they had found and thus the story was reconstructed. The result of this process teaching indicated a positive outcome-student participated and completed their cards. This step served a post-reading to Felicia Heman's poem, which would be studied in the

second session. Cultural facts were soon pinpointed in a funny active learning atmosphere that the author pretty recommended for any future use.

Key Words: Culture integration, fact strips, culture through literature

Introduction

Culture in English language teaching materials has been subject to discussion for many years. The reason for the use of cultural content in classroom is for the supposition that it will promote learners' motivation (McKay, 2000, p.7). Brooks (1964) argues that language is the most advanced element of culture. Hence, teaching a foreign language requires the teaching of its culture; it reflects it through the different contexts and only with a language are societies able to transmit their own cultures, beliefs and ways of life to others. So, according to Tomalin and Stempleski's (1996:11) culture is taught for two reasons: "to increase cultural awareness, and to promote cross-cultural interaction".

The teaching of culture can raise awareness, appreciation and acceptance of other cultures. Culture learning is the process of acquiring the culture-specific as well as culture-general knowledge, skills, and attitudes required for effective communication and interaction with individuals from other cultures. It is a dynamic, developmental, and ongoing process that engages the learner cognitively, behaviourally, and affectively" (Paige et al. 1999).

Culture has an important place in children's cognitive and social development. In her study, Nieto (2010) concluded that students' knowledge of their native culture has a positive effect on their learning and teachers should

regard the cultural differences as valuable resources to promote learning and act as facilitators in terms of teaching culture. In this respect, the present paper displays a sample work on how to integrate culture in a literature course to facilitate learning and attract learners to work in groups and discover by themselves the premises of culture associated with the target language. Learners are exposed to both literature and American studies embracing a narrative approach through which the different actions and deeds are foreshadowed.

In this same line of thought, the British are marked by their strong determination as a conservative society to respect the cultures of their people, both new and old. Pilgrims who first settled in America were true examples of this cultural preservation. In Felicia Dorothea Heman's "The Landing of the Pilgrim Fathers in New England", one can infer that the British take a strong portion of their distinction from their history, which is so rich and so varied. While the Pilgrims who inhabited Plymouth were people who left England in search of a new world, their attributes and confidence were something that was undoubtedly British, well kept in minds, in actions and in their deeds all along the course of their lifetime.

Swaffar (1992) Acknowledges the contribution of culture when he says that, in order to combat, as it were, 'cultural distance', students must be exposed to foreign literature with a view to developing the ability to put into question and evaluate the cultural elements L2 texts are suffused with. Kramsch (1993, 1987a) also believes that culture should be taught as an interpersonal process and, rather than presenting cultural facts, teachers should assist

language learners in coming to grips with the ‘other culture’ (Singhal, 1998). Valdes, in his turn, (1986 p.137) claims:

‘ It is simply accepted as given that literature is a viable component of second language programs at the appropriate level and that one of the major functions of literature is to serve as a medium to transmit the culture of the people who speak the language in which it is written.’

Theoretical Context

1. On the definition of culture:

Nostrand (1989, p.51) defines culture as the "ground of meaning", the codes of behavior and characteristics of a society. Brooks (1964, p. 83) defines culture as “the sum of all the learned and shared elements that characterize a societal group. For (Trivedi, 1978 p. 92) “Language is a vital constituent of culture”. Robinett (1980) concurs with the view that culture and language cannot be separated. Westerhuis (as cited in Cheung, 2001, p.56) defines 'culture' as the customs, values, laws, technology, artifacts and art of a particular time or people.

Dr. Brown (1963. p. 46) examines the many different ways societies approach and solve the problems common to all human beings. Culture is all the accepted and patterned ways of behavior of a given people. It is that facet of human life learned by people as a result of belonging to some particular group; it is that part of learned behavior shared with others.

2. On Literature Teaching

According to (Collie, J, et al.1988) Literature can be regarded as a rich source of ‘authentic material’ because it conveys two features in its written text: one is ‘language in use,’ that is, the employment of linguistics by those who have mastered it into a fashion intended for native speakers

the second is an aesthetic representation of the spoken language which is meant to recover or represent language within a certain cultural context. For (Politzer, 1959:100-101) the objective is firm and determinant, ‘we should be cognisant of the fact that ‘[i]f we teach language without teaching at the same time the culture in which it operates, we are teaching meaningless symbols or symbols to which the student attaches the wrong meaning...’ As Lessard-Clouston (1997) notes, in the past, people learned a foreign language to study its literature, and this was the main medium of culture. ‘[I]t was through reading that students learned of the civilization associated with the target language’ (Flewelling, 1993 p. 339, cited in Lessard-Clouston, 1997).

British Culture as represented through British heroes and figures

1. British Culture in the pilgrims’ eyes:

The Mayflower Pilgrims arrived on New England shores in 1620 in hopes of making a better life for themselves and their children while being able to worship freely and in peace. Undoubtedly, the most famous colonists in world history, their faith and fortitude are legendary. Their perseverance laid the cornerstone of a new Nation. The Pilgrims' courage, gratitude to God, and love for one another still inspire people today. The story of Plymouth Colony, with its tragic first winter, treaty with the Wampanoag People and celebrated First Thanksgiving echoes down the ages and around the world.

The pilgrims set sail to America in an effort to find liberty of a personal and religious nature. Many wars were fought on the island over the topic of religion, and it can be said that religion played and continues to play an essentially

key role in British society. In reality, the men who undertook the first voyage to America were people who had left the British Isles because of the problems and improprieties which they had faced there. This creates a strange dynamism in that, by leaving the country for their freedom, for their liberty, and for their honor, - a part of their cultural heritage they wanted to preserve and keep even for long distances.

In fact, those separatists were in a way making a commentary on the fact that the British government and their people were in fact getting away from the true essence of what it meant to be British. The pilgrims described in Hemans' poem were protecting their culture, something that had been battled over for centuries upon centuries.

In the end of the poem, Hemans seems delighted in the fact that the men had found exactly what they were looking for, religious liberty. She writes in line thirty-six, "Aye, call it holy ground, the soil where first they trod. They have left unstain'd what there they found-Freedom to worship God" (Hemans, page 815). In this line alone, it can be seen that the importance of taking such a stand, even if it was against England, is an idea that all true British people must respect.

Being British is an idea that can mean many things. A nuanced and varied culture, Great Britain is a place that realistically has something to offer to just about everyone who comes forth in search of it. There are certain ideas that define British cultures, however. The nuances in themselves are not specific to the British culture, but the confidence and ability to embrace these differences is something that has marked the culture. The confidence to wear a different type of clothing, speak with a different

accent and a different pitch, or to embrace a different type of weather is something that is unique to British culture.

(William DuBose)

Being British is also about the ability to enjoy the present, while embracing the past. By embracing this past and seeing themselves in a place in the future, British people have carved their niche in the social dynamic of the World. Through the works of Hemans and the work of T.S. Eliot, the true nature of British culture can be seen. Confidence, variation, and true merits can be reflected through the works of the prominent British figures of that era.

2. British Culture in Felicia Heman's eyes

Hemans, in the first stanza of the poem even, speaks of the fearlessness of those who made the voyage. When she writes, "The breaking waves dash'd high on a stern and rock-bound coast, and the woods against a stormy sky heir giant branches toss'd" (Hemans, p 814), she describes challenges which do not stand in the way of the pursuit of a goal that is in itself extremely British. In the end of the poem, Hemans seems delighted in the fact that the men had found exactly what they were looking for, religious liberty. This is evidenced in line nine, when Hemans writes, "Not as the conqueror comes, They, the true-hearted, came;" (Hemans, pg. 814). The idea of nobility of man goes back as far as the feudal period and even before with great British kings.

Great Britain is a place of a nuanced and varied culture that realistically has something to offer to just about everyone who comes forth in search of it. There are certain ideas that define British cultures, however. The confidence to wear a different type of clothing, speak with a different

accent and a different pitch, or to embrace a different type of weather is something that is unique to British culture.

The British people saw the pilgrims and those them as being ultimately noble in their efforts. This is evidenced in line nine, when Hemans writes, "Not as the conqueror comes, They, the true-hearted, came;" (Hemans, pg. 814). The idea of nobility of man goes back as far as the feudal period and even before with great British kings. Engrained in English culture is an idea of nobility, and to do something for the sake of one's personal views or for the greater good of one's people has always been a thing that has been noble in British history

Most of what we know about the Pilgrims is based upon the writings of William Bradford, a godly believer who for more than 30 years was the beloved governor of the small Pilgrim Colony in New England. He wrote this about the courageous Separatists: "So they left that goodly and pleasant city which had been their resting place near twelve years (this was when they left Holland and just before they departed for America); but **they knew they were pilgrims**, and looked not much on those things, but lift their eyes to the heavens, their dearest country, and quieted their spirits" (Of Plymouth Plantation, 1952, p. 47).

Methodology : Teaching Culture Through

1. Lesson One: the use of fact strips to introduce culture Time Allotted: 2hours

Pre-reading Stage: This lesson will lead students towards an understanding of the Pilgrims and native people who inhabited the area of present-day Plymouth Massachusetts in the 1620's

Pre-reading discussion Questions

On Thanksgiving, we always seem to hear about Pilgrims. Do you know who the Pilgrims were? Do you know where they came from? Why did they come to America on the Mayflower? Who supported them ?

1. What would it be like to travel across the ocean to a new land? What would it be like to be a Pilgrim?
2. How did Pilgrims organize themselves? their lives? and how did they preserve their culture?
3. Discuss the different cultural aspects the Pilgrims displayed

Material used :

1. Of Plymouth Plantation, by William Bradford
2. In Felicia Dorothea Heman's "The Landing of the Pilgrim Fathers in New England",

General Objectives

Students will be able to locate Plymouth, Hudson River Cape Cod, Holland and England on a map.

1. Students will be able to identify the reasons that pushed the Pilgrims to go to the New World.
2. Students will be able to identify the difficult and the pleasant aspects of the voyage of the Mayflower and explain how the Pilgrims landed in the "wrong" place.
3. Students will be able to explain the reasons the native people attacked the Pilgrims and sailors on Cape Cod.
4. Students will be able to identify the principal physical features the Pilgrims considered when choosing the location of Plymouth.
5. Students will be able to describe the first winter that the Pilgrims spent in Plymouth, and be able to retell the first meeting of the native people and the Pilgrims.

6. Students will be able to explain the history of Thanksgiving and write a timeline showing significant events in the Plymouth Colony that occurred between 1621 and 1628.

Reading Phase: Students will split into groups and work with fact strips to form a global understanding of the Pilgrims, life, voyage, hardships and diversified culture.

Procedure: After discussing the questions,

1. The teacher asks learners to sit in groups of four forming twelve groups where each group receives a fact strip card each

2. Each group designs a messenger to visit the other group to collect facts related to the topic his group has and comes with data to complete the card.

3. The teacher insists that the messenger is the only delegated person to copy the information.

4. The other members of each group welcome the messenger's facts and copy them down.

5. Once each group completes the information on the card, the teacher asks a member from each group to read the completed card.

6. Students listen for facts, share ideas and experiences and discuss the information

Post Reading: Before the session closes, the teacher gives the handout related to the twelve fact strips / Felicia's Hemans' Poem and an historical overview about the Pilgrim Fathers.

The Landing of the Pilgrim Fathers in New England.

Activity: 1. Read Felicia's poem then find out about the motives of Pilgrims landing in New England, their first intentions, their hardships.

Activity 2. Read the twelve fact strip cards, and the short overview about the Pilgrim Fathers' historical departure then write an essay about the Pilgrims or the separatists.

Conclusion

British culture is rarely lively and thriving thanks to the forefathers; the separatists and the Pilgrims who really proved that their own British native culture will endure as the long history of Britain has endured and hence the evidenced reality today is the 'THANKSGIVING ceremony that is engraved in minds of most of the inhabitants of America, Britain and the rest of the world.

So, in brief, and by an autumn of 1621, the Pilgrims had much for which to be thankful. After the harvest, Massasoit and about ninety other Indians joined the Pilgrims for the great English tradition of **HARVEST FESTIVAL**. The participants celebrated for several days, dining on venison, goose, duck, turkey, fish, and of course, cornbread, the result of a bountiful corn harvest. This tradition was repeated at harvest time in the following years. It was President Lincoln who declared Thanksgiving a national celebration in 1863. The Plymouth Pilgrims simply celebrated survival, as well as the hopes of good fortune in the years that lay ahead.

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Appendix 1 :

Pilgrim Fact Cards Lesson Study

Pilgrim Fact Card 1 Why Pilgrims left England?

King Henry VIII of England made himself the head of the new Church of England in 1534.

1. Some English people did not like the new Church of England so they created a new church and they were called "Separatists."

2. Some of the Separatists were treated poorly because of their beliefs so they moved to Holland to find religious freedom.

3. Some Separatists settled in the town of Leiden (or Leyden) in Holland for the next 11 or 12 years and as they had a hard time finding good jobs and were afraid their children lose their English ties.

Pilgrim Fact Card 2 Preparing for the voyage to Holland and support

1. The Separatists wanted to start a colony in the northern part of Virginia Colony (near present day New York City). This was at the mouth of the Hudson River.

2. The group had little money, but wanted to be able to worship freely in a colony in the New World.

3. The Separatists (or colonists) joined with a group of investors to form a joint stock company.

4. The investors provided the colonists with supplies and a way to get to the New World.

5. The colonists agreed to send fish, timber and fur back to England for seven years to pay off their debts.

Pilgrim Fact Card 3 The voyage to America-Finance and preparation

1. The colonists began their trip with two ships: the Mayflower and the Speedwell.

2. The Speedwell leaked so badly that the ship was left behind in England.

3. Some of the passengers had to remain in England too.

4. The rest of the passengers crowded aboard the Mayflower.

5. There were 102 passengers on the Mayflower and about 26 crew members.

6. There were many storms during the 66-day voyage.

Pilgrim Fact Card 4: The mayflower in Cape Cod

1. The Mayflower reached Provincetown on November 11, 1620.

2. The storms and dangerous rocky coasts forced the Mayflower to anchor in Cape Cod Bay (not at the mouth of the Hudson River as they had intended).

3. There were many native tribes living in south eastern Massachusetts and Rhode Island (24,000 people at the time the Pilgrims landed).

4. A brief fight occurred between a group of colonists and some Nauset Wampanoag. The Natives attacked the colonists because some of their tribe had been captured and sold into slavery in the past.

5. The men signed the Mayflower Compact, which was an agreement on how the colony would be governed.

Pilgrim Fact Card 5: Pilgrims' first settlement at Plymouth

1. The colonists, or Pilgrims, as they are commonly called, decided to settle in Plymouth.

2. The Pilgrims arrived in Plymouth Harbor on December 16, 1620.

3. The Patuxet Wampanoag had lived in Plymouth before the Pilgrims.

4. About 2000 Patuxet died in a plague that occurred between 1616 and 1619. The plague was probably smallpox, brought to the New World by Europeans.

5. Only one Patuxet, Squanto, did not die from the plague. He had been captured and sold into slavery in 1614 and was living in England when the rest of his tribe died.

6. The Pilgrims found that the old Patuxet lands had many things they needed:

- A good harbor
- A clean supply of water (Town Brook)
- Fields which were already cleared
- No hostile native people
- A hill upon which they could build a fort.

Pilgrim Fact Card 6 Difficulties in the first days at Plymouth

The Pilgrims began to build houses onshore in Plymouth.

1. Most of the people lived on the Mayflower while the houses were being started.

2. People began to get very sick. They had pneumonia and scurvy.

3. Poor food, exposure to bad weather and the stress of the voyage caused the illnesses.

4. Two or three Pilgrims died every day during the first two months that they were in Plymouth.

5. 47 Pilgrims died during the first year.

6. Half of the Mayflower's crew died.

7. The Mayflower and her crew returned to England on April 5, 1621.

Pilgrim Fact Card 7: Indians and pilgrims' different cultures

1. Samoset, a Native from the Mohegan tribe in Maine who spoke English, walked into Plymouth on March 16 1621.

2. He greeted the Pilgrims by saying, "Welcome Englishmen! My name is Samoset."

3. Samoset returned to Plymouth on March 22. He brought Massasoit with him. Massasoit was a Pokanoket Wampanoag sachem (leader).

4. Governor Bradford and Massasoit signed a peace treaty.

5. Squanto, the only surviving member of the Patuxet tribe, also came to visit.

6. Squanto and Hobbamock lived at Plymouth Plantation. They helped the colonists to gather food, plant corn, find their way in the wilderness and to understand the native people.

Pilgrim Fact Card 8 : Pilgrims' cultural heritage

1. Interesting TIDBITS and Clothing ABOUT CHILDREN

1. Five-year-old Pilgrims worked around the home by fetching wood, getting water, doing errands and herding geese. Older children harvested fruit, fertilized, and helped clear fields.

2. Still older boys helped with the ploughing and hunting while girls about the age of twelve took care of younger siblings, sewed, cooked meals, helped with the harvest, and did housework.

3. Some of the games children played were cardsmarbles, leapfrog, football, doll playing, and tops.

4. Young boys (to about age 8) and girls both wore dresses ("gowns"), made of either wool or linen. The skirt was full length. The bodice, which laced in the back, was long sleeved and had a high neckline.

5. The color blue was common for children, as well as gray, red, earthy greens, yellows, and browns.

6. About the age of seven to nine, boys began to wear clothing similar to their fathers, and girls began to wear dresses cut more like those of their mothers.

Pilgrim Fact Card 10 Older Girls' and Women's Clothing

1. A woman's undergarment was a short-sleeved, linen shirt that was tied at the collar and cuffs and fastened in the front.

2. One or more petticoats were worn and the dress, or gown, of two parts, a bodice and a skirt.

3. Women always wore aprons when working and sometimes women wore lace collar and cuffs, and a cloak.

4. Women wore their hair pulled tightly back. They wore a coif (bonnet) or hat.

5. Women's clothes were usually red, earthy green browns, blue, violet, and gray.

Pilgrim Fact Card 11 : Men's Clothing

1. Men wore a short-sleeved shirt that was long in length, a doublet, a close-fitting vest, with long sleeves and a cloak.

2. Most men wore lace collars and cuffs and a felt hat.

3. Breeches were, stockings were knee-length and leather shoes were low-heeled.

4. The most common colors for men's clothes were white, beige, black, earthy green, and brown.

5. Buckles were not worn. Black clothing was worn on Sunday or formal occasions, not every day.

Pilgrim Fact Card 12 : Thanksgiving, 1621

1. In October 1621 the Pilgrims had a three-day celebration to give thanks for their first harvest.

2. There were games, singing, and plenty of food.

3. Massasoit and 90 other Wampanoag attended the celebration.
4. The Wampanoag brought much of the food.
5. This celebration eventually became the holiday we know as Thanksgiving.

Appendix 2

THE LANDING OF THE PILGRIM FATHERS IN NEW ENGLAND. (Felicia Heman's)

THE breaking waves dash'd high On a stern and rock-bound coast
And the woods against a stormy sky
Their giant branches toss'd And the heavy night hung dark
The hills and waters o'er When a band of exiles moor'd
their bark On the wild New-England shore. Not as the conqueror comes
They, the true-hearted came Not with the roll of the stirring drums
And the trumpet that sings of fame: Not as the flying come
In silence and in fear They shook the depths of the desert gloom
With their hymns of lofty cheer. Amidst the storm they sang, And the stars heard
and the sea! And the sounding aisles of the dim woods rang
To the anthem of the free. The ocean-eagle soar'd
From his nest by the white wave's foam; And the rocking pines of the forest roar'd—
This was their welcome home! There were men with hoary hair, Amidst that pilgrim band;
— Why had they come to wither there, Away from their childhood's land?
There was woman's fearless eye, Lit by her deep love's truth;
There was manhood's brow serenely high, And the fiery heart of youth.
What sought they thus afar? Bright jewels of the mine? The wealth of seas,
the spoils of war? — They sought a faith's pure shrine!

Ay, call it holy ground, The soil where first they trod!
They have left unstain'd what there they found—
Freedom to worship God.

Appendix 3:

Historical overview about The Pilgrim Fathers

These separatists, who believed in religious freedom were led by John Carver of Doncaster, William Bradford of Austefield and William Brewster of Scrooby. Under their leadership they founded Plimoth Colony which was the first settlement in New England and paved the way for the first amendment to the US constitution which is concerned with religious freedom.

The second governor of the Pilgrims at Plymouth Plantation was William Bradford and he wrote an account of the Pilgrims voyage from England to Holland to Plymouth and then to America simply titled "Of Plymouth Plantation".

The very first and only mention of the description of the Pilgrims as Pilgrims in Bradford's account is in Chapter 7 as they were leaving from Holland to then eventually leave from Plymouth to America. They had stayed in Holland some 12 years and here is what Bradford writes: "So they left that goodly and pleasant city which had been their resting place near twelve years; but they knew they were pilgrims, and looked not much on those things, but lift up their eyes to the heavens, their dearest country, and quieted their spirits."

And truly, if they had been mindful of that country from whence they came out, they might have had opportunity to have returned. But now they desire a better country, that is a heavenly: wherefore God is not ashamed to be called their God: for he hath prepared for them a city." In fact, the

Mayflower company later was called the Pilgrim Fathers. Remember they came over in the famous Mayflower ship.

Pilgrim Fathers' Origins

The Separatist congregation that sailed on the **Mayflower in 1620** to found the New World colony of Plymouth became known as the Pilgrim Fathers. From the villages of Austerfield and Bawtry in Yorkshire, across to Nottinghamshire's **Scrooby, Babworth and Sturton-le-Steeple**, then eastwards to Gainsborough in Lincolnshire the Pilgrim's steps can be traced through the Midlands.

At the start of the 1600's the Separatists were part of a wider puritan movement that wanted to reform the Anglican State Church. They saw it as corrupt. In 1604 James I and his Bishops met in conference at Hampton Court Palace and a new list of rules approved by the King was drawn up. All clergy were then obliged to conform to these rules.

But around 100 Anglican clergy refused. They were stripped of their positions and lost their living within the established Church of England. Another 200 or so initially refused to comply but changed their minds. Among these sacked, dissident clergymen were **Richard Clyfton, John Robinson** and **John Smyth**. Along with **William Bradford** and **William Brewster**, they were the principle players in the story of the Pilgrim Fathers.

What drove the Separatists out of England?

Between 1606 and 1607 William Brewster and others received summonses for non-attendance at their local churches. One by one they fled the country with their congregations. After a year in Amsterdam, they chose to move on to Leiden where they settled. But a military coup in 1618 brought about new religious suppression in the Netherlands and it was time for the Separatists to move on.

Supported by a company of English investors the Separatists obtained a charter to found a new colony in America. A first wave of the Separatist congregation would go on ahead to prepare the way for the rest to follow to the New World. And the voyage of the Mayflower had begun... (Of Plymouth Plantation, by William Bradford, edited by Samuel Eliot Morison, published by the Modern Library, New York, 1952, p. 47).

8. Developing Poetry Writing Through Selective Teaching: A Longitudinal Study of the Case of EFL LMD University Students, Algeria.

ABSTRACT

This article investigates Arabic speaking university students' perceptions and experiences of second language with poetry writing in TEFL (Teaching English as a Foreign Language) English stream LMD system. This study, which reflects students' observations and experiences in a variety of classroom poetry writing activities and through a longitudinal study, attempts to reveal the difficulties and attitudes students experience in poetry reading and writing and to suggest selective teaching material that facilitate students' enhancement to poetry writing. The findings of this study reveal that lecturers have a significant role to play in helping students overcome barriers to understanding interpreting and creatively write poetry. Students were subjected to different tests and observations. Analysis of this study revealed positive attitudes about students attempting to produce good poetry writing through ABC acrostic, free verse, quatrain and cinquain, concrete and colour poetry. Samples of good poetry were selected.

Recommendations for improving comprehension and enjoyment in L2 literature studies include selective teaching and modelling of appropriate reading and writing strategies that improve critical and analytical thinking skills, teaching and learning within a collaborative learning environment which fosters the development and exploration of peer ideas, and improving students background knowledge relevant to the understanding of poetry types, the analysis of poems, the use of literary devices and the creativity each student adds to the final production of fine poetry.

Keywords: selective teaching, modelling, enhancing students write poetry

INTRODUCTION

What makes the study of literature important and the development of poetry writing special? As Maley & Duff have noted:

"One of the most important conditions for learning a foreign language ... is the opportunity to play with it, to pull it this way and that, to test its elasticity, to test and explore its limits. Poetry is par excellence the medium in which this can be done"((1989 p.9).

Certainly, we read literature to understand human experience across time and place.

Hess notes:

"A very structured approach to the study of poetry can use the compactly condensed text of a poem to create meaning-filled language lessons that integrate the four skills, allow for the cohesion of text with the life experiences of students, and heighten both interest and involvement in the language lesson". (2003 p.20)

Iona Leki (1986) said that “Poetry has the advantage of being short and often of appealing to the senses by attempting a re-creation of auditory and visual images.” (p.2)

As Maley & Duff succinctly note: "Poetry offers a rich resource for input to language learning» (1989, p. 7) “A poem offers a ready-made semantic field for the learners to enter (Mackay, (1987, p. 53) “poems can be used in language classes as a valuable resource to introduce and practice language items by exposing students to “authentic models – real language in context” (Brumfit and Carter 1987, p. 15)

And although post-secondary school students and university scholars may be familiar with literary genres such as poetry, fiction, non-fiction, and drama, many of them do not enjoy or fully understand how to interpret and react to poetry. They read it because they haven't yet learned strategies for reading a variety of poems and enjoying the sweetness they may derive from. So, what is there to learn about? We believe students may think of identifying themes, settings, poetic devices and so on... And as it has been confirmed by Collie and Slater (1987) “using poetry in the language classroom can lead naturally on to freer and creative written expression”. (p.226)

As Tomlinson has pointed out, using poetry contributes far more to the development of language skills in real contexts than “a total concentration on the presentation and the practice of language items” (1986, p. 42) . Readers need strategies that help them read not only the words on the page but also read between and beyond the lines. Activating readers’ prior knowledge of a topic before they begin to

read may help students' comprehension (Carrell and Eisterhold 1983; Grabe 1991; Ur 1996).

Students need to know the specialized language of literary texts, get familiar with versification, symbolism structure and forms of poetry to develop later on into poetry writers. Zamel (1992, p.480) "In the same way that writing a text necessarily involves reading it, reading a text requires writing a response to it. Thus, just as the teaching of writing should involve the teaching of reading ..., the teaching of reading is necessarily the teaching of writing. Just as reading provides 'comprehensible input' for writing, writing can contribute comprehensible input for reading"

Literary studies presuppose that students are equipped not only with adequate literacy or reading skills but also the ability to interpret what is read for as Burke described it, reading without reflecting is like eating without digesting (Think exist). It follows that proficient readers are those students who are able to recognize the purpose for reading and monitor their comprehension of and response to the literary text. Support for this tenet is provided by Isenburg (1990) whose research indicates that the reading of a literary text can be seen as a form of information processing which considers the thought processes involved in the understanding of the literary text. According to Fitzgerald (1993), literature can be the vehicle to improve students' overall language skills. It can "expose students to a wide variety of styles and genres" (p. 643). For sage, it is in literature that "the resources of the language are most fully and skillfully used" (1987: 6)

Tomlinson states: "Poetry... can open and enrich the content of language lessons, can provide useful opportunities for gaining experience of the world, and can

contribute to the development of the 'whole person' as well as the 'learner of a language' (1986 (b) p. 34). Poems provide a stimulus and can serve as a good model for creative writing (Maher, 1986). Collie and Slater that "using poetry in the language classroom can lead naturally on to freer and creative written expression" ² (1987, 226)

Furthermore, the work of Torell (2001) establishes that literary competence cannot be reduced to internalised literary conventions and that literary competence encompasses more than cognitive ability.

Readers, interpreters should be prudent when perusing literary works. In addition, understanding literary theories also helps readers increase their perspectives and enlarge their interpretive abilities. Teachers can and must help university students get the most out of poetry.

Nicole Baart fits this description, with the idea being to use students' sense of smell and taste as a jumping off point for poetry writing. They are an outgrowth of her own attempts to inspire ninth-graders to write more intensely by removing the artificial environment that normally accompanies poetry writing instruction. She writes:

These workshops teach students to look past the ordinary, be aware of the world around them, and find inspiration in perfectly normal, uninspiring places. The result is often a mixture of personal enlightenment and the expression of self. (2002, p .99)

Many learners feel scared when interpreting poetry and paraphrasing what they have been asked to. This is may be due to the uncertainty they face in understanding the poems. Learners are not aware enough to consider that interpretation includes a number of different things where they as readers have to discover about what the author really

means by this or that. Christison, (1982, page 17) stipulates that writing poetry in a second language creates self-confidence and "positive feelings about the language learning experience"

Arlen Gargagliano said that "Learning to write is like learning to play a musical instrument, the more they practice, the better they will be "(2001: vii) . Taken at a level, written expression has become more vivid, more concrete and more visible. Students gradually learn how to exploit the written word and make it count. Tomlinson (1986) affirms: "The main objective of using poetry in language lessons is ... to find a means of involving the learners in using their language skills in an active and creative way and thus to contribute to the development of their communicative competence" (p. 33).

SELECTIVE TEACHING

Writing about the use of literature with EFL students Langer (1997) states, "because it taps what they know and who they are, literature is a particularly inviting context for learning both a second/foreign language and literacy"

(p. 607). According to Langer (1997), literature allows students to reflect on their lives, learning, and language. Literature can open "horizons of possibility, allowing students to question, interpret, connect, and explore"

(p. 607).

Tomlinson said «As language teachers, we are fundamentally educationalists and not just instructors, and it is our duty to contribute to the emotional, imaginative and intellectual development of our learners"(1986 (a): 34) . In order to reach this objective, carefully selected poems (see Lems, 2001) provide opportunities for learners to examine the expressive possibilities of the language. They provide

learners with "meaningful and memorable contexts for processing and interpreting new language" (Lazar, 1993, p. 17).

Daniel Anderson clearly puts it "Writing is an organic process that can take any number of turns as avenues of thought open up while we compose." (2005, p.165) . Lazar (1996), poetry-based activities can prove motivating for learners, and elicit strong emotional reactions. In a similar vein, Hess (2003) notes that entering a literary text, under the guidance of appropriate teaching, brings about the kind of participation almost no other text can produce. When we read, understand, and interpret a poem we learn language through the expansion of our experience with a larger human reality (p. 20).

To decipher the hidden content of poems as literary pieces, the reader has to understand first the world of the writer which includes the writer's feelings, beliefs, past experiences, goals, needs, and physical environment. In this respect, when a scholar reads, he/she reads in the context of his or her own world in relation to the text he has in front of him. Consequently, he/ she have to interact with the text. This is, I believe, the core element of interpretation and as most poetry is written in a compacted way, there is a need for elaboration, extension and interpretation. "In order to retrieve these meanings and talk about them, it is necessary to expand and extend the words on the page. And hence from a small language input one can generate a large and varied output" (Maley & Duff, 1989, p. 12).

Consequently, when a reader writes out his interpretation of a piece of literature, he will certainly create another piece which has its own world and quite different from the original. The Interpretation and the realisation of

this as a written form, paraphrasing is the best activity resulting from our personal interaction with the text as we read, reflect, and discuss it with ourselves or with peers. Maley & Duff (1989) make clear this pedagogical implication:

Poems speak subtly different messages to different people ... In teaching, this is an enormous advantage. It means that, within limits, each learner's personal interpretation has validity... [This] personalized reaction to texts--i.e. one which engages not only the intellect but also the feelings--is ... a very important part of the language learning process (p. 10).

Hence, one may presume that for each student, success in literary writing should be measured in the amount of time given for every individual to prove his capacity to understand poetry, in addition to his knowledge about how the writer creates his or her art through style, theme, poetic devices, setting, and tone and how to respond and think critically about the implications of the work for his future creative writing. Eur (2000) expands on this point with reference to group discussion in class moderated by the teacher. "Each personal meaning found in the poem is shared, exchanged, negotiated, reinforced, valued, or loosed in the process of interacting freely, safely, funnily with others' findings".

Tomlinson (1986: 34) asserts: "Poems which achieve affective responses from learners can stimulate them to unusually intelligent and creative use of language in follow-up activities" Consequently, students should believe that their proficiency in writing poetry will be discovered with time when they become endowed with what Yesim Cimcoz (1999) believes to be characteristics .he said ‘ what any

writer needs, an understanding of their capacity to write, motivation, self-confidence and courage' (1999)

Russell added that "Lovers of poetry are not born, but made through patient and careful nurturing." (2005, p. 188) Blanton remarked: "With all language skills brought to bear on a topic--as students listen to others, discuss their ideas read various texts, and write about various aspects of the topic--their command of English grows, as does their sophistication in working with ideas and texts. Their confidence grows as well".(1992: 289) As with any writing about personal experiences, poems can become part of a larger exploration of a theme, as the class considers, reads, and writes about related cultural, social, economic, and political issues (Auerbach, 2000 and Weinstein, 1999 describe ways to do this).

In this respect, the whole process begins with persuading learners to write in a tone that is plain, serious and straightforward besides being respectful toward their audience and the literary genre they are writing under-the type of register to select the poetic devices they choose as well as the degree of interest they create in their readership. Learners need to try their hands at everyday topics that cater for a universal appeal starting with simple poems writing to capture and hold that person's attention and respect by encouraging him or her to adopt a desirable reaction and attitude to the poetry they write. But what hinders amateur poetry writers to write? This is the butter and bread of the researcher's research question.

The practice under way is often teachers' oriented where most of the learners are left to abundance namely when they are confronted with difficult poetry types. In addition, learners of different and heterogeneous levels their cultural

backgrounds, their limited sources, the absence of extra-curricular activities and extensive reading tasks have rendered learners' roles more complex and have decreased their initiatives in taking risks as writing and producing poems of different shapes or increasing and adding to their lot through personal endeavours.

Consequently, this has negatively limited their effort in devising their proper strategies, in independently treating their own reading and writing material. As a teacher of a literature credit, I believe from my own experience that, in fact, learners face many differences at the level of reading and writing skills; for this purpose, I strongly believe that the teacher himself can be the source of poetry writing development within the learners' initiatives to produce fine poetry through selective teaching.

And it is at this level that the nature of the problem posed deserves some insight and deep research.

To make the intended contribution as outlined above a possibility, a clear problem statement needed to be formulated to direct the research.

The problem statement is formulated as follows:

Can teachers enhance and develop learner's potential to write poetry through selective classroom material poetry study?

Inherent to the above research question, the following sub-questions may be formulated:

- What is particular with teaching literature?
- What is the importance of reading in a literature course?
- What Strategic reading techniques could teachers devise to help learners tackle any piece of poetry?

- What effect does literary strategic reading have on poetry writing process?
- Why are learners scared and afraid of reading literary material?
- How to help learners engage metacognitively in an active reading process outside the classroom with the intention of internalizing models that effect positively on their creative writing to poetry?

The questions raised above directly and indirectly led the researcher to speculate about the problem question. The research serves to establish guiding principles regarding the design of a set of teaching procedures and strategies that teachers have to adopt all along their accompaniment to their learners' poetry writing development within classroom initiatives or as extra-curricular activities. The research suggests pinpointing learners' poetic weaknesses and constraints in writing at a university level. The overall contribution of the study lies in the support it proposes to enhance poetry learners to understand the literary principles and the reading strategies they better adopt when facing literary issues especially what relates to poetry interpretation, analysis and writing.

The work will certainly add to the pre-requisites of good literary understanding of the learners by adding basic and strategic technical options to their understandings to literature at the cognitive, metacognitive and affective levels and the implications these could have on their creative perspective.

This field investigative research places a strong emphasis on the need to selectively teaching learners how to develop their poetry writing skills. The research then is limited to both skills reading and writing and projects the

accomplishment of good creative achievement of learners at the university level by using a longitudinal perspective study. Learners are supposed to be totally immersed in internalizing the rationale related to poetry formation structure and texture. The intention laid behind this is to raise learners' consciousness to the understanding of the notion of becoming strategic readers to enable them to write and create poems of their own through modelling and imitating the great poetry writers under the teachers' guidance.

THEORETICAL FRAMEWORK

Myers considers poetry as "A highly organized artistic genre (a group of works with common form) of oral or written expression that seeks to instruct, inform or entertain" (1989. page 237). Similarly, and adding to the artistic merit that poetry shows, Percy Shelley (1821) sees it as a mirror which makes beautiful that which is distorted. Denise Folliot as translated to Paul Valéry the art of Poetry said that

A poem like a piece of music, offers merely a text, which strictly speaking, is only a kind of recipe; the cook who follows it plays an essential part. To speak a poem in itself, to judge a poem in itself has nor real or precise meaning. It is to speak of a potentiality. The poem is an abstraction, a piece of writing that stands waiting, a law that lives only in some human mouth, and that mouth is simply that a mouth. (1961:162)

However, Stan Smith sees poetry as a double-edged dimensional trend; for him" A poem is produced at the intersection of two histories, the history of the formal possibilities available to the poet - conventions, themes, language - and the history of the individual as a particular

expressive ‘medium’, a product of his own time and place”. (1982.page 9)

But for Margaret Meek there is another experience about poetry, for her the best premises about poetry writing starts at an early age

‘Poetry is never better understood than in childhood when it is felt in the blood and along the bones. Later, it may be intricately interpreted, explained or demonstrated, as something made of language. To enjoy poetry is to revel in it, to explore sadness, loss, in ways that language makes possible. Poetry is also about language as a plaything. ...at the same time poetry shows that language makes and remakes texts in ways that relate that word to texture and textile. The attractiveness of any poem includes its shape, its constructedness. (1991:182)

Dr Joanna Moody speculates on the study of literature saying, « The study of literature begins from the inward response, the imaginative consciousness of what one has experienced in the process of reading. That consciousness is formed primarily in the response to the text, and gives rise to the processes of thinking and writing about it. The student of literature has to be objective, and is expected to learn a wide range of critical terms and ideas. S/he needs to understand the technical terms and broader critical vocabulary as instruments of analysis and interpretation of literary texts, and then use them to organise and present an informed critical response.

Explanations that attempt to describe the actual process of reading vary greatly. Each definition or description posited by researchers is their attempt to capture the essence of the process. Reading has been defined as learning to interpret symbols and pronounce words; as identifying

words and getting their meaning and thirdly, reading means learning to bring meaning to a text in order to get meaning from it (Foertsh 1998). Dechant (1991) merges the range of definitions of reading into two general categories: a) those that equate reading with interpretation of experience and the attribution of meaning generally, and b) those that restrict the definition to the identification and interpretation of graphic symbols.

The fact that no conclusive operative definition has yet been agreed upon is probably due to the fact that reading is a particularly complex activity that involves cognitive and affective activities and competence which are not easy to encapsulate in words. The description provided by Goodman (1967) well illustrates the point:

Reading is a psycholinguistic guessing game. It involves an interaction between thought and language. Efficient reading does not result from precise perception and identification of all elements, but from skill in selecting the fewest, most productive cues necessary to produce guesses which are right the first time. The ability to anticipate that which has not been seen, of course, is vital in reading, just as the ability to anticipate what has not yet been heard is vital in listening.

In broad terms reading presumes the ability to interpret symbols and assign meaning. Reading competence is a fundamental requirement for engaging in literature studies but despite having mastered – albeit to varying degrees – the reading process itself, many university students find literary studies extremely challenging since for several it is their first encounter with studying literature and they lack the competences required to critically engage with and demonstrate comprehension of the course material. This

occurrence has been researched by many in the field of literary studies who agree that it is imperative to delve deeper into the processes and competencies involved in reading if one is to meaningfully guide students to develop and improve their literary competence.

Duke, Charles R. argues that students should have time to enjoy what they read, he said "...if we do not also provide equal time for students to enjoy, contemplate, and relive the experience of reading a text, we may be sending a contradictory message about what the purpose of literature study is." The role of reflection, problem-solving and discussion in the teaching of literature."

Learning to read poetry is an on-going process, requiring regular and frequent use of strategies. (Writing poetry requires skills and is likely to result in a product.) This unit (and the Short Story Unit) integrates strategy and skills lessons to help teachers give all students' access to the Core Content for literary reading and writing. (1984 page 3)

Poetry in its nature deals with the two comprehensive themes-NATURE and MANKIND. Poetry appeals more to emotions and feelings than to cognition and understanding. One can say that poetry looks like a combined work that of the painter and the musician-they play both on the visual, auditory and the artistic side. For a good evaluation of poetry, the reader is expected first to appreciate it and to be able to find faults with it. The reader has to detect how the poet makes his thrill, his mysterious power, how he gives us pleasure, charm, wonder and delight. So, the true poetry is embalmed with great qualities-

RESEARCH DESIGN

POPULATION

The study comprises 48 students divided into control and experimental groups embracing both males and females randomly selected.

MATERIAL, DESIGN AND INSTRUMENTS

All forty-eight students were asked to complete an identity survey card designed to assess student's likeness and familiarity with poetry reading and writing. They were also subjected to sit for a diagnosis test, pre-tests progressive tests and post-tests.

The experimental treatment consisted of a series of lessons addressed to students to enable them write and experiment with poetry writing. Before this, the students were exposed to various types of poetry including the Acrostic, the free verse, the ABC poetry the concrete, the colour poem and the quatrain/cinquain; in addition to Haiku and other types. After studying excerpts, students were asked to produce poems of the same type through modelling and within different workshops.

RESULTS

According to students' reactions and via the analysis of the various data collection tools, students reported a positive attitude with regard to their writing enjoyment and appreciation to poetry writing and the chance they were given to express themselves.

A qualitative research approach was selected to determine, examine and analyse L2 literature studies students' reading experiences to identify the barriers and challenges experienced in reading and comprehending L2 texts.

A qualitative approach was chosen since it is by nature exploratory, interpretative and descriptive and is an attempt to understand multiple realities (Babbie & Mouton 2001, pages 270-271; Leedy & Ormrod 2001, page 102). Qualitative studies furthermore have the potential to provide rich, detailed data (Carr 2008, page 716). The research findings would be used to establish appropriate strategies to support L2 students in their reading, interpretation and comprehension of foreign language literature.

RESEARCH CONTEXT, POPULATION AND SAMPLING PROCEDURES

The targeted population was First Year English Stream students, Department of English, University of Msila. The sampling was drawn from that population randomly after the distribution of the questionnaires. The sampling was chosen both from male and female students.

MEASURES TO ENSURE RESEARCH VALIDITY AND RELIABILITY

To ensure validity and reliability, the research process was designed and conducted in accordance with established research principles as stated by Byrne 2001; Carr 2008 Trochim 2006).

To reach construct validity, the researchers tried to use the correct measures for the concepts being studied as related to strategic reading and impediments hampering learners' understanding. For internal validity, the researcher presumed the only factors leading to learners' misunderstanding of literary texts was the one thought of and no other existing others. Hence, the researcher tried to establish a chain of evidence forward and backward to form a holistic view about the different causes and conditions.

For the external validity the researcher believed that the same findings could be generalizable beyond the immediate case study and can be extended or applied to the contexts outside those undertaken in this study and in which they could yield the same findings. Since the procedures were classroom based and the feedback was learners truly reflected, the researcher believed there was a kind of stability in measurement and objectivity in data handling and treatment, hence the study tended to be reliable.

Ethical principles were followed. Students were informed of the researcher's intention to undertake the research. The purpose of the research was explained and students were asked to indicate whether they were willing to engage in the research and, if they objected, they were assured that their contributions to the class interaction and discussions would not be considered. Furthermore, they would not be included in the samples from which learning logs would be collected for analysis. Participants were informed that the research findings would be used to improve the teaching of L2 literature studies and that the results would be reported in academic forums. Students were assured of anonymity. None of the students indicated reluctance to be involved in the research.

To reach construct validity, the researchers first undertook a comprehensive review of the literature to establish the theoretical foundation of the study and to ensure that in the research process the meaning attached to the concepts was consistent. As noted previously qualitative studies are primarily descriptive, explanatory and exploratory, and the literature review provides a rich background against which the research results can be analysed and interpreted. Literature reviews also stimulate

theoretical sensitivity to concepts and to relationships between concepts (Cresswell 2003:32). Concepts that repeatedly come up in literature reviews could have particular significance and draw the researchers' attention to details and ideas that need to be probed during the research process.

During the analysis and interpretation of the data, the deductions were constantly evaluated against the background of the literature. The researcher tried to establish a holistic view of the different causes and factors that impeded students' ability to read and comprehend L2 literature.

RESEARCH PROCESS AND DATA COLLECTION

The selected research methods in this study are descriptive and interpretative and could be categorised as qualitative. Such an approach enables the researcher to interact with the students and describe the phenomena he observes naturally while embracing a holistic perspective with the intention to gather relevant information and rich data. Such data will certainly enable the researcher to gain a thorough understanding of the learners' situation and assists them in making research decisions that are contextually relevant and meaningful to their situation level and orientation.

The reason for choosing a qualitative research design was that it gave the researcher the opportunity to be a participant in the research itself, keeping records of what he saw, using diaries, living the same experiences as the observed subjects, while, as a non-participant observer observing the actions of the different individuals without controlling their actions. As a non-participant observer, the researcher also got the opportunity to enquire into the

actions and thinking behind the actions through posing guided questions.

So, the choice of a qualitative research approach would give the researcher more freedom in the type of work he undertakes because it is not entirely prescriptive but provides research guidelines. Data is collected through learners' background identification questionnaire, through verbal descriptions, field work experimentation, and classroom observation and through longitudinal field study tests.

In this research study, the selection of a descriptive and interpretative method involved the researcher in the description of natural classroom setting where learners interact directly with the teacher and with their classmates, in varying group work. The research is a case study oriented and envisages the study of groups formed in their natural contexts as divided into control and experimental. Data analysis tends to be essentially interpretative – interpreting the findings within the context in which the study took place.

The research was conducted primarily with a review of selected literature on the issue. The principles of adult education were explored in the different thinking about the way literature should be taught to adults. The data was gathered from both primary and secondary sources. Important documents that were consulted included the ones related to literary genres namely poetry rationale, principles and writing, poetry analysis and the way this could be approached. The literature review also covered the most recent innovations regarding literature and poetry writing teaching/learning approaches.

The research process and findings were reported in logically sequenced chapters. The study was undertaken between January and December 2011. Data were obtained in the classroom setting through participant observation, students' productions and feedback and interaction with students. Sample of students' written responses to a specific literature studies assignment entered in their learning logs served as an additional data source.

The researchers believed that the emerging data could serve to clarify and provide insight into the following: how students experience literature studies, how students engage with literature and approach assigned tasks and how students interact with fellow students and the lecturer in the classroom besides the factors that constrain students' reading, interpretation and comprehension of literature.

PARTICIPANT OBSERVATION

As part of regular teaching sessions, the primary researcher assigned reading tasks and observed how learners approached these assignments. Participant observation is integral to understanding the breadth and complexities of research participants' experiences. Factors that are significant for a thorough understanding of the research problem can be uncovered through observation. Participant observation also helps one understand and interpret data obtained through other methods, because it provides a context for understanding the data. Students' responses to the learning activities were noted and written up as descriptive narratives in the researcher's journal for analysis and interpretation.

INFORMAL DISCUSSIONS, INTERACTIONS

The informal discussions and unstructured interviews conducted with students focused primarily on asking them to elaborate on their experiences related to reading and interpreting literature studies text and writing poetry. Students' comments were noted in the researcher's journal for analysis and reflection.

ANALYSIS OF CLASS WORK AND TESTS

An in-depth analysis of students' written reports on their appraisal and reflections of a specific reading task formed a third component of the data-collection process.

DATA ANALYSIS

After the data had been collected, it was studied and encoded according to units of meaning. The encoded responses were collated and grouped according to themes that arose from the analysis. The themes were particularly consistent across all data sources.

RESEARCH FINDINGS

The findings in relation to the conditions under which students' study, how students engaged with their tuition material, and students' interaction with others in the learning environment, are discussed below.

OBSERVATIONS

Throughout the different literary studies sessions whether reading or writing poetry, the researcher acted as a participant and as a non-participant showing helpingchecking and moving through the rows. He oriented, directed, guided and interacted with the different students working, individually or in pairs. What was noted was that learners were very ambitious to write something that itched in their hearts, to see their latent feelings unveiled: they talked together, checked

dictionaries or twittered like amateur writers, stealing a word from here and placing it there- to eventually satisfy their anxious teacher.

INFORMAL INTERACTION and DISCUSSIONS

The themes that emerged from the analysis of the data related to students' individual reactions, perceptions and experiences in relation to literature studies; the reading strategies that were used; interaction and engagement with others; and the factors that inhibit or aid reading with comprehension. These categories linked directly to the envisaged purpose of the research.

The classroom atmosphere was generally relaxed and conducive to interaction between students and the lecturer, and between students and other students. The researcher encouraged the students – as a class, in groups and individually – to share their opinions about their reading and writing experiences and the strategies they used when dealing with a reading/writing assignment. From these discussions, students' perceptions of, and thoughts regarding literature studies were evidenced.

STUDENTS PERCEPTIONS of POETRY WRITING

Students reported that they found reading poetry extremely difficult. The explanations were that poetry is very personal, symbolic, and full of imagery and difficult words and has a deep and hidden meaning that they are unable to probe. Poetry invariably contains images that students cannot conceptualise since they lack knowledge of the context and circumstances required to interpret or comprehend the meaning. Students agree that they find reading and interpreting fiction – short stories, tales, and novellas – much easier than plays and poetry. However, the

use of imagery and the idiom of the vernacular in the literature complicate interpretation and comprehension.

Students seemed to lack knowledge of the context or culture within which the text had been framed – regardless of whether this was in their studies of American or British literature. A lack of understanding of the historical context, cultural practices, social conventions and idiomatic language used decidedly constrained students' ability to comprehend the literature being studied. It appeared that students' general lack of vocabulary, language proficiency and relevant contextual background constrained their ability to read, to write and to interpret or comprehend texts.

Tchaikovsky is quoted as having said, A.. . inspiration will come to those who can master their disinclination (to work) If the soil is ready B that is to say, if the disposition for work is there B it takes root with extraordinary force and rapidity, shoots up through the earth, puts forth branches, leaves, and finally, blossoms@ (Ziegler, 1981, p.29). This is what in fact, gives the evidence. However, this did not prevent the students from sitting in the classroom and writing poetry. Students did manage to produce some poems through different veins under the teacher's guidance. And the real facet of this experiment is that whenever there is an immersion, the will to do and the teacher's determination to help learners write poetry though at its meanest degree, students can set to the task and properly do it. Here are some of the students' productions throughout their different classroom sessions experimental work and through pre-tests and post-tests.

Students' Productions through different sessions practice

1. The Acrostic poetry

1. Eyes

Everywhere you're with me, I walk

You are in the verb to look

Eyes with whom I walk

Some people need you

To give them a chance to walk

Hello

How are you?

Everything is right

Love you so much

Like to see you soon

Obviously, I want to just to thank you

Spring

Smelling the flowers

Parents picking blooms

Rabbits raise their babies

Inside their dens

Nice weather when we wake up

Great way to start the day.

2. The ABC poetry

1. Dictionary

All ambiguous words and expressions

Become clear in your mind

Continue searching in it

Dwarfish, small, mobile

Extensive, exciting, exceptional.

2. Ghosts

Although we can't touch them

But we can feel them

Colourless we can't see them
Darkness and in shade there you find them.

3. Rabbit

Agile all the time
Beautiful with his small eyes
Carrots he nibbles
Dapper and daring
Every child likes to play with it.

3. Pre-test

1. Algeria

A group of people
Limited surface or area
Gas and oil natural materials
Energy system
Reality and freedom
Investments in economics
A beautiful country.

2. Camels

Calm animals across the desert they travel
Moving with much confidence
Even in sand storms
Lovely creatures they are, samples of patience

3. Hens

Hens, everyday eat wheat to give
Eggs, which can be a breakfast
None in the rural have not hen house
Sheep, dogs and cows

Free Verse Poetry

1. The Rainbow

Let nature speak
About its beauty
When the rain falls

And the sun shines again
It appears between the clouds
Look at the sky
You will see a real magic
With seven fanciful colours

Myself

When I see it, I find it on
The same length...the same width. the same as me.
I move, she moves, if I am sad, I find her sad.
If I feel happy, she feels happy too.
But when I ask her a question she does not answer
I don't know why..., she repeats it only.
But when I answered her, she answered me,
She is me in the mirror.

3. My Parents

You are the candle of my childhood
You are the light of my way
You are the guide of my life
You are the cloud that protects me of the sun
Thanks for your being you.

4. Post Test

1. Time

Sometimes it passes at man's time moments,
Like memories fleeting as a child
Running just over the dales, yes,
Souvenirs reminded me of wonderful times
Oh, I wish I could bring back the time
But I can't, so what can I do?
I can't catch it though it is in my hand.

2. On Daughter's birth

Too dark was my life
I waited for you, I waited for light

As a dawn after a dark night
As a breeze, as a daylight
You came at last, my daughter you came
Shining, changing things so bright.

This is an example of creative Writing

1. To my Mother

You are the sun, the moon in my life
You are the mother, the friend and the housewife
You are everything in this life.
I can see all the soft feelings in your eyes
I can feel all tenderness in your arms
I can remark all the goodness in your smiles
From your smile, I learnt how to be cheerful
From your doing, I learnt how to be helpful
From your lessons, I learnt how to be responsible
Doctors forbade your pregnancy
But you decided to face your lament in leniency
And you did conceive me without complaint
So, whatever I did, I do and I will do, I can never be akin
to you

Just what I want is to ask God to bless and protect you.

CONSTRAINTS AND OPPORTUNITIES

A summary of challenges experienced by students indicates the following:

Students' experience with poetry writing proved a little bit difficult because they lacked experience in poetry writing. They were not able to select the appropriate diction and they felt limited. The teacher's help was of paramount importance and bit by bit the students immersed in writing, modelled some good poets and tried their hands at different productions and though they were not up to the level, their teacher believes that with constant work and through

longitudinal study and with intensive classroom hard work, the students will come up with good poetry productions in the future.

RECOMMENDATIONS

To improve students' enjoyment of, confidence and competence in their literature studies, it is necessary to deal with or reduce the impact of each of the constraining factors. However, each of these factors is multidimensional and consequently, to solve the problem, a holistic approach needs to be adopted. In addition, Teachers should encourage collaborative learning through the use of the process approach. The process approach for Calkins, is a means of getting students adeptly and personally involved in their writing (1986: .5) Erkaya (2005) states that by integrating literature in the curricula, students can learn the four skills – listening, speaking, reading, and writing – more effectively because of the literary, cultural, higher-order thinking, and motivational benefits. To achieve these benefits, EFL instructors should design the collaborative content-based literature class carefully to meet the needs of their students.

To engage students in poetry writing, teachers have to

- Create a teaching-learning environment that supports cooperative learning
- Use teaching and learning approaches that foster critical reading and thinking
- Model and teach reading and text analysis skills and strategies
- Provide background knowledge relevant to the literary text

CONCLUSION

Writing in its true sense implies a present wit, a certain know how regarding literary writing. It is a process that requires extended vocabulary, a mastery of English grammar and a common sense of logic and sound reasoning. In fact, writing literary demands a lot of reading and a sane interpretation to the various literary genres. A writer needs to discover what is demanded from him to understand the questions well and be able to respond adequately.

Interpreting poetry is sometimes difficult because every poet has his own world of imagination, of visualisation and the reader is left alone facing a multitude of ideas that he has to decode. He should look as a miner in front of his mine, ready to use his shovel and pickaxes. And so, should the strategic reader be before attempting to immerse himself in exploiting the text.

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9. The internationalization of Higher education- the case of Algeria, scope and perspectives

Abstract

This article focuses on the idea that internationalization is incessantly overshadowing its premises over the past recent years evidenced in the technological widespread evolution that has transcended our national boundaries thus impacting our higher educational systems policy students, curricula and faculties. Hence, the study investigates the feasibility of maintaining the Algerian higher system of education, keeping it abreast with the globalization and internationalization changing trends and questions the core significant aspects of how to visionise perspectives as to pedagogic considerations and how to bridge the gaps and overcome obstacles emanating from intercultural differences and ethnic diversity. The study will eventually focus and speculate how Algeria and its institutions could meet the challenges and make the most of the opportunities offered.

Key Terms:

Internationalization changing trends, to visionise perspectives, pedagogic considerations, intercultural differences, ethnic diversity.

Introduction

Teachers, administrators and high academics staff pertaining to higher education everywhere have to recognize the vitality of the term 'internationalisation' that has already shown its sprouts over the world hence increasingly affecting the educational trends as Clark Kerr (1994, 9), has put it, we are on our way again to the "universalism of learning: the universal-university world" a fact that is inevitable. Consequently, international features

ranging from curricula, educational research, educational policies and developments which have taken place beyond the Algerian national boundaries have easily shown their influences on higher education policy at institutional and national levels.

This new shaking phenomenon has given rise to the following question problem. Is internationalisation of Higher education in Algeria possible? So, this question has been my main motivational preoccupation-a subject of more discussion tackling students and faculty mobility discourse on globalization and intercultural training.

In this respect, the impact then will certainly be great but the new conception of how to reach internationalisation and universalism will require amounts of ink and paper to satisfy the common consent between the different types of intellectual masses.

As Internationalisation of higher education as a doctrine is my main concern in this article, a number of sub-questions impose themselves. How might the future of higher education world scene look like at the global level? Could the challenges and opportunities brought by globalisation be more pressing or advantageous for the developing world? How can southern countries and their institutions best cope with and benefit from future educational changes?

Setting the article on its shipshape form, it aims

- to single out and discuss a number of significant aspects of internationalisation in higher education Algeria
- to visionise a long-term planning as to pedagogic matters, obstacles, assets, staff exchange collaborative interconnections strategies implementation

- to try to visualize and map out and hence forwardly ensure the feasibility of success of higher education internationalisation on a local ground.

- to suggest a special down to earth analysis and comment on the educational philosophy content and procedure in what concerns the treatment of the problem of diplomas, the brain drain, cross borders flows and inter culturality.

The main objective of this discussion article is to pinpoint the interest and the concern Algeria witnessed during the last decades in the higher education reform programmes, the institutions and the educational orientations. Hence, my contribution in this study lies in the support it proposed for the university community, academics, thinkers, students and educative staff in helping them to understand the vitality of becoming international and bring to their awareness that to achieve this, the whole university community members would need to be made aware of their need to join efforts and to work together to address the problem of higher education internationalization that affects their survival as educationists.

Rationale: What is Internationalization of higher education?

According to Knight, (1997:8) "Internationalisation of higher education is the process of integrating an international /intercultural dimension into the teaching research and service functions of the institution." Internationalization can, however, refer to the wider range of knowledge transfer activities that higher institutions practice, which might include cooperation across borders, the making and dissemination of knowledge through

various mass media and technological achievements through software programmes, ultimate study programmes across borders and educational cooperation etc.

Internationalization can be the ultimate goal satisfaction of the local man, the universal man. And in responding to the needs of global man, (Kälvemark, Löfkvist & Waerness 1999) presumes that higher education policies have become increasingly internationalised.

Internationalization, quality assurance and intercultural education are hands within the same glove and in evoking one; we evoke the others for they are all pretty much alike.

Internationalisation means breaking the frontiers extending ethnicities and cultures to an extent of being one. Hence, to be one and belong to the same entity, one should mirror himself as being positive and work conscientiously to achieve the goal of universality.

Internationalization to be achieved, has to prioritise certain pre-requisites-like quality assurance which is a basic concept and a complement partner without which there will be no internationalisation.

Similarly, true, intercultural interactive connection is another version for ethnicity and culture ties seen and fused within internationalisation which offers no room for separation and seclusion. But what does the term really mean for higher educationists and educational academics? Is it a term that can be limited only to education? Or can it be extended to other influential factors in politics and economy? Does internationalization include localization?

If we tend to limit ourselves to the world of education internationalization may include quality assurance mobility trends, interculturalism, pedagogic issues, obstacles traditions and ethnic collective attitudes obstructing universalism

Discussion

Reality overview of Present State Algeria higher education:

The Algerian higher education has undergone many changes with the intention to catch up with the new technological innovation the world is incessantly witnessing. And though it tries to catch up with the rest of the developed world; yet it seems to lay a little bit far behind.

Considering the present state, the Algerian Higher education is plunging in a kind of transitional shift, with a more consideration given to infrastructure, hardware and construction of educational institutions without caring too much about the software, the intellectual competencies-a case rendering education less enforced with a sound notice of brain drain move, an evasive staff and an irregular management where more money and investment are not well geared.

Consequently, the higher education system in Algeria is not in a position to produce the required number of highly-skilled professionals, teachers and educational managers who can really guarantee a sound upkeep within the university internal services; a fact that has tremendously encouraged the migration of highly-skilled workers to other countries.

In addition, there is an ascending increase in the number of students who are in certain cases left to themselves, not

well informed, often are at a loss and without efficient orientations, overcrowded classrooms, confusions in the way they transit from level to another, stuffed or light contents with no unified syllabi and course contents.

As every university tries to manage its own affairs and problems, students' transfers often pose an acute problem as regards to the contents taught, the credits and the time allocation. Concordance and consentient team works are in most of times absent and in most of the cases, the existing teaching staff is not very well trained and qualified and, hence the majority of teachers are recruited as part time teachers and consequently they do not care much about students.

Witnessing the adoption of the LMD system in higher education, Algeria is now in its experimental stage across certain local universities where final year master two students are not really absorbed by the world of work and are often experiencing hard times in getting enrolled for a doctorate degree program. Is it a matter of first experiments? Or a lack of mature management? Or clear educational pre-set objectives?

And though it does not yield to good product, the LMD system seems to trot and is at its heyday in gaining ground over the classical system. Is this canter leap, a kind of internationalization? If yes, is Algeria ready to welcome and adopt the new internationalization changes, accept the criteria and admit to play the rule game?

Higher education Internationalization-The State of the Arts

When evoking Internationalisation of Higher education a number of significant aspects come into play- the underlying concepts, ideas that internationalisation visionise, pedagogic concerns, obstacles encountered, benefits and possibilities of international co-operation effects on students and staff and how to ensure internationalisation implementation in the curriculum and particularly how to devise world agreed upon educational programmes that satisfy all.

underlying ideas and visions of internationalisation:

Internationalisation is a double-edged weapon that can be a feasible strategy if joint efforts are met. However, it can be viewed as another form of slavish adherence to blind imitation, unconscious adoption of unprecedented and unparalleled equations

Discussions on internationalisation in higher education focus predominantly on student and faculty mobility, teachers' stability, well set up programmes and quality assurance. Through this study some light will be shed on pedagogic considerations, intercultural obstacles, the brain drain and the problem of ethnic diversity.

• Pedagogical considerations

Learning has, due to a local shift, become more international where local academics, imbued with the desire to change, accept to fuse their own cultural lot with those adopted without, of course, totally rejecting their own. Teachers also have to drop their egocentric states to more favour a multidimensional openness to the external world to international cooperation built on common interest- a cooperation that puts an end to the widening gap. Thus, as

UNESCO, World Declaration on Higher Education stipulates, sharing knowledge, international co-operation and new technologies can offer new opportunities to reduce this gap.

Institutions have to develop their own strategies to better internationalise their research, teachers' training syllabi design and content programs. But how could this be possible in diverse and multicultural societies? How could one bring to the senses of the millions of dormant societies to wake up one day on the internationalisation of higher education with individual learning differences abolished? Will educational harmony be ever reached and learning world programmes fused into one?

In fact, when thinking about internationalization and the shift from local to universal, one does not drift apart and travels incognito but he needs to take his cultural background with him as it was conceived locally then accepted as an international shift-hence creating a kind of local fusion within international template.

So, when discussing higher education reform in Algeria, we certainly evoke the long-term planning that our educational system will visionise through long view perspectives to reach a high standard akin to the one beyond the frontiers. This view aims at unifying and drawing parallels with the international scene. But does internationalization concern only the higher education or can it be applied in the other spheres of life?

I believe that the term internationalisation could be extended to other realms as far as education is related to a political philosophy and an economic planning. The rise of multinational companies and the adoption of economic world trade, however, is an example of such a concern.

Then, in evoking the idea of Education internationalization at the level of educational institutions, globalization as a universal term can be coined with the business and market affairs.

To Teichler (2004) globalization is often associated with competition and market-steering, transnational education, and commercial knowledge-transfer. In this respect of transition from place to place with the intention built basically on business, cross-border education has become an important means of globalizing higher education on which most of the educational core rests and on which educationists build their logic on –since there will be no limited frontiers, the physical mobility of students and scholars should be tolerated as a complementary act to economic output and business transaction.

However, this 'laissez faire' policy of breaking off the frontiers does not necessarily lead to the educational quality training and perfection on the detriment of counterfeited investments. Hence, to avoid and put an end to this problem countries should encourage cross-border education to produce the required number of graduates of expected quality who on their turn can assume training at high standard that matches other people behind the fence.

At the pedagogical level, the rationalistic trend of internationalization is the revalorisation and recognition of diplomas and degrees outside the local country provided there is a quality assurance; and in case of deficiency, how to establish sound exchange programmes and ensure a wide participation of students for a better qualification?

- **Overcoming intercultural obstacles?**

Internationalization requires certain pre-set up norms as prerequisites for the global student to absorb. So, would be students engaged in the process of internationalization need to forget their cultural differences and be apt to assimilate other cultures and view them as complementarities; hence their creation to understanding the other and accept his beliefs, values and culture will be a necessity of the living new patterns leading to cultural co-existence. Consequently, the students who feel multi-culturally bound should breed tolerance, reject and eject all sorts of egoism and ethnocentrism, show respect and solidarity within the new perspective by maintaining a sense of global unity.

In this way, Intercultural education will see another trend and students will contribute to the thriving of the melting pot where every grain will be wanted. However, this process will not be easy and it takes time to see the daylight for the developing world students will not easily detach themselves from their own culture, beliefs and values.

They will still be haunted by their ancestral cultures and even if they presumably pretend to fuse into the new crucifix, the fossilised prints will take long to delete. I believe then the students experiencing the case will not fall blind and submit their naive pretensions to the protean new dress covered forms of protectionism.

- **Overcoming the brain drain problem.**

Higher education has become the central focus for debates and sounds like the story of the rabbit and the carrot. Poor nations' students, who are overwhelmed with technology craze wish to travel across borders to improve their skills and talents, win money and prestige.

Consequently, they cause massive brain drains shifting trend often leading to educational economic nations bleed.

But is this a mature and conscious decision? Imagine a reverse case that might happen if the wealthy nations ‘intellectual elite decide to brain drain and quit their home countries taking the high developed technology with them what would happen then? Would this affect those nations to the core? Can brain drain happen from North to South direction? And in case it would, what would be the reaction of those who seek internationalization to favour the technologically powerful nations? Thus, the end to Intellectuals’ brain drain, is the nations’ sacrifice of some of their groped at interests and sense of ethnocentrism—nothing is gained if nothing is ventured

- **Tackling ethnic diversity problem**

Ethnic diversity and intercultural experiences could be two good assets that play an important role in the internationalization process. The more culturally diverse nations are, the more they can contribute in thriving the global cultural stock. However, it is not always possible to join both ends locally especially with hard headed intellectuals who feel impervious to foreign bias and are culturally phobia experimenting. Isn’t it then possible to take profit from the local competences if they are diversified and create a kind of mini-internationalization within the same hometown situation?

- **Is higher Education Internationalization – A balanced match?**

In fact, a great debate over the latent intentions behind internationalization of Higher education—who stand behind? Who profits from the whole game? And can the developing world really be more competitive and challenge the modern

world technologically? Is the educational relationship between the North and the South built on frantic and candid intentions or are certain lucrative reasons behind?

To answer some of the laid down questions, lots of criticism has been affecting the developed nations in which they are accused of being the RICH GUIDING NATIONS forming another picture of oppression, new colonialism and economic hegemony in addition to activating their political economic interest and engraving their superior instincts on the world scene.

Consequently, the poor nations view internationalization as one-way flow, they have to go to them to learn; it is a top down approach where the reverse order does not fit and believing in the nanny state evidence that finance may flow with the brain drain as a support to pass ideologies of self-superiority, maximise profit and ensure economic growth will be just a pipe dream. I think that without having a common interest and belief in sharing the world interests, the mismatch will fragrantly widen and the internationalization of Higher education will curb at its start.

Developing nations are too much attached to the international culture, technological development and external challenges –in which they want to label themselves as modern- Considering the Algerian universities from within, we may notice a kind of modernity in trying to evolve as our neighbours, we feel a certain motivation to do, to progress and to apply novelties in the course of time. Hence, large amounts of money are spent on projects cultural exchanges, training, building infrastructures yet the intellectual abilities are not well framed and not yet mature to catch up with the developed nations.

As an amateur researcher, I feel like optimistic and I personally believe that internationalization of higher education could succeed in certain aspects of the educational process, in the curricula, in the educational staff training, in cultural exchanges, in diplomas, in the LMD system and in the conceptualisation of future perspectives. But one thing I am afraid of is how to motivate the intellectuals, to awake the minds and to convince educationists to join hands and knock down the price to absorb the shock.

- **Algeria's Perspectives vis-à-vis to Higher Education internationalization**

To what extent can Algeria's Higher Education be maintained up to date?

- **Suggestions and Recommendations**

Algeria, a young geographically strategic and politically inspiring nation, is potentially and materially ready to absorb the educational changes the world is witnessing. Facing continental Europe and open to multi and diverse world economies, Algeria has already shown positive signs of reform mainly at university levels. The case of LMD System is a premise of a good start though realistically it is in its prime. To ensure a successful step in the global emancipation of Algeria internationalization of Higher education, the following recommendations may be attentively observed.

- Ensure language intensive training at a variety of university competence levels to encourage intercultural education and facilitate communication the students and educational staff.

- Investments should be well managed and subjected to improve educational materials, software, training,

documents, pedagogic material, assessments and program design and curricula.

- Classical teaching methods need to be replaced by modern ones where the teacher should act as a facilitator, psychologist and interactors and the students as active learners.

- The role of the teacher in class management will enhance rather than inhibit learners to do well in lessons and feel no more frustrated.

- To be fully immersed in the global changes, national institutions must feel the urge for more discussion and analyses of the educational philosophies, the goals, and the future challenges quality assurance and intercultural education may pose.

- Teaching staff, academics, syllabus designers and educational councillors must show more flexibility than ever before and hence, they need to double cooperative effort.

- Tolerance, flexibility, cooperation, understanding one another is a key factor in internationalization of higher education.

- Ethnocentrism and any kind of egoistic drive should be banished from the educationists' repertoire as a prerequisite for internationalism in education.

- Governments should not be parsimonious as what concerns educational progress and innovation. Teachers' training should reflect the rate of technological development updateness.

- The idea of cross border should not be negatively exploited and considered an alibi for escape. It should be rather seen as a breathing outlet and a saving buoy for those who cannot swim. Internationalization welcomes all on

condition they could positively contribute locally then internationally

Conclusion

From our perusal and reflection about the feasibility of Internationalization of Higher education, one may confirm that the optimal perspective of this philosophical trend is a sound idea if it is not purely directive, manipulative and politically siding with political principles of the wealthy nations who are the domineering, the steering wheel of the rest of the world, the followers, the imitators and the puny. Since internationalism and interculturality seem twins in their interplay, foreign students marrying the global scene of the new education will certainly reveal peculiarities as the easiness versus difficulties in finding themselves one day venturing into a single culture, not of their own and in which they seem frustrated to mingle their identities and borrow the NEW ONE. What a risky adventure? "It is rather tiresome, awe inspiring, and a squeezing experience" cried an adventurer educationist- 'I feel rather scared and I am not ready to lose my national identity'.

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10. Best Practices in Enhancing Critical Reading Among EFL LMD

University Students-An Algerian Experience

Abstract

The purpose of the study was to examine and investigate to what extent university fresh learners could read critically and respond to what they read namely literary texts and material. The study unveiled the different constraints learners faced when reading. Learners proved to be unable to use critical reading strategies when experiencing a short story entitled An Occurrence at Owl Creek Bridge by Ambrose Bierce. The study concerns 25 first year LMD students of mixed genders. The data were gathered through the teachers' observation grids, the interaction with the students throughout the classroom various activities, the assigned works and learners' feedback in the class and at home. The findings indicated that all twenty-five participants responded at varying rates ranging between those who managed using some critical reading strategies as reading between and behind the lines, interpreting analyzing, inferring, and evaluating and those who did not succeed and faced constraints at a deep level reading. The study recommended teachers to implement critical reading strategies to promote sound reading and to enhance the quality of education. Students need to be more familiarized with the assets of reading critically so as to pave their ways for more expressive reading skills.

Keywords: Critical reading, implementing critical reading strategies, reading between and behind the lines

1. INTRODUCTION

According to Custodio and Sutton (1998), literature is a valuable language tool (with authentic texts), so it can help language minority students increase their motivation explore prior knowledge, and promote literacy development. Abulhaija (1987) further supports that language and literature can not be separated because each has something important to offer in the development of a well-rounded student.

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). In addition, through reading literature, learners are more likely to extend their language into the more abstract domains associated with increasingly advanced language competence (Brumfit & Cater, 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).

Langer (1997: 607) states, "because it taps what they know and who they are, literature is a particularly inviting context for learning both a second/foreign language and literacy. According to Fitzgerald (1993), literature can be the vehicle to improve students' overall language skills. It can "expose students to a wide variety of styles and genres"

(p. 643). It is in literature that "the resources of the language are most fully and skilfully used" (Sage, 1987, p. 6). Teaching language in isolation from literature will not move students toward mastery of the four language skills (Abulhaija, 1987).

2.Theoretical Background on Reading as a Skill

Indeed, reading is a very important skill, where everyone is required to read on a number of different occasions and take reading as a vehicle to collect some information, to enrich one's knowledge of language, to enlarge one's culture about a specific knowledge area or to read for pleasure.

The reading process is made up of multiple components word recognition, fluency, comprehension, an understanding of vocabulary and language structures active learning, and enjoyment of reading (Richek, Caldwell, Jennings, & Lerner, 1996). Viewing reading from an interactive angle, it is a combination of identification and interpretation skills.

Grabe (1991) lists the five most important areas of current research which are still prominent: "schema theory language skills and automaticity, vocabulary development comprehension strategy training, and reading-writing relations" (p. 375)

In fact, reading is an interactive process combining top-down and bottom-up processing (Barnett,1989); as a result it is very important for students to use appropriate reading strategies to increase their comprehension. According to Barnett (1989), the term "strategy means the mental operations involved when readers purposefully approach a text to make sense of what they read" (p. 66). Those strategies involve memory, cognitive, compensation

metacognitive, affective, social, and test-taking strategies (Caverly, 1997; O'Malley, Chamot, Stewner-Manzanares, Kupper, & Russo, 1985; Oxford, 1990; Zhang, 1993).

2.1. Reading Approaches

There are two pedagogically effective approaches to teaching first Language (L1) narrative texts which have been gaining popularity in EFL and English as a Second Language(ESL literature: the “Story Grammar Approach” (SGA) and the “Reader Response Approach” (RRA).

A recent area of research related to an interactive conceptualization of reading is story grammar (Ripley and Blair, 1989, p. 209). Story Grammar is based on the conceptualization that readers should be consciously aware of text structure. According to this conceptualization, reading comprehension is an interactive process, an interchange of ideas or a transaction between the reader and the text (Harris and Hodges, 1995, p. 203). The reader interacts with the text and relates ideas from the text to prior experiences to construct meaning.

2.2. Reading Text Structures

“Text structure” is a term used to describe the various patterns of how concepts within text are related. Two important types of text structure are narrative and expository. Narrative texts tell a story and are the type usually found in literature selections. Expository texts provide information and facts and are the type usually found in science and social studies selections.

Research indicates that teaching learners’ strategies for focusing on text structure enhances their comprehension and improves their recall of information presented in text (Taylor and Beach, 1984; Berkowitz, 1986; Wilkinson, 1999). Hence, learners need to be taught how to read

different types of texts. They need to learn different strategies for different text types (Beach and Appleman, 1984, p.116).

2.3. Learners' Reading Strategies

Readers use their schemata and clues from the text in varying amounts as they comprehend (Spiro, 1979). Effective readers use an interactive process that both relies on their schemata and requires them to obtain information from text. Even though these two processes occur simultaneously as readers comprehend, it is the readers' schemata that provide the structure needed to associate meaning with text (Anderson and Pearson, 1984).

2.4. Readers' Conception of a Story Grammar and a Story Schema

A story grammar represents the basic structure of a narrative text. It is the system of rules used for describing the consistent features found in narrative texts (Mandler, 1984). Story grammars assume that stories have several unique parts that are conceptually separable, though rarely explicitly partitioned. These parts are usually identified inferentially by the reader. There is evidence that such a grammar provides the basis for retrieval of information from story (Thorndyke, 1977, p. 77).

Although there are several different conceptualizations of story grammar (e.g. Harris and Hodges, 1995; Leu and Kinzer, 1995; Burns et al., 1999), all of them include the same basic components (Schmidt and O'Brien, 1986). A simple conceptualization of story grammar is presented by Cooper (1986, p. 270-271). According to this model, a story may be composed of several different "episodes", each consisting of "a setting, characters, a problem, action and resolution of the problem". The setting is the place and time

at which the story occurs. The characters are the people or animals who carry out the action. The problem is the situation around which an episode is organized. The action is what happens, or what characters do, as a result of the problem; it is made up of events that lead to the solution of the problem, which is called the resolution. A story has a theme: the basic idea about which the whole story is written, or the lesson the reader learns at the end of the story. By identifying these elements, the reader identifies the story's grammar.

A story schema, on the other hand, is the mental representation that readers have of story parts and their relationships (Lehr, 1987, p. 550). Thus, the basic difference between a story grammar and a story schema is that the story grammar deals with the text whereas the story schema deals with what readers have in their heads about how stories are organized (Amer, 1992).

Instruction begins with explicitly presenting the concept of story grammar (setting, characters, problem, action resolution and theme). The teacher may use, depending on the learner's linguistic ability, the native language. A strategy that teachers may use involves dividing the story into meaningful episodes and developing comprehension questions they will ask in guided silent reading and discussion.

Research has shown that asking questions that focus on the story line leads to improved learner comprehension of the story (Beck, 1984; Leu and Kinzer 1995; Burns et al, 1999).

The reality is however, many students who enter tertiary institutions are not prepared for the demands placed on them (Pressley, Yokoi, van Meter, van Etten & Freebern

1997). Kanagasabai (1996), Ramaiah (1997) tell us that our learners lack a questioning mind because of the training provided by the classroom.

Hence to instigate readers to read critically, teachers need to use strategies and techniques like formulating questions prior to, during, and after reading; responding to the text in terms of the student's own values; anticipating texts, and acknowledging when and how reader expectations are aroused and fulfilled.

Reading comprehension thus depends on the reader being able to relate information from the text to pre-existing background knowledge (Grabe 2004:50).

Readers comprehend texts better when the texts are culturally familiar to them and consequently they tend to interpret Second Language (L2) texts according to the most similar schema they have (Grabe 2004:50; Kitao & Kitao 1989:10-11) – which would be First Language(L1) schema. Chamot (2005:112-130) in his turn emphasizes the significance of determining and studying students' learning strategies in the second Language (L2) contexts since this provides insight into the meta-cognitive, cognitive, social and affective processes involved in language learning and reading comprehension and offers teachers the opportunity to improve the pedagogy of teaching in L2 contexts.

3.The Purpose of the Study

The purpose of the study was to examine and investigate to what extent university fresh learners could read critically and respond to what they read namely literary texts and material. To validate this objective, the teacher researcher set learners to work so as to experience them with the different types of process reading activities. The teacher asked learners to, first, discover ideas embedded within a

text and, then, to evaluate the text according to its pragmatic, communicative, propositional, and conceptual meaning to eventually be able to evaluate and criticize its contents.

Seeing the non-critical readers on the other side of the continuum, they seem to have a tendency towards more passivity in reading and almost invariably fail to gain further insight into the language they are trying to read. They tend to memorize what are being “dictated” and take things for granted without even mere fact questioning or cross-referring to facts, rules, or patterns. In short, non-critical readers may accept texts and arguments which are subjectively written.

The objectives behind the study are

- To build on students' educational background and personal experiences based on the topic of the literature
- To help students comprehend the meaning that the author tries to convey in order to enhance their reading ability
- To enhance students' critical thinking and judgmental abilities
- To develop students' writing ability by writing an essay or comments related to the topic of the literature

4. The Context of the Study

The study concerns critical reading implementation at the tertiary level namely with Licence, Master and Doctorate (LMD) system credit. The New program content emphasizes mostly on the importance of reading as experienced by adult readers. First year EFL students, in their literature reading credit, are pretended to study various literary genres in which they are supposed to extend their reading insights from what the traditional concept of

reading stipulates to a more developed view about reading—the reading between and behind the lines, the critical reading, the personal reactions to a given text, the response and the reactions readers give to what seems to be "lifeless text".

Gregory Strong (1996) asserts that literature may be part of a communicative method in three ways:

1) by providing a context in which to develop student's reading strategies and knowledge of non-fiction and literary texts;

2) by being the basis of an extensive reading program, with attendant acquisition of new vocabulary and grammatical forms; and

3) by offering the opportunity to explore cross-cultural values (Strong 291).

Literature may motivate students and, hopefully, help them develop the habit of reading both in and out of class (Nasr (2001 :348). Nasr believes that literature is a highly recommended vehicle for a number of reasons (2001: 347).

Through this study, the researcher enhances fresh readers to become good critical readers and hence see their reactions in the classroom and after assignments feedback. The present study thus steps out from the idea of a historical account based on the short **story: An Occurrence at Owl Creek Bridge by Ambrose Bierce** where students are guided through the different reading stages with plenty of activities to do.*

4.1. Critical Reading

Teaching students to think while reading is referred to in the professional literature as "critical reading." It is defined as "learning to evaluate, draw inferences, and arrive at

***. Teachers and students may refer to the short story *An Occurrence at Owl Creek Bridge* by Ambrose Bierce and the letter written by Sullivan Ballou to his wife for a detailed study**

conclusions based on evidence" (Carr, 1988). Learners should learn how to read texts critically and be aware of their thought processes (Fish 1980). Raising the level of metacognitive awareness, as it is recommended, can be one way of helping learners become 'constructively responsive' readers (Pressley & Afflerbach 1995) who read critically and attain higher academic literacy.

Critical reading is a technique for discovering information and ideas within a text. A technique which enables learners to restate what the text says through its author's words, to describe what a text does with what it is intended to and to analyze what a text means for any reader. Critical readers thus recognize not only what a text says, but also how that text portrays the subject matter. Harmer (2001) states that a reader uses a variety of clues to understand what the writer is implying thereby moving beyond the literal meaning of the words to the contextually and conceptually implied meaning.

A critical reader might read the same work as the non-critical reader does but with different perspectives; so what is accepted easily and taken for granted as beliefs and interpretations by a non –critical reader is requested by the critical reader

4.2. The Role of the Teacher in Promoting Critical Reading and Critical Thinking

Ambruster, Lehr and Osborn's research (2001:53) indicates that explicit teaching techniques are particularly effective for comprehension strategy instruction. In explicit instruction, teachers tell readers why and when they should use strategies, what strategies to use, and how to apply them. The steps of explicit instruction typically include direct explanation, teacher modeling ("thinking aloud") guided practice, and application.

The researcher experimentator recommends teachers to carefully teach critical reading and impart it through classroom models and intensify its rationale through realistic implementation among students with the intent to

- Build background knowledge: Before reading the story, teachers can ask students general questions related to the content, in order to have a schematic understanding.
- Arouse learning motivation and interest: Before reading the story, we can ask students to watch the film or the video tape. Students can discuss the content of the film to have a basic understanding of the content.
- Enhance four modes and critical thinking abilities: After reading the story, students can discuss the meaning that the author expresses, share their feedback, or make a comparison with their own lives and experiences. Through the interactive group discussion, students can develop their language fluency and critical thinking abilities

Teachers should create a classroom atmosphere which fosters inquiry and where cooperative learning reigns. A classroom environment where the student is at the centre of all the learning process and through which most of the interaction emanates.

Learning that is both personal and collaborative encourages critical thinking and pushes learners to exchange what they know with their peers. Students who are reading, writing, discussing, and interacting with a variety of learning materials in a variety of ways where they are not inhibited and feel free are more likely to become critical thinkers and problem solvers.

Learners need to be taught how to reflect, analyze, evaluate and refine their ideas or simply critically think about what they are reading. As Hirst (2002) puts it, learners need to be supported in their engagement with literacy practices. Students should be encouraged to question, to anticipate events, to make predictions, and to organize ideas which support value judgments. Beck

(1989) adopts a similar perspective, using the term "reasoning" to imply higher order thinking skills which ultimately leads to problem solving.

4.3.The Role of the Would be Critical Reader

In fact, a would be well trained critical reader when appropriately briefed will be active, strategic and process conscious-the questions, confirms, and judges what he reads throughout the reading process. The student engaged in such activities is likely to become a critical thinker, a critical listener and a critical reader. A critical reader may reject traditional ways of reading and opt for the story map approach which Reutzel (1985, p. 401) found to be a good alternative to the traditional question and discussion session following the reading of a story. The method enhances reading comprehension by helping students to store and retrieve information, make connections between previous experience and reading materials, identify relationships

among concepts and events, organize specific details, and understand the message embedded in the text.

Wallace (2003:3-4; 7) stipulates that when critical readers engage in literary studies it is assumed that they are equipped not only with adequate literacy or reading skills, but also the ability to interpret and comprehend what is read and since meaning is socially constructed and text is understood and interpreted within the framework of existing knowledge, what the reader knows is as important as what is on the page (Wallace 2003:9).

Anderson & Pearson (2002:255) believe that it is this interaction of new information with old knowledge that is described as ‘comprehension’. (Grabe 2004:50) adds that Reading comprehension thus depends on the critical reader being able to relate information from the text to pre-existing background knowledge. For Wallace (2003:22, 57) schema are cognitively constructed within specific social or cultural contexts, this has specific implications for L2 reading and comprehension where the text that needs to be comprehended, relates to a culture other than that of L1.

5. Methodological Implications

5.1. Research Questions

The problem posed in this study is that the learners do not question what they read because they are not accustomed to, so they generally believe and accept everything they read. Hence, the presupposed research question related to the study is:

Could learners develop into adept critical readers if they are properly briefed by their teachers?

5.2. Classroom Literature Review critical Reading Implications

Through this lesson, the teachers tried to include the different strategies that help learners to read critically. These strategies are indirectly included through the different activities and throughout the various stages of pre-reading, the while reading and the post-reading offered in the detailed lesson plan related to the short story by Ambrose Bierce. These previously mentioned strategies can be summarized in five main points

1. Previewing: Previewing a text means gathering as much information about it as possible before you actually read it. This could be practically performed in the class through brainstorming, clustering and word association. This occurs in the pre-reading phase and it could be more successful if it is preceded by something to read. (See the case of our lesson with Ambrose Bierce-)

2. Annotating: good strategic and critical readers read using a pencil or a pen in their hand, scribbling the text from left to right, making notes, underlining and encircling key words as they read. So, they tend to be more active by creating relationship with what they know and what they want to know.

3. Summarizing: Summarizing the text a reader reads is an intellectual activity which demands cognitive and meta-cognitive abilities. Being successful in summarizing and be able to epitomize is not given to non-critical readers.

4. Analyzing: By analyzing a text we mean breaking it down into its parts and find out how these parts link

together. Processing reading top down and down top can help the reader analyzer to step one way further in understanding the text. Being conscious of analysis

5.2.1. The use of the Story Grammar

This is followed by answering the guiding questions and discussing the structure of the episode. The guiding questions may be similar to the following (adapted from Cooper, 1986, p. 382-384):

Setting: Where did the story happen? When did the story happen? Characters: Who was the story about? Who were the people in the story? Who was the most important person in the story?

Problem: Did the people have a problem? What was the big problem that story was about?

Action: What did the people do to solve the problem? What were the important things that happened in the story?

Resolution: How did the people solve the problem? How did the story end?

Theme: What lesson could we learn from the story?

5.2.2. The use of the Story Map

A variation of the story map is the story frame. A story frame may be used, as a post reading activity, to test learners' comprehension of the story grammar. Story frames focus on the story structure rather than specific content (Cudd and Roberts, 1987, p. 740). They employ a gap-filling procedure. Instead of only one word being left out of a sentence, key phrases or clauses are left out of a paragraph that summarizes the story or highlights some important aspects of the story. [An example of a story frame (Fowler, 1982) is presented in figure (3)]. Amer (1992) modified the story frame so that every missing key sentence

or clause is replaced by a question word. Learners have to answer the questions in the blank lines

In this story, the problem starts when -----
----- . After that -----
----- . Next, -----
----- .

Then, ----- . The
problem ends with -----

5.3. Data Collection

The selected data collection tools were the teachers' observation grids, the interaction with the students throughout the classroom various activities, the assigned works and learners' feedback in the class and at home.

And in every stage, students are asked to read and do the activities step by step. Meanwhile, the teachers are observing and checking whether the students are really reading critically or just accepting and collecting the information as they are subjective and biased.

And as critical reading involves **evaluation**. The study speculates on how a text is argued, valued and weighed.

6. Results and Discussion

6.1. Teacher's Observation

Throughout the various sessions, the teachers noticed that the majority of students did follow the teacher's instructions; they listened to the short story in the laboratory, read it at home and did the activities. However, some students found the story too difficult to understand as it led them to the imaginary world, the world of dream where they had to speculate and express themselves.

6.2. Students' Reactions

The idea of critical reading as exploited through the different questions and activities caused for them certain constraints especially those related to literature study. Students were not accustomed to such typology of questions. Hence, they resorted to a lot of questioning, talked with their peers, re-read the story for several times and annotated the handouts.

Table 1: Constraints faced by students

Constraints	Participants
Story is long	05
Story difficult to read	10
The theme is complex	07
Difficult to travel with the story	03

Total 25

Table 2: Stylistic constraints

Constraints	Participants
Difficult vocabulary	06
Too tightened Text structure	07
Minute detail Descriptive style	06
The textual imaginative power	06

Total 25

6.3. The Teacher /Student Interaction

While students were working in pairs and individually, the teacher was moving through the rows, helping and checking. Meanwhile, he interacted with learners here and there asking him about something they did not understand. The teacher's interaction with the students revealed some kind of positive reactions from learners' part. The teacher's orientations and set up purposes as helping readers create predictions and anticipate events through extrapolation was clearly implemented. The teacher empowered the students with some strategic reading insights in how to select, sort out the good information from the trivial and helped learners imagine, speculate and effectively write appropriate answers to rightful questions through the use of visual and graphic representations. When learners learn how to use and construct visual or graphic representations, they learn a reading strategy that allows them to identify what parts of text are important and how the ideas or concepts are related (Vacca and Vacca, 1999, p. 400).

The teacher encouraged learners to read between and behind the lines and while reading they need to find out the supporting arguments. readers are independent makers of meaning. They view text as a construct. They construct their own meaning. They question the author's values against their own values; they differentiate between fiction and reality; they are able to discuss and evaluate forms of narration and cultural values of the implied author (Thomson, 1987).

The aim of The Reader Response Approach is to encourage learners to respond to the text and express their own ideas, opinions and feelings freely. Thus, learners should realize that the main concern is not "What they understand" but "how they feel". Therefore, the teacher

should accept “multiple interpretations” to a text rather than just one “correct interpretation” (Rosenblatt, 1995). From a pedagogic perspective, “multiple interpretations” allow for creative and critical thinking to take place in an atmosphere where there are no threats nor any compulsion to learn for the “correct” answer or to compete for the “best” interpretation. Before using the RRA in classrooms teachers should first introduce the RRA. They should explain to students the main ideas and assumptions underlying the RRA outlined above.

Teachers should discuss with their students the difference between “reading literature” and “reading for information”. Students should be consciously aware of their contribution to the text. Several activities and techniques have been used to implement the RRA in literature classrooms: Reading Logs (Benton and Fox, 1985; Carlisle 2000); Response Journal (Sheridan, 1991); Writing Prompts (Pritchard, 1993); Critical Questioning and Writing (Probst, 1994; Hirvela, 1996); Self-questioning (Davis, 1989); Role-play, Drama and Letter-writing (Elliot 1990; Baxter, 1999); Rewriting Narratives from Another Character’s Point of View (Oster, 1989).

6.4. Learners’ Feedback in class and at home

The learners' feedback fluctuated between those who managed to answer and did the activities and those who half did their assignments. A scrutiny to their assignments, students had shown varying degrees of understanding. The majority of students did succeed in relating the main events of the story and identified the message the writer wanted to convey and held a discussion about. The issue that remained for sure unexplained was the learners' personal reactions to

the knots of the story assuring that critical reading really poses a problem for those who were not briefed adequately.

7. Recommendations

Teachers need to ask learners to read, at home, (as previously mentioned in the tasks set in the lesson plan) , the parts that form an episode and provide them with guiding questions that bring out the elements of the story grammar. In the classroom, learners are asked to read silently the parts of the episode which draw their attention to the story grammar.

1. The use of the story grammar

2. The use of the Story Map

. To resolve the cultural problems that students might encounter in relation to reading literary works, several approaches can be taken.

- Prompting or questioning enables students to make connections between their personal world and the literary text that seems remote to them (Carter & Long, 1991).

- Introducing students to authors' biographies and their relevance to the authors' writings in order to assist them in gaining necessary background knowledge is a promising approach, as is encouraging class discussions about cultural differences before reading literary works (Gajdusek, 1988).

- To make predictions about what will happen next at key points is likely to provide an unthreatening way of bridging the gap between language study and the development of literary-based skills (Lazar, 1993).

- literature is used as a rich resource of meaningful language input and as a tool from which a variety of motivating classroom activities can be generated, as opposed to being studied in its own right (Carter & Long, 1991).

- literature can be a “resource for personal development and growth, an aim being to encourage greater sensitivity and self-awareness and greater understanding of the world around us” (Carter & Long, 1991, p. 2).

- students are encouraged to draw on their own 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).

- The use of the personal growth model which focuses on assisting students in reading literature more effectively so as to help them develop and grow “as individuals as well as in their relationships with the people and institutions around them” (Carter & Long, 1991, p. 3). Hence,

- Students need to deepen their notions about reading through intensive actions of give and take techniques-ask themselves what they should give to texts and what should they take from.

- Reading any texts should be seen not as a linear act but a non-linear meta-cognitive act which demands mental effort and a combined reasoning, predicting, readjusting and awareness rising.

It is recommended that awareness raising about learning strategies can raise the learners’ level of metacognition and as such should be a regular feature in language classrooms. This can be done easily and efficiently by simply training instructors to conduct these awareness raising sessions. *

Learners should learn how to read texts critically and be aware of their thought processes (Fish 1980).

- Learners need direction to review their progress in reading and being metacognitively aware can help them understand how they learn (O’Malley et. al 1985).

8. CONCLUSION

Through the study envisaged, the researchers teachers intended to reveal the importance of critical reading namely at the university level. They consolidated the idea that through reinforcement and classroom modeling that learners will be able to read critically and see by themselves the knacks of the latent meanings and discover how to respond as mature and conscious thinkers for there would be no room for grant taking beliefs.

As Rosenblatt (1978) depicts, reading is a process of transacting, instead of simply interacting with texts, where readers, taking an active role to construct meaning from the texts (Beach, 1993), are provided with an experience that they can live through. Readers can find meanings in the texts based on their own ideas, interests, and needs.

Advocators (e.g., Ali, 1994; Davis, 1989, 1992; Elliot 1990) of the reader-response approach claim that literature in a foreign language classroom can make the learning experience much more enjoyable and stimulating for learners than classroom instruction that requires mere acquisition of the linguistic components of the text. Most importantly, integrated with such an approach, literature reading is not necessarily intimidating for non-native language learners (Liaw, 2001).

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- When learners employ suitable strategies effectively they are able to read and understand texts much more efficiently (Nambiar 2005).

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. 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).

EFL teachers should collaborate content-based instruction and literature study. Brinton et al (1989) list several benefits of collaborating CBI and literature teaching. For example, students can gain knowledge of vocabulary, grammar, and paragraph structure, interactive communication skills, and types and styles of writing. Besides, In addition, Erkaya (2005) states that by integrating literature in the curricula, students can learn the four skills – listening, speaking, reading, and writing – more effectively because of the literary, cultural, higher-order thinking, and motivational benefits. To achieve these benefits, EFL instructors should design the collaborative content-based literature class carefully to meet the needs of their students.

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11. Enhancing students' creative writing skills Through Literature Model Forms: an Algerian EIT tertiary case

Abstract

The present study displays the ways teachers could enhance tertiary students' creative writing through the writing of the autobiography and the stream of consciousness literature forms. Master students, at first were reluctant to write but as the teacher introduced model forms through which he gave insightful guidance, the students started to write. Students found writing autobiographies about animals and inanimate objects very fascinating. So they quickly immersed themselves in creating situations and collecting raw material. Hence, a spirit of challenge and competitiveness started to grow among them. In addition, the teacher also resorted to writing through the stream of consciousness technique which was also greatly appreciated. In both cases, the teacher's centredness role was prevalent. The teacher set the writing guidelines and encouraged learners to write. This helped students engage in the learning of English and at the same time improve their communicative competence. Many good productions sprouted into readable pieces as the students themselves progressed in their individual writings. The process was learners centred, and though the student's creative insights differed in terms of mistakes, flow of ideas, and text structure, they were individually valued. The students' output was rather appreciated. In a nutshell learners proved great writers thanks to the teachers'

modelling where student's perfectness grew constantly towards the best.

Key Terms: Enhancing, modelling, creative writing autobiography, stream of consciousness

Abstract

The present study displays the ways teachers could enhance tertiary students' creative writing through the writing of the autobiography and the stream of consciousness as literature forms. Master students, at first were reluctant to write but as the teacher introduced model forms through which he gave insightful guidance, the students started to write. Students found writing autobiographies about animals and inanimate objects very fascinating. So they quickly immersed themselves in creating situations and collecting raw material. Hence, a spirit of challenge and competitiveness started to grow among them. In addition, the teacher also resorted to writing through the stream of consciousness technique which was also greatly appreciated. In both cases, the teacher's centredness role was prevalent. The teacher set the writing guidelines and encouraged learners to write. This helped students engage in the learning of English and at the same time improve their communicative competence. Many good productions sprouted into readable pieces as the students themselves progressed in their individual writings. The process was learners centred, and though the student's creative insights differed in terms of mistakes, flow of ideas, and text structure, they were individually valued. The students' output was rather appreciated. In a nutshell learners proved great writers thanks to the teachers' modelling where student's perfectness grew constantly towards the best.

Key Terms: Enhancing, modelling, creative writing, autobiography, stream of consciousness

Introduction- Theoretical Framework

1. On the importance of Teaching literature

Using literature and its benefits for ESL students in the classroom have long been recognized and promoted by ESL teachers and researchers in the field of education. Reading literature is beneficial to language development (Johnson & Louis, 1987; Morgan, 1998; Myonghee, 2004; Sage, 1987) literary texts are also rich resources of accurate diction diverse sentence patterns, and passionate narratives (Ghosn 2002). Moreover, reading literature enhances ESL students' knowledge of culture and society, which is too complicated to be captured by any single piece of expository writing (Edmondson, 1995/6).

The various assets literature presents are-it is a motivating material that develops the students' ability for interpretation, an ability for criticism and an enhancing step towards creative writing. In short, using literature models as samples for literary production helps increase motivation and incites learners to write. According to Rubera (2009) Language input is as important as language output. A good use of literature in class provides the opportunity for students to obtain and analyze the language as well as produce it. (Rubera, A.R (2009)

2. On Creative writing

2.1. Definition of creative writing

Creative writing is any writing that stretches beyond what is normal academic and professional or journalistic writing. Its traits are qualified through literary crafting with a focus on the narrative aspects as in telling stories or composing poetry. Creative writing embraces both fictional

and non fictional works as novels, biographies, short stories, poems and even writing for the screen and stage as the case of films and plays..

2.2. Enhancing Creative Writing in Master Classroom

Creative writing is believed to focus on students' self-expression through writing. Master two students at Msila University have been exposed to samples of creative writing models where they showed a great interest in reading and following the sample models with a great appreciation. Master Students like the material presented and what their appetites to write. The teacher then seized the opportunity to redirect the students' attention towards their self expression and starts injecting his ideas concerning an effective creative piece, the rationale behind writing creatively with a more focussed remarks on the stylistic features students should present.

Students showed a great motivation to produce similar samples yet with other different topics. Creative writing sessions were taught in a workshop format rather than seminar style where students were given some rough papers and asked to select a favourite topic as an autobiography or a stream of consciousness process and start collecting data about. Students were encouraged to produce between an autobiography or something written in stream of consciousness. Students started writing in the class under the teacher's supervision. Though their work was individual yet discussion in pairs was allotted provided they helped each other in English. It was to be noted that most of the writing was done in the class and what remained was set as homework. In addition, students were encouraged to get involved in extracurricular writing-based activities as

writing in literary magazines or newspapers or writing contests

3. Context of the Study: Literary Forms for creative Writing

The two major forms experimented on with Master students were the Autobiography of animals or objects and the Stream of consciousness. Students enjoyed the use of these two literary forms on the ground that they gave them a freeland to their ideas to flow unlimited. They thought a great space was allotted and the students enjoyed being put to test through an unconscious contest they wished to produce something unparalleled.

3.1. On The use of the autobiography

3.1.1. Definition

An autobiography is a written record of a person's life, written by the subject themselves recounting their own experiences. It can also take the form of a person pretending to be an animal or an object telling his own traits. Hence, while pretending to be another person, object, or animal, one has to put himself in the position of that animal or that inanimate object and imagine the things it would see, say, or think if it were alive. So, the keynote in writing a successful essay in this style is to tell an engaging story with an attractive style about your life, rather than just writing a record of your past.

3.1.2. The Autobiography Writing

3.1.2.1. Rationale

As a teacher of British literature and written expression my main intention through introducing the autobiography is to foster and enhance a desire within my students to question and investigate about the topic of their choice bearing in mind that this intellectual curiosity is a lifelong

attempt that they need in their future-the creativity that lasts long and never fades- an invaluable skill to possess when writing through learning and exploration.

3.1.2 2. Classroom Writing Instructions

1. Gather all your ideas. Read essays that are similar to your subject to enhance you with plenty of ideas and source material.

2. Begin with an engaging sentence that captures the reader's attention.

3. Write in a style that you are most comfortable with.

4. Tell your story in a most natural way as if the inanimate is animate using flexibility and freedom in narrating the events as they chronologically happen. And as you write, avoid redundancies and don't repeat yourself.

5. Write in the first person. As the autobiography is by definition, an account about the writer himself so try to keep your writing look personal by not deviating from the truth. Present your work using the first the first-person narration.

6. Get creative and end with one or more inspiring passages or expressions that leave in the readers' minds a sense of creativity.

7. Use simple language, expressive style with an effective use of punctuation.

Writing autobiographies

Classroom teaching Procedure

1. T. reads the short autobiography on the story of a pair of shoe then asks learners some oral questions on their appreciation of this kind of stories,the moral behind,their understanding and the way the story was recounted.

2. Then teacher hands in the handouts on the autobiography and students start reading it silently.

3. Then teacher asks learners to concentrate on the stylistic elements relevant to the autobiography and sort out the characteristics after a pair discussion.

4. T copies the focal points on the board for learners to jot down later on.

5. T asks learners to start writing similar autobiographies after a selected list of suggested topics.

6. T insisted that the work should be individual. Students start rough writing. The approach was rather imitative at the beginning but later on, students felt more engaged in their own free enterprises.

7. Once students finished first draft, some volunteers read their productions-Certain mismatches were noticed and students were encouraged for their efforts. A proper copy was recommended to be rewritten at home for the next session. Some excellent copies were read. One sample of these copies is attached (see appendix A)

4. The use of stream of consciousness technique

4.1. Definition and purpose

Stream of conscious writing is a technique that bears the term of to ‘ release and unleash the stored facts ;events and lived experiences through letting ideas flow as spontaneously as possible without any break or hindrance. Stream of consciousness is used those who are looking for inspiration or for a creative spark that is ready to ignite. It is also meant for the students whose writing intention is blocked and wanted a trigger and at last it is a good technique through which learners

improve their memories, vocabulary, and reasoning by jotting down their lived experiences.

4.2. Classroom Teaching Procedure

1. T. reads an essay written in a stream of consciousness then asks learners some oral questions on their appreciation of this kind of essays.

2. Then teacher hands in essay and students start reading it silently.

3. Then teacher asks learners to concentrate on the stylistic elements relevant to this type of essay and sort out the characteristics after a pair discussion.

4. T copies the focal points on the board for learners to jot down later on.

5. T asks learners to start writing similar essays after a selected list of suggested topics.

6. T insisted that the work should be individual. Students start rough writing. The approach was rather imitative at the beginning but later on, students felt more engaged in their own free enterprises.

Methodology

The tasks assigned in the classroom require a descriptive, narrative approach in which learners read the specimen related to their writing, speculate on the way the texts are laid and observe how the texts sequentially relate the events. The work entrusted is rather exploratory where learners dig deep into their thoughts to collect data, assemble the different parts into a readable piece of writing.

Research Design

The study embraces an investigation into the learners' background towards writing and the way learners desire to write. The process of going into learners' reactions and meet their needs for writing led to very positive attitudes towards the use of literary models as an enhancement to their writing. The data was collected from what learners said, through classroom observation and the form filled

about their own experiences when writing and their interactions.

Result Finding

The result of the study found revealed positive about the way learners adapted themselves to writing through the models shown ; hence they adopted different writing strategies and managed to produce some acceptable productions. Through interactions with learners, the researcher concluded that learners felt a great satisfaction through model writing and the free choice of topics ; in addition to the way they interacted with their peers and teacher. The following table reveals Learners’ attitudes.

Q : According to you, what positive / negative experiences have you gained from your writing experiences?	
autobiography writing	Stream of consciousness writing
<p>S1. very pleasant experience when I started writing an autobiography.I was taken to the very past and history of the thing.It was not easy to find out about vocabulary needed.</p> <p>S2. autobiograohy writing demands a lot of present wit and imagination. One has to prepare a plan about the chronology of the events.</p> <p>S3. My experience was</p>	<p>S1. It was my first experience trying stream of consciousness. I found it very difficult and demanded a continuous language writing.</p> <p>S2. Stream of consciousness is a literature figure which requires lots of creation, awareness, lots iof ideas and vocabulary.I did not assimilate the technqe well.</p> <p>S3. I tried to write using stream of consciousness but I could not continue.</p>

<p>very limited in writing autobiographies because it is too demanding in terms of freshness of spirit, collection of ideas and the narrative style .</p>	<p>I was short of vocabulary and with limited perspectives</p>
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Recommendations

Through the experience of teaching Master students how to stream write, the teacher set a series of instructions and writing tips.

1. Students should not limit themselves but let their ideas, repressed and compressed thoughts flow one after the other creating a stream of unrelated events; a freelance to the inhibited and a remedy for those who feel blocked.

2. Students should not be taken by the idea of making mistakes-they should never feel ashamed or pained about what they write. Hence, they should let the rein to their free ideas to come down as profound as they sense them.

3. Students need to write and write at this level; for capitalization does not matter much as long as thoughts are sequentially delivered from the deep.

4. Writing autobiographies demands a present wit, a sound logical mind, a careful use of structure and know how about vocabulary.

Conclusion

This is what I love most about teaching: showing students that writing is a dynamic and individual process that demands some hard will to adapt oneself to certain models, see how they work and function then let students get the knack. In fact, teaching writing through literary models namely writing autobiographies and writing

through stream of consciousness help learners improve their thoughts flow, vocabulary, structure, and critical thinking. The produced pieces and the learner's positive reactions to what they had read and written through was an excellent witness of their own satisfaction.

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APPENDIX A (student's A work)

An Autobiography of ...

Am white, am fluffy, I am the coat of all goats. I have been wondering in the green fields, once I have been crawling in mud and once swimming in the valley. Until one day a man came and dragged me to the barn he took me off my goat and gave me to a Melinda he said take the wool, I think that's my name then, I left that warm body and went with Aisha the soft hands that's what I call her, I thought that she will wear me but she took me to the valley and soft hand by soft hand they kept on rubbing me, it tasted a bit odd (soap) but it felt great, I was so wet and I liked it, then they put me to this rock where the sun dried me, they took

parts of my body off, and I felt thinner and thinner, my other parts the soft hands said that they will be colored and will be worn, but me they didn't say anything about me.

I was waiting on that rock until a man with rude hands came and through me in a dark place, it was so cold and it was moving I was afraid that this is the body that will wear me and this is where I will end up, but the body stopped and it was opened suddenly and again I was free rudely by the same man but I didn't care I smelt air again, He took me to a woman who laid me on the ground and along with other women they separated my parts I was somehow longer, they put me inside this weird texture my body was whole again but I felt stuck and annoyed.

But my journey did not end here they took me to another house to Si Omar's that's what I heard and they put me on something that was familiar to me it was my friend but not only him a lot of them they were put in a long texture not like mine (they were in a mattress) , they told me their story and they said that they have been living here a long time ago, they told me about human beings and those who lived there Omar, Amel, Alaa Eldin and their mother Fatima and they said that I am their pillow, something they use to sleep on.

I liked a lot of things in that house I liked when Fatima and Amel sleep on me, they would hug me and I pass the night blessed with tenderness, I liked it also when they take me to the living room and I watch those images in that box they called it TV, I like that moments when they are happy and they fill me with that joy. But I didn't like it when Alaa the little one would hold me because he always throw me on the ground and the mother would take and hit me more than once I don't know why (clean the dust), I didn't throw

myself, I didn't like it when they have bad dreams also I get always frightened it's like am watching a horror movie, I didn't like it when they cry because my heart gets wet, and didn't like it also when they are sitting on me or putting me behind their back when they are using that black box to write(computer) I lived with them long enough to love them so much, and I thought they did too.

Day by day, I was getting thinner and thinner, older and older. One day they were gathering all their stuff out, I heard Si Omar saying that they are renewing the house so they have to take all of us to a man he called Elmahfoud along with the old table, the Mattress, and the worn clothes I was put in that same old iron dark place I came in once, the door was open again and they took us all out and threw us in this old wrecked house where there is no ceiling , no human beings, only the burning sun or the killing cold, the rain and the snow I lived through them all, and till now I'am waiting for the rescue and reminisce about the old days.

APPENDIX B (student's B work)

Stream of consciousness

The shelter the shoulder the home the beauty the honesty and the mercy only few of the meanings that God has implanted in one of his creatures the mother the only person in this world who would bear to carry you to guide you to wait for every move you do to be the police man the doctor the teacher the friend and every job in between the only person who can know what's in your heart before you say it and what hurts you before you moan she is the only person who without envy claps at your success without hypocrisy cries at your losses she is really the angle God left on earth someone who is willing to do everything and anything without waiting for anything in return let alone

than her kids to be ungrateful to forget all those sacrifices all those nights and move on as they call it to a new life of their own one that does not include the person who made them their life a new book where their mother is one page or less at contrast to when they were and are the whole book in hers it is impossible to repay what our mothers have done for us but let us at least appreciate let us at least be grateful and show them our gratitude for when we loss them and when they are gone nothing would release us from those hunting remorse.

Remarks on students' work: Page layout and design

- Long lists of bulleted points are to be avoided since they do not help the reader of a printed-paper in the same way they would help an audience during a presentation.

- Your paper should adhere to the following format specifications:

1. Times New Roman, font size 12. Text aligned on the left; full justification not required.

2. Title of the paper at the beginning, using upper case only at the beginning and for proper nouns.

3. On a new line below the title, your name, institution, town/city and country.

4. 1.5 lines spaced, margins 2.5 cm at left, right and top, 2.0 cm at bottom.

5. Paragraphs indented except when they are preceded by a heading.

6. No lines between paragraphs.

7. For lists please use numbers or, standard bullet points when more appropriate.

8. Insert page numbers.

9. For emphasis, please use italics, instead of **bold**. Italics should also be used for non-English words, titles of books, plays, etc.

10. Single quote marks ('...') should be used around quotations, though quotations of more than two lines will start on a new line and be indented, without quote marks.

11. Put your email address at the end of your paper;

12. Fostering Motivation and Adopting Learner s' centred teaching strategy Through EFL Literature Circles - the case of first year tertiary level

Abstract

This paper examines and reports on an LMD literature course design and instruction (Introduction to Literary Readings first year tertiary level) Algeria. The researcher believed that EFL Literature Circles instruction in practice is an issue worthy of concern. Hence, a new teaching plan was designed to motivate students in practicing reading literary texts and implementing activities on. The plan consisted of assigning learners with various reading activities to literary genres including (prose, poetry and short plays) that were done in groups and presented in the classroom. Based on the data obtained from classroom observations, students' classroom presentations, interviews with students, and students' response to a pre-questionnaire and a post-questionnaire, the researcher found out that students developed a fairly high degree of motivation towards practicing 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' growth in literature learning and in literary appreciation. In fact, 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. The course was another asset for learners' centered endeavor where the teacher was no more the tutor but the guide. (211 words)

Key Words: EFL Literature Circles, literature course design, motivation, learners' centered endeavor

1. Introduction

Background: Rationale

1.1. On the study of Literary Reading:

Literature functions as a mirror that reflects the abounding and amazing diversities (Lazar, 1993) of life belief systems, values, behaviors (Joseph, et al, 2000) history, and culture presented in language (Bruner, 1996). Reading literary texts encourages learners to grow with 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.

Literary texts are authentic language in 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). In addition, through reading literature learners are more likely to extend their language into the more abstract domains associated with increasingly advanced language competence (Brumfit & Cater, 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).

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 that 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 grounds that the language of literature, is "ungradeable and linguistically unsuitable," thus, irrelevant to learners' needs (Hill, 1986, p. 10). However, Conniff, Bortle, and Joseph (1993) introduced poetry in an adult literary 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?

1.2. On the Use of Literature Circles

literature may be the appropriate vehicle to achieve students' understanding in the reading and writing process. Likewise, EFL literature circles are small student reading groups which provide a specific framework allowing EFL students to have real, meaningful discussions about literature in English. EFL Literature Circles are fun focused classroom-based student reading and discussion groups which naturally combine the skills of reading, writing speaking and listening. 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)

1.3. On tertiary learning and motivation

It is well reported that academic success at a tertiary level requires motivational states beyond those of secondary school (McKenzie & Schweitzer, 2001). Motivation is an important aspect in everyone's life and whether intrinsic or extrinsic, motivation is a deeply engrained element within every aspiring soul.

“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). 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)

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 own learning, (b) assesses their own 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 integratively 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, a 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).

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 personal intrinsic motivation. So, to help foster motivation in adult learners and help transform students in their learning styles, teachers may engage 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

-Why most EFL students find it difficult to study literature?

-What could teachers adopt to motivate students to study literature?

- 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 own 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).

2. Methods

The subjects

The subjects of the study were 33 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 in 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 in 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

7. 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: study of selected plays from Shakespeare scenes from Hamlet, Macbeth or Julius Caesar followed by brief 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, affective, 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 of 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

Enhancing cooperative learning by making learners work as a member of a group to achieve shared goals and complete tasks

5. Collecting, analyzing and organizing information increasing the learning motivation and lowering the affective filter in the cooperative learning process

Rationale on 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 student 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 which 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.

Benefits of Literature Circles through literary readings

1. Enhance the understanding of literature, literary expression, vocabulary, phrases style and foreign culture

3. Foster the capacity of independent thinking, critical reading and learners' Centeredness

4. help students grow motivated by reading intensely to increase their literary appreciation to the various literary genres

6. Enhance questioning and answering skills in English and promote the ability of preparing and making reports in English

7. Improve the team spirit of cooperating and sharing among students through questions and answers

3. Results

Table 1: Students' Attitudes to Literature reading and literature circles

01	Literature circles are a little bit difficult for us to manage
02	With the help of the teacher and his selected teaching material we were
03	We found literature lessons quite enjoyable because we share the same lesson and everybody has to prepare.
04	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
05	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
06	This method of learning and presentation is difficult at the beginning but soon with the help of teachers we grew detached and felt responsible about our own preparations
07	The teacher's successful use of group dynamics enabled the group members to work together jointly where the weak learners fused easily.

A 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. In fact, 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.

Indeed, some adult fresh learners come to the university with some doubt, fear and lack of confidence; may be 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 consideration.

Pre-Teaching Strategies adopted by teachers

A pre-course questionnaire is used by the teacher to gain learners' insight about 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, we 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 practicing the same habit. 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 leader to guide and manage group interaction
- 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 own 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

Recommendations

- Adult-learners want teachers who care for their needs and interests and make them work as mature responsible team groups.
- Teachers need to set realistic high expectations, to encourage learners to do more in the course of time.
- Teachers 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.
- When teaching literary circles, it is recommended from teachers to select easy gradable material that suit 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 literary jargon and expression. The study revealed that the students' attitude distinctly altered for the better, with students' reporting their progression 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 at in the forthcoming semesters. In fact, 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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13. Teaching Culture via songs-an insightful intercultural awareness

Abstract

Songs have always been the umbrella that enfolds culture and are considered a very useful consolidating tool in raising students' interest in learning languages. Students show a very sensitive flair towards music and songs in general. Songs and music serve for different purposes and their importance lies in mirroring the values and norms of societies they belong to. Songs, whatever their contents and shape, they all bear some genuine truth in what concerns the mentalities of people. So, is it conceivable to learn a language without learning its culture? This paper tries to

depict the role of songs in conveying the traditional features of a society by showing how culture is indirectly taught through songs. And as children easily memorize songs, culture can be smoothly absorbed and the effect is soon reached. Hence, songs remain the cultural recipient holders of nations. And in trying to understand how people think, the way they live and the way they interact and express their dreams and aspirations, many historians have resorted to help understand the culture and consciousness of the people through what they used to sing as part of their cultural heritage, their dreams about the future, their daily strives and their written accounts.

Key words: intercultural awareness, songs, useful tools
cultural heritage

Introduction

The use of songs in the classroom are very positive to the extent that they provide a relaxed atmosphere for students to reflect, they bring in fun, they stimulate the learners' inner power to creativity, imagination and bring in variety. Songs develop the linguistic study skills for they encourage listening, activate memory power, cultivate the students' and enrich their power in reading thanks to the idioms and collocations they provide. If learners persist in listening to songs and reading their different lyrics, they will get their writing improved day by day. Students often talk and discuss in songs and use them in their speech hence, bit by bit they learn expressions and new language effortlessly.

They can also be used to teach a variety of language items such as sentence patterns, vocabulary, pronunciation rhythm, adjectives, and adverbs. As stated by Lo and Fai Li (1998:8), learning English through songs also provides a

non-threatening atmosphere for students, who usually are tense when speaking English in a formal classroom setting.

Songs also give new insights and new perspectives in the target culture. Thanks to songs, cultural traditions and tips are transmitted. learners learn about the Western culture through Cowboy songs, country music and folk.

Learning a Foreign Language

Language/communication does not occur in a vacuum. Culture provides the context within which communication occurs. Language and culture CANNOT be separated.

According to Emmitt & Pollock (1997), language is rooted in culture and culture is reflected and passed on by language from one generation to the next.

From this, one can see that learning a new language involves the learning of a new culture (Allwright & Bailey 1991). Consequently, teachers of a language are also teachers of culture (Byram 1989).

Culture / Definition

“Culture is all the accepted and patterned ways of behavior of a given people; it is that facet of human life learned by people as a result of belonging to some particular group; it is that part of learned behavior shared with others. Not only does this concept include a group’s way of thinking, feeling, and acting, but also the internalized patterns for doing certain things in certain ways...

- “[...] culture learning, whether it occurs in a foreign language or second language context, inside or outside the classroom, with or without teachers, through books or through people, is best seen as a lived experience, as a personal encounter with another way of life.” Moran Patrick (2001:3)

- culture is ‘something learned, transmitted, passed down from one generation to the next, through human actions, often in the form of face-to-face interaction, and, of course, through linguistic communication’
- Culture helps to define YOU! Culture is not inherited; it is something that is taught to you, either formally or informally.
- ‘Language does not exist apart from culture, that is from the socially inherited assemblage of practices and beliefs that determines the texture of our lives’ (Sapir, 1970: 207).

Forms of Culture

Culture can take many diverse instruments like realia, films and songs that directly reflect the target culture in its multi diverse aspects including religion, values, habits, folklore and ways of thinking.

Consequently, bringing some music to the class is to get learners see over a new window to another culture they may not know or have never seen and get them compare with their own culture.

Culture / Challenges

Q: Why is it challenging for us to teach “culture”?

- Our own lack of cultural knowledge; we fear that we don’t know enough. Culture is multifaceted and changes over time.
- Lack of agreement about what “culture” means as it involves several fields of study; our own definition(s) of “culture” are not always clear. We are not always sure of when to teach it! We are not always sure of how to teach it!
- Culture is born of the interaction between what constitutes the formal culture of a society as a whole and

the informal aspects of the individual's daily lives within that society.

Two major sides of culture are reflected in the language,

- **In the behaviors,**
- **and in the values of the people.**
- **Culture with a big C**

Culture with a big C denotes formal culture / social political, and economic institutions, music, literature, and the arts.

- **culture with a little c**
- Culture with a small c indicates informal culture
- / products of individuals' everyday lives (e.g., clothing, foods, etc.) plus personal beliefs, behaviors, and values.

What is music?

Music is generally defined as some sort of pattern of organized sounds, deliberately created in order to produce certain effects (Martin 1995)

Music is not just sound but more importantly a social product as many people are involved with its creation distribution, and consumption.

Music thus connects with important sociological concepts and processes, and many social worlds. Music plays several functions throughout socialization, including:

- Bridging generational values
- Integrating families by solidifying bonds
- The making of new family roles

Music is a powerful tool for role-making and an important component of youth culture. Music also serves a leisure space and as a tool for religious, moral, and historical socialization. Music is said

- To be history, it's an indication of the time and environment in which it was created.
- To be a foreign language, it has its own language and uses symbols to represent ideas
- To be the universal language that everyone understands
- To be a tie that binds all cultures and languages
- To be one of the best ways to make learning English fun, interesting and enjoyable
- Music is a great language package that bundles culture, vocabulary, listening, grammar and a host of other language skills in just a few rhymes. Historians consider songs as reflections of the society and culture in which they were produced. Many historians have used song lyrics to help understand the culture and consciousness of the people who sang and listened to them. Especially when considering people who left few written accounts of their lives, song lyrics can give important clues about what people thought and felt, their daily struggles, and their dreams about the future.

What is intercultural awareness?

Intercultural awareness is the development of awareness and understanding of one's own and others' cultures.

Intercultural awareness occurs when people no longer assume that their culture's way of looking at things is the best way or the only way, and when people therefore begin to evaluate other perspectives (Yassine, 2006).

Developing Intercultural Awareness

- According to Tomalin and Stempleski's (1996:11) culture is taught for two reasons:
- "to increase cultural awareness,
- and to promote cross-cultural interaction".

The teaching of culture can raise awareness, appreciation and acceptance of other cultures. Culture learning is the process of acquiring the culture-specific as well as culture-general knowledge, skills, and attitudes required for effective communication and interaction with individuals from other cultures. It is a dynamic, developmental, and ongoing process that engages the learner cognitively, behaviorally, and affectively” (Paige et al., 1999).

- So, if students lack the knowledge of cultural elements of the target language, the use of songs and music in the EFL classrooms can create an excellent learning environment.

- Brewer (2004) believes that songs and background music provide a positive atmosphere which improves students’ sense of community and cooperation.

- Jensen (2009, p.152) considers music as a bridge not as a way to emphasize differences in taste. Have fun with it, music is a great team builder”.

Songs as Pedagogical Tools

Murphey (1992), Jalongo and Bromley (1984), Martin (1983), Mitchell (1983), having collected and analyzed a corpus of popular English songs, concluded that songs were useful and significant tool for improving the quality of teaching foreign languages, they identified using songs in only five aspects

(listening, grammar, pronunciation vocabulary, fun and motivation).

Foreign language learners are intrinsically motivated to learn languages through songs because of the accent, the authenticity of material, the pronunciation and the cultural aspects they bear, the variety of the new vocabulary besides pleasure and fun.

Shen (2009), Schoepp (2001), Griffee (2010), Eken (1996, cited in Shoepf 2001),

Cheung (2001) support this idea and claim that the use of songs in language acquisition helps to learn vocabulary and grammar, improve spelling and listening skills. As reported by them, songs can be used as a tool for teaching English and contain great benefits in three aspects: affective, cognitive and linguistic.

In addition, teachers can teach anything or pass any message through songs. They can adapt songs to any teaching bit, varying in purpose, a grammar point, a pronunciation part, enriching vocabulary or reviewing a structure. Songs are easy to learn, a good practice for the ear, a reservoir of plenty of cultural things.

The songs of Bob Dylan 'Blowing in the wind, (1962) Joan Baez, "we shall overcome" have been used as vehicles of protest for civil rights, workers' rights, even prisoners' rights in "Birmingham Jail" and John Lennon's "Imagine" (1971). They all express widely-shared values or experiences and emotions that help define a group's identity and solidarity.

Songs may expound on pollution, crime, war and almost every social theme or cause as in 'We are the world "Michael Jackson". Songs unify groups of people if they share the same purpose and help them sit together to defend their rights.

Conclusion

Exploitation of songs for grammatical structures can be illustrated through several examples. For present tense 'Let It Be' by the Beatles, for past tense 'Yesterday' by the Beatles, and for present progressive 'Sailing' by Rod Stewart. As a consequence, the use of songs in language

classrooms provides many advantages and benefits both for teachers as well as for students. They entertain and relax the learners while they are learning or practicing a structure, or reinforcing a vocabulary point through context and they often make the students forget about the routine like atmosphere.

We recommend Teachers to reflect upon what **Kramersch** said: You need not think of the idea of “teaching culture”; instead, you need to think of it as “teaching for cultural awareness,” “teaching for cultural understanding” thus helping students to build bridges between C1 and C2 and maybe find a “third space” (C3) in between. Do not simply provide students with cultural facts or products- Students really need to EXPERIENCE aspects of the target culture for themselves by including more learner-centered activities.

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14.The Role of Teachers in Providing Learners with Cultural Interactive Topics to enhance their cultural skills

Abstract

This article sheds light on culture; interculturality and interculturalism as key elements and catalysers for classroom enhancing environment where learners are incited to forget about their constraints and be ready to adopt a more global understanding of how intercultural interaction better works under the guidance of well designed course and syllabus that features a more internationally oriented approach towards embracing all the types of cultures under a linguistic continuum, well illustrated through oral expression, general culture , written expression and literature credits , within a locally designed tertiary educative curriculum.

In all this, the role of the teacher is eminent in setting free the learners to evoke their cultural stock through a funny learning classroom situation and positive fruitful atmosphere hence bridging the gap of the frontiers and stepping further to cross the borders to a more universalism where the learners' self-identities and ethnocentrism are unleashed to a more widened horizon of accepting the others and prepare themselves also to react positively to differences without seeing this as a threat or as a shock, but as a source of diverse multidimensional lot of mutual interest and recognition of cultural plurality .

The findings of the study have revealed positive the way learners reacted in the classroom; hence, breaking off the psychological inhibitions that once blocked their discussion and participation.

Key words: interculturaliy, interculturalism, intercultural interaction, universalism, ethnocentrism, cultural plurality

Introduction

The world is fast changing and the whole fabric of the society is irrevocably affected by this constant change. People around the world suffer migration and turmoil obliging them to set for a free space where cultures meet and people gather for a peaceful life. And with this congregation, a fact is notified- there is no single space but rather a multitude of perspectives are open before us and that we have to opt for and adapt ourselves to the various cultures overwhelming us. We have to prepare ourselves to assimilate within the new changes and accept the others to co-exist. The whole philosophy lying behind is that we need to live by the idea of sharing the others their cultures without any bias or prejudice.

The cultivation of this new seed must easily spring up in our garden of harmonious life. And soon interculturality should show its shoots to be watered by all-we have nowhere to escape but accept the fact of living, sharing interacting with the others especially in schools where every learner comes from open borders that embrace a range of multiple ethnic diversities represented in notions habits, mentalities, styles and languages. Teachers have to set the first pace and break the ice to homogeneity of interculturalism where no body feels alien. Teachers have to create an atmosphere of interculturality, open up a new space for everybody to express himself without constraints

and sow the seeds of cultural awareness among the new recipients.

In this article, the author will present the rationale related to culture, interculturality and interculturalism pinpointing the different pedagogical perspectives of how to apply interculturality in the classroom and under what context.

The concept of Culture

Culture is the set of features- social, economic and intellectual aspects which help identify a community, a group of people, a given society, known or recognized by their historical traits, physical setting, geographical location, habits, taboos, reactions, feelings and a given material world and social position or by beautiful deeds heroic endeavours or aesthetic achievements as architecture, paintings, sculpture,

Hence, the word culture may represent the work achieved by such a community in terms of concrete traces, physical prints, economic product, morals of good conduct and any future plan to follow. In this respect, culture may suggest a means of communication as language or any other code of intercommunication, a way of life ,a whole system of representation to people, including types of food, recipes, clothes, garments instruments used and implementation techniques ,kinship and courtesies, recreational games and amusement kits.

Where does culture Lie in the teaching learning continuum?

Talking about the teaching and learning process within the intercultural dimension, it is evident to evoke the type of learners and the kind of teachers who will be assigned to apply the culture where everybody is ready to opt for- a universal culture where no special individuality is to be noted. Culture as a cross border phenomenon that has no place to dwell but resides in the recipients' goodminds and who believe in the non possession of it, this belongs to the whole people .So when we talk about a given culture, we talk about the people who use it, and every citizen has the right to keep to his own culture and respect the other cultures.

"(...) if individuals are convinced of the soundness of their perceptions and values, even if we are convinced of the contrary, we have no right to impose ours upon them (principle at the basis of the Declaration of the Rights of Man." Camillieri (1993:36)

Hence, the more varied the cultures and their users, the more this culture is used and remembered all along the teaching learning continuum. A culture should be integrated within a learning continuum as long as it represents a mass of people. So, in dealing with this culture, proper material is to be thought off, and great consideration will be given.

Culture and the curriculum

As culture is part of a nation's wealth and patrimony governments have to consider the applicability and the inclusion of all cultures whatever their degrees of notoriety. So, the educational system has to bear in its approaches and philosophies how to include and implement the cultures in its directives. And all the ethnicities have to be educated in the same parameters as the rest .So the curriculum has to bear the ethnic groups, their aspirations and has to cater for

all the classes without discrimination nations' wealth pride is in its culture, and the more diversified the cultures are, the richer the nation is. Yet, how to translate this educational process into a reality?

Cultural teaching Materials within the syllabus and the textbook

The process of teaching learning necessitates teaching material and visual aids that facilitate imparting knowledge. Textbooks need to include different cultural illustrations and pictures so as to give a chance to every different cultural bearer to react, to respond and share the whole class debates and discussions. The problem is how to include this? Shall we include it in everyday lesson so as to reach the majority or shall we relegate it according to levels; as for example we use a lot of visuals at the beginning and bit by bit we try to universalise the notion of interculturality . I believe that cultural divergences need to be detached from recipients' minds the more we globalise the notions, the less frequents the learners use is to be noticed. So little by little, the idea of interculturality gets its way through and learners will no more feel strangers to one another. Finally we may get books and ELT materials without totally being immersed in the problems of acculturation.

Cultural Methodology

Culture in its essence should be developed through certain sets of methodologies including –cultural awareness, how to invite learners to express themselves in their proper culture, how to get the others listen to the new culture, how to set the mood for such an arrangement, what activities best reinforce the use of the new culture? What type of language best correlate between the members of the new community, will it be a kind of lingua Franca? Who

will cede to the other, who will accept the shift, the minority or the majority? How does the teacher bring the two parts to common consent?

What is the role of the teacher in setting ground for culture? Will the teacher introduce cultural awareness through visual aids, through textbooks treating various cultural aspects and let students talk and discuss, will the students be treated individually or sit in mixed abilities groups with diverse cultures and share opinions.

How should teachers proceed with their lesson planning? Will they include cultural diversities all together or vary it through lessons to create familiarity and adapt learners to accept the other? In such methodology, teachers should think what to include in their lessons, how should they sequence them? what type of activities and tasks should they include, the time allocation, the students' interactions, the types of teaching materials and support they should include, the learners' expected outcome , the objectives that will be reached and the target language that will be used?

Teachers need to think about certain methodologies to include culture in their teaching design. Learners needs need to be respected and to cater for all the tastes, teachers should discuss in advance the learners' interests and pre-occupations as to what include in the contents and what to exclude without forgetting to satisfy the multitudes of needs.

So for each methodology design, teachers need to devise the materials, think of class size, and the linguistic tool that everybody understands and have the knack to diverge to other cultures. In the process of preparation, teachers need to think of lesson gradation and how to instigate learners to

shift bit by bit to opt for the cultural plurality without divorcing all at a sudden from their identities and originalities.

In short, there is a long span to bridge and the teachers know how to fill in the gaps and overcoming constraints of ethnic diversities. The whole question of what methodology to use differs from teacher to teacher depending on the students' mentalities, mental competences, ethnic origin, their aptitudes to marry the new culture at the expense of the old or how to combine the two in a melting pot of activities.

Interculturality and Interculturalism

Interculturality

Interculturality is the sum of the various processes through which the different cultures meet and are constructed including the reciprocity created between cultures; a mutual exchange and fusing between people of different cultures with the intention of setting one communal entity based on irrevocable mutual respect, cooperation, and equality . In terms of education, interculturality has always been a common point sought in breaking off frontiers between education seekers. Interculturality is then the interaction of people from different cultures due to acculturation, migration, or children of political asylum seekers pertaining to other cultural backgrounds other than the host country, with the intention to understand the other culture and fit within the context of its holders.

Interculturalism

Interculturalism is the process through which cultures interact, meet and fuse and where the intercultural recipients recognize exchange and communicate with one another without any prejudice or backward views. This reciprocity is seen through the word "pré" which means between, that is, sharing, dividing, interacting, filling the gap, complementing the missing void. In this respect, a kind of recognition emerges; the recognition of the other, his culture, his thinking, his viewpoints, his whole system including his being and his identity. And, in doing so, our being then is so respected, so venerated and so closely assimilated.

Interculturality and language teaching

Culture as a phenomenon cannot exist alone; it needs some dissemination vehicle and the best tool for is language. So culture and language are two dissociated organs. Hence culture is truly mirrored through language which can amplify its contents or minimize its distribution. Similarly, language is also mirrored in culture and it acts as its mouthpiece. When two people meet and start discussing about two different cultures, they use the linguistic system – words, paralinguistic features to exchange information. And as communication does not only require words the interlocutors start evoking their habits, modes of living and all other cultural aspects including the other ways about how their languages function.

Then the more we enter into communion with our partners, the more we discover the value of social interaction, the value of learning as social and interpersonal. And thanks to this social interaction that we come to develop our latent self into another way of engagement with

others with the intent to understand the others' attitudes and ideas.

And as we try to develop our perception about the others we collaborate, we interact and share to construct meanings about the other culture and its functioning, to get closer to the others and participate in diversity through interculturality.

Consequently; what we come to discover is an awareness and respect for the others' cultures and accepting their differences because we have interacted using a common language, we have engaged knowing their cultures and we have right from the beginning wished to listen to them and share their values and knowledge.

This attitude is known as intercultural competence-a whole system of internal processes developed by the human's mind in relation to interculturality and its development within human 's perspectives. Byram's (1997) proposes a model of intercultural competence consisting of five distinct but interdependent components:

□ **Knowledge:** About social groups and cultures in one's own country and in the interlocutor's country. About processes of interaction at societal and individual levels.

Attitudes: Curiosity and openness. Readiness to suspend disbelief and judgement with respect to other's behaviours. Willingness to suspend belief in one's own behaviours and to analyse them from the point of view of the other.

Skills of discovery and interaction: Ability to acquire new knowledge of a culture. Ability to use knowledge attitudes and skills under the constraints of communication.

Skills of interpreting and relating: Ability to interpret a document or event from another culture. Ability to explain

it and relate it to documents and events from one's own culture.

Critical cultural awareness:

Ability to evaluate perspectives, practices and products in one's own and other cultures. The role of teachers in enhancing interculturality through its different aspects

Teachers engaged in their classroom teaching different students of various cultural backgrounds have to bear in mind that the way they talk and the language they use is very important in closely getting learners for common fixed perspectives. So he takes the intercultural position and orients his intention towards understanding how the other interact and express themselves rather giving importance to the linguistic system as accuracy of sentences production and correct grammatical structures. What is important then is to give a chance to people to see their cultures in function and to interpret the others' culture appropriately; it is more fruitful if learners are given chances to discover the constraints of their own culture through the others' reflections, to learn and see linguistic differences.

The teachers' role is eminent in managing the various discussions, in giving the floor to every learner to answer the questions and give his opinion about the different topics and issues. On their part, learners also have to understand how to interact and interfere to answer according to their own knowledge. Dialogue and direct interaction is very important-students do not need to feel embarrassed or put to shame; they should feel willingly the need to converse with their partners in order to develop their language, convey messages appropriately and negotiate their points of view.

A good intercultural teacher needs to grow self aware about the different notions culture should bear. He should possess any idea about intercultural learning and what this term embraces of knowledge, facts as well as psychological factors such as emotions, values, attitudes and behaviour in order to make the others understand that he knows everybody and that he will try to understand the different interactional reactions emanating from every partner of the teaching learning process.

Teachers need also to use the target language in class so that everybody uses it in developing his own language potential without forgetting the various cultures every holds in himself. Since every learner comes to the class with one target language in mind, he has to question and answer how this language functions, and what culture it mirrors and hence he should understand before hand the new culture and its values, habits, so as to prepare himself to respect the others' culture and his own culture, to see the linguistic differences, internalise the new perceptions and deepens his comprehension about how the new language functions.

So our sense of being a positive member of a group or a class setting derives from our understanding that we cannot socially live alone and we have to adhere to a community with its wholeness of values, habits and preconceptions and we have to make it go by recognizing our places and social positions of diverse culture bearers and that diversity in a cultural world is a must that we cannot flee and to which we need to respect the individuals and their culture.

Flye Sainte Marie (1994: 104) claimed that “ to prepare children for daily experience of diversity, that is to say to accept it as something natural and evident, but at the same time how to spot it and name it; to prepare them also to react

positively to difference, that is, not to experience it as a threat, as a shock, but as a source of interest; in short to make them receptive to exchange of views, to comparison of frames of reference and habits."

Leurin (1995:10) added that " to develop the ability to show critical thought, denying anyone the right to claim possession of a universal truth; to develop the ability to argue a case (listening to the interlocutor and presenting rational arguments to defend one's own position); to develop knowledge and ability to use works of reference; to develop skills in all kinds of problem-solving and, in particular, social problems; to develop the ability to cooperate in group enterprises."

The role of teachers is to help learners take a position towards foreign cultures and languages and get a receptive mind in what concerns hostilities emanating from other alien cultures and set matters up all along their course of life and adapt any foreign element to their own benefit .Teachers need « to promote understanding of social and educational problems in connection with cultural diversity." Abdallah Pretceille(1992, p.37.)

The role of students in an interculturally dominated age:

Interculturally briefed students will know that there are many other cultures which are quite different from theirs in their values and conceptions and that they have to interact with too much respect to ensure reciprocity. Students also will internally realize that they need to be detached from any personal bias if they have to be heard, considered weighed and respected.

So, communication rests upon language, students need to be more aware of how to communicate to transmit the best of their cultures.

Interculturality and the classroom:

Literature and culture:

It is in the literature credit that students better enjoy the interactions with the text they are assigned to read because there, the students can rove with their imagination and find close ground to their prior knowledge. Culture is sought all through the analysis of the story or the novels for the same picturesque events may occur and students may find links in their analysis. The teacher listening to myriads of answers may evoke the classical culture as well as the modern. Students interacting with one another may discover similarities and differences and feel relaxed to accumulate more facts than imaginable.

It is then very important to read the same story in another language and discuss it with other students with dissimilar culture. This is I suppose a good way to establish certain equity norms and set up matters of conflict and divergent thinking.

The role of the teacher then is to bridge any gap and bring minds to much closeness all around one common target language development, one culture and one principled interculturalism .

Oral/ written expression credits and interculturality

Intercultural Communicative competence entails an understanding of the differences in interactional norms between different speech communities and an ability to “reconcile or mediate between different modes present” (Byram and Fleming 1998:12). It is at this credit that teachers can tackle interculturality through the various

featured topics and issues. Students are given the chance to express themselves evoking their cultural prior knowledge and help share their colleagues' views. The teacher as facilitator directs the discussions and makes the other students accept the different views coming from different cultures.

In this way, the teacher as well as the students know how to respect the others and cultivate an atmosphere of harmony through interculturality and what (Byram and Fleming 1998:12) called communicative competence which entails an understanding of the differences in interactional norms between different speech communities and an ability to "reconcile or mediate between different modes present" (Byram and Fleming 1998:12). In written as well as in oral expression credits, students may explain proverbs and associate them to different cultures.

Students of different ethnic diversities may evoke the connotations used in each saying and proverb and let the classmates profit from.

This could initiate a good understanding in various cultures and bring about challenges and richness of thoughts especially if the activities are assigned as a group work where target language is used in addition to other dialects and cultures.

General culture session and interculturality:

Students can present some research work or exposés related to a particular aspect of study. Students speaking the same target language present their work with the support of their own cultural background and knowledge. They get ready to answer their friends in the same framework with some additions reflecting their original culture. Intercultural students, thanks to the prior training for

interculturality, listen and bring support to the presenter with the intention to learn better and gain profit from the new culture.

Towards globalization of culture and interculturality

The globalization of culture is a philosophy in itself starting with the Individual's inner sensation and reactions towards himself on how to enter the new cultural world with its fear, its unexpectations to the fear of being neglected, not heard, and not estimated. Then with time and with experiences and training and starting with the idea of not losing self-identities, and with the help of qualified teachers, learners start to interact and disseminate intercultural premises that will give seeds to the whole environment then it crosses borders and soon the whole world will look like a small village where all the cultures will be fused into one cultural lingua Franca, a mixture of cultures and languages fused into one common thing-universalism of notions, of understanding and mutual respect. ...

“ If no-one feels threatened with losing their identity or having to fit in with the one being foisted on them, it will doubtless be possible to work our way through all the surprising complexities inherent in encounters, procedures and life education which do not ignore differences and which start to build interculturality." De Smet(1991.)

So globalization of cultures will add another fresh breath for culture stakeholders to take verve and enthusiasm in entering the future with a strong love for humanity. Imagine a world living with one culture, how dull this world will be with no interactions, with no richness of inspiration, no flavour smelt in the prepared recipes, no varieties of habits, customs and universal conceptions?

I believe tolerance, flexibility, cooperation, understanding of one another is a key factor in globalization of culture and interculturality and to cultivate these essential elements is a culture in itself that should start at a very early age with children as stated by the UN Convention of the Rights of the Child: 1992: 224)which stipulates

1. Understanding and respect for each child's cultural group identities;

2. Respect for and tolerance of cultural differences, including differences of gender, language, race, ethnicity, religion, region, and disabilities;

3. Understanding of and respect for universal human rights and fundamental freedoms;

4. Preparation of children for responsible life in free society;

5. Knowledge of cross-cultural communication strategies, perspective taking, and conflict management skills to ensure understanding, peace, tolerance, and friendship among all peoples and groups.

Conclusion

To conclude this article, we can say that learning has ,due to a local shift, become more international where local academics, imbued with the desire to change, accept to fuse their own cultural lot with those adopted without ,of course,totally rejecting their own. Teachers also have to drop their egocentric states for a more favoured multidimensional openness to the external world, to international cooperation built on common interest- a cooperation that puts an end to the widening gap. Thus, as

UNESCO, World Declaration on Higher Education stipulates, sharing knowledge, international co-operation and new technologies can offer new opportunities to reduce this gap.

Institutions have to develop their own strategies to better internationalise their research, teachers' training, syllabi design and content programs. But how could this be possible in diverse and multicultural societies? How could one bring to the senses of the millions of dormant societies to wake up one day on the internationalisation of culture through interculturality and with individual learning differences abolished?

Will educational harmony be ever reached and learning world programmes be fused into one?

In fact, when thinking about internationalization and the shift from local to universal, one does not drift apart and travels incognito but he needs to take his cultural background with him as it was conceived locally then accepted as an international shift-hence creating a kind of local fusion within international template. This is a whole philosophy to cultivate.

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15. Fostering Self directed Learning within EFL Master Training

Constraints- the case of Msila University

Abstract

The present study aims at shedding some light on the notion of self directed learning as enhanced by adult EFL Master tertiary learners. The research consists in showing to learners how independent learning coupled with self-taking initiatives at British Literature module can help them foster their proper perspectives. Learners in the face of many constraints showed a great talent in preparing their own power points related to the different literary currents and movements as well as in devising lessons on academic writing and research methodology. The study embraced 48 Civ and Lit stream students who, though constraints, got their own assignments, did some research and collected their own information, prepared their own portfolios . Learners of low self-direction were at an initial stage backed up by

the teacher who helped them with what to do. Observations have shown that the more self-directed learning grows, the better the learning control is structured by the learners themselves who immersed in the activities as responsible teachers doing their work. The experience of getting some Master Students teach first year students while being self trained has added to their lot and has enabled them overcome most of the pedagogical planning constraints and has duplicated their chances for self-directness to apply and evaluate their own outcome.

Key words : self directed learning, independent learning, responsible, learning control, constraints

1. Introduction

The teaching and learning in Higher Education is demanded to develop student competency which is indicated by their behavior, attitudes, and knowledge. Even at a tertiary level, students are still dependent on their teachers. I believe this is a negative habit some teachers are trying to inculcate in their students' minds. Tertiary students are required to show their own initiatives in depending on their own personal research. Of course, their detachment from their teachers' help gradually goes with their levels and the degree of their proper maturity in getting more responsible. The present study shows the importance of andragogy as a basic component in learners' own learning about their self-directness. Master students in their daily attempts to do their assignments and prepare their own power points mini lessons have shown a kind of detachment from their teachers though the constraints they faced. The study focussed on some ways related to how these types of learners managed to overcome their difficulties.

The learning autonomy of higher education student is the root for the learning process of an adult learner (andragogy). Stephenson (1998) said « there are statement that students have some responsibility for managing their own learning and are traditionally responsible for the work they put into completion of assignments and revision for exams .

2. Background : rationale

1. What is Adult Learning ? Andragogy

Malcolm Shepherd Knowles (1913 – 1997) was an American educator well known for the use of the term Andragogy as synonymous to the adult education. According to Malcolm Shepherd Knowles (1913 – 1997) andragogy is the art and science of adult learning, thus andragogy refers to any form of adult learning. (Kearsley, 2010). Andragogy in Greek means the man-leading in comparison to pedagogy, which in Greek means child-leading

In 1980, Knowles made 4 assumptions about the characteristics of adult learners (andragogy) that are different from the assumptions about child learners (pedagogy). In 1984, **Knowles** added the 5th assumption.

1. Self-concept-As a person matures his/her self concept moves from one of being a dependent personality toward one of being a self-directed human being

2. Adult Learner Experience-As a person matures he/she accumulates a growing reservoir of experience that becomes an increasing resource for learning.

3. Readiness to Learn-As a person matures his/her readiness to learn becomes oriented increasingly to the developmental tasks of his/her social roles.

4. Orientation to Learning-As a person matures his/her time perspective changes from one of postponed application of knowledge to immediacy of application, and accordingly his/her orientation toward learning shifts from one of subject- centeredness to one of problem centeredness.

5. Motivation to Learn-As a person matures the motivation to learn is internal (**Knowles** 1984:12).It takes the form of intrinsic motivation.

2. Principles of Andragogy

In 1984, Knowles suggested four principles that are applied to adult learning:

- Adults need to be involved in the planning and evaluation of their instruction.
- Experience (including mistakes) provides the basis for the learning activities.
- Adults are most interested in learning subjects that have immediate relevance and impact to their job or personal life.
- Adult learning is problem-centered rather than content-oriented. (Kearsley, 2010)

As adults mature in the andragogical learning process, self-directed learning will occur. According to Merriam and Caffarella in "Learning in Adulthood," adults eventually take "the primary initiative for planning, carrying out, and evaluating their own learning experiences." This self-directed learning occurs both inside and outside institutional learning facilities. When adult learners need to learn, they will seek out the information, learn it, apply it and evaluate the outcome.

3. What is Self-Directed Learning?

According to Malcolm Knowles definition of Self Directed Learning:

“In its broadest meaning, 'self-directed learning' describes a process by which individuals take the initiative with or without the assistance of others, in diagnosing their learning needs, formulating learning goals, identify human and material resources for learning, choosing and implement appropriate learning strategies, and evaluating learning outcomes.” (Knowles, 1975, p. 18)

Self –directed learning is in its basic foundation springs from the learner’s initiatives where he is totally in interest with something he wants to learn by himself. He plans to learn it and goes on with the same process until its concluding part. In this case, he will not strive alone in seclusion but he has to resort to his teacher for direction and guidance in case of need.

4. The Aim and Context of the Study

The study aims at showing to Master students that self directed learning is a step that first is initiated by the teacher then it turns to be an internal intrinsic initiative often taken up by students themselves under the supervision of the teacher. Hence, the purpose of this study is to encourage learners to depend on their own perspectives in preparation of their mini lessons in academic writing and British literature power points lesson demonstrations. The learner has to take the initiative to pursue a learning experience that he has himself experienced and assume the responsibility for completing his learning process independently.

5. Discussion

1. Tertiary Learners and the classroom constraints reality

Students at a university level are often curious and imitative to their teachers. They like what their teachers do and indirectly they try to imitate. They are also very selective to the amount of knowledge they want to learn. Hence, they appreciate the teachers who indirectly push them to work. They have a strong sense for self initiatives yet they like working under strain. This is a reality; they work better if their own initiatives are geared towards extra grades or rewards.

The reality is that Algerian students are willing to work independently if they are helped by their teachers, at least at the very beginning. From my experience teaching postgraduate students I have the impression that our students are sometimes scared for adventures and in this respect they like someone who show them how to.

As adult learners, students at a tertiary level tend to be self-directed and though they have not a rich reservoir of experience that can serve as a resource for learning, they are often tempted by the idea to be curious to know and they like it when their teachers assign them something to do. Though the factual constraints due to lack of resources, internet availability, lack of documents etc, students are generally intrinsically motivated to learn if teachers provide them with freedom of selection to topics they are themselves interested in.

3. Stages on How to Foster self directed Learning within EFL Master

The whole process to reaching a high students' self directed learning has to pass by four stages. Let's call the first as "**Coaching**" where the teacher has to decide in advance how he will organize the course clearly, with clear deadlines, how to keep students busy learning specific skills and parts of the syllabus contents. Set standards beyond what students think they can do, then do whatever is necessary to get them to succeed. Create and reward success by involving them in the design and content of the learning program either in British literature or in academic writing.

Then the teacher sets the pace through "**Motivating**" by giving clear explanations of why they should be motivated and interested in the skills. The teacher showed concrete results to how students should proceed by encouraging them to continue to learn on their own. He praised, but with an eye to phasing out praise (extrinsic motivation) and phasing in encouragement (which builds intrinsic motivation) (Dinkmeyer & Losoncy, 1980). He tried to build confidence in them while building their projected skills.

The teacher then approaches his students to be a social member and a "**Facilitating**" and a participant in the learning experience. Now the teacher acted as a friend sharing experiences with his learners. As learners become more competent in setting their own learning goals, learners start to feel their own satisfaction to be freer than ever in taking decision.

The Fourth step is **the students' detachment from their teacher**. The teacher's role is not to teach subject matter but to cultivate the student's ability to learn. The ultimate subject of this phase is the learner's own personal empowerment as a mature creator and evaluator of knowledge, or as a high-level practitioner of a skill. Learners at this stage are both able and willing to take responsibility for their learning, direction, and productivity.

The relationship between teacher and student is collegial and distinctly not intense; relationship is high between students and world, students and task, and perhaps among students. The teacher actively monitors progress to ensure success, but steps in only to assist students in acquiring the skills to be self-directing and self-monitoring.

The teacher weans the student of being taught. Many graduate teachers of a more familiar kind supervise the learner in a project or thesis, stay far enough away for the student to progress alone, but remain available for consultations.

They monitor to assure that students make progress, rise to the occasion, and use what they know. They are always ready to step in to offer a change in direction, to suggest a skill, to help evaluate, to serve as a sounding board, to empower.

4. The Role of the Teacher in Promoting Learners' Autonomy

Holec (1981) introduces the idea of autonomy and separates directed-teaching from self-directed learning presenting a theoretical and practical description of the application of the concept of autonomy in language learning by adults. In order to do this he introduces specific

techniques that learners would need to acquire in order to develop autonomy.

In order to help learners assume more responsibility to control their learning and to make all the necessary decisions, it was suggested that learners needed learner training to analyse their needs, identify their learning styles make use of appropriate learning strategies, establish goals monitor their progress, and self-evaluate (Ellis & Sinclair 1989; Holec, 1981).

Little (1995) suggests that if the ultimate and only purpose of learning a language is using that language practitioners should bear in mind that the social dimension of learning and using a language calls for a more collective as opposed to individual, effort for learners to develop autonomy for learning. Little's contribution helped the profession to see autonomy from a different perspective where indeed, the textbooks, the curriculum and the teacher still played a role in shaping and balancing autonomy while also providing the social opportunity for maximal self-development within human interdependence (Little, 1995).

However, it was suggested that in situations where learner autonomy and self-access learning are totally new concepts, it may be difficult to encourage learners to move away from the traditional approaches with which they are familiar, and that is a reason why "Learners need to be exposed not only to self-access learning but also to information about how it is different and why" (Gardner & Miller, 1999, p. 12).

In consequence, there has been an increasing interest in focusing on the role of the teachers and their own development through teacher education (Sinclair, McGrath & Lamb, 2000) and it has become important that teacher training mirrors learner training.

6. Results

1. The impact of self directed learning on Trainee teachers

Master Trainee teachers who had a chance to teach while studying benefitted a lot from their own self directed learning especially in the preparation of their own lessons at home alone and without help of the teacher. They have worked alone and bit by bit they have organized themselves to grow towards autonomous teachers. However, resorting to teachers is always felt as their roles remain primordial and necessary.

Holec (1981, p. 23) suggests that the role of the teacher, if self-directed learning is to be implemented, changes from 'producing' learning to 'facilitating' it. The teacher's task, then, is to help the learner to develop the ability to define all aspects of his/her learning. This would include establishing his/her objectives to meet his/her personal needs, defining contents, finding the appropriate materials choosing learning strategies and learning activities that might be useful, establishing goals, monitoring progress making realistic plans, self-evaluating and self-motivating.

Little (1995, p. 179) argues that learner autonomy and teacher autonomy are interdependent and that learner autonomy becomes a matter for teacher education in two ways. Firstly, we must provide trainee teachers with the skills to promote autonomy in the learners. Secondly, we must give them first-hand experience of learner autonomy

in their own training to make teachers more likely to succeed in promoting learner autonomy since their own education will have encouraged them to be autonomous. Little asserts that what is valid for learner training is also valid for teacher training in self-directed language learning:

2. Learners autonomy and their self preparation

One of the benefits of being an autonomous learner is the independence one has over choosing when and how to learn a certain language, to prepare a certain lesson and to envisage one's own project far from any repression or dictation. The student chooses his/her own pace, and decides when to start learning and doing. The autonomous learner is not obligated to follow any timeline or material. One must explicitly accept the responsibility for his/her learning, and take initiative in planning and executing learning activities. Since there is no one to assist in the learning process, one must be aware that time must be invested and also understand the purpose of the learning process.

3. The advantages of self directness vs dependency on teachers

When learning a second language and trying to prepare something pertinent around as preparing British literature lessons or demonstrating a historical and cultural fact, a person has a relatively limited knowledge of it, meaning they know very little or nothing of the language they are trying to learn. As a result, learners must put in time, dedication, and effort and devote their energy to succeed or at least to present something acceptable reflecting their personal attempts. This is especially true if one decides to be an autonomous learner. However, the learner must bear in mind that to properly learn a language the focus cannot

only be given to what is interesting, but also to the other parts of the language.

Autonomous learners have the benefit of exposing themselves to different types of material and the amount of input they receive. They are free to decide what material to use and how to use that in their benefit.

Also, since there are no teachers, the students may expose themselves to different types of difficulties until they find one their comfortable with.

Nevertheless, this could be a problem if the student finds himself/herself having doubts because of the different types of information and because he has always been dependent on his teacher. It is never easy to know what is reliable and what isn't, and therefore, being too dependent is not the right policy. Tertiary dependent students should diminish from this bad habit and cultivate the notion of autonomy to which they should gradually grope to.

4. Learners' self directed learning outcome

1. According to interviews

Interviewing the students about self directed learning and their reactions towards this term, the researcher has collected a number of answers to which the following are but expressive excerpts.

Stud 1. The fact of being an independent student is the feeling of self reliability and self accomplishment. As I begin to immerse myself and understand the assignment in British Literature module, I begin to feel a sense of satisfaction and fulfillment, and therefore I have become more and more motivated to continue studying.

Stud 2. As I have noticed with my mates, some do not know how to monitor and evaluate themselves, so it may

seem as if they haven't accomplished much in self directness; they are not yet ready.

Stud 3. Another benefit is that a person that is being self taught has the ability to learn according to his/her needs. Since the desire to learn comes from a personal need, the learning process becomes more efficient and effective. Generally when we learn something because we want to and not because we are forced to, we generally have a tendency to better absorb the information.

2. According to surveys

A questionnaire was administered to Master students related to the way they understand self directed learning and the reality of being autonomous. Most of the learners answered they liked the way teachers encouraged them to become less dependent on them. They liked the idea of being autonomous not totally but at least under the teacher's guidance. They also reacted positively to the way they prepared their home assignments. They confessed they committed some mistakes but on the whole their works were satisfactory according to their teacher's witnesses.

3. Observations to Learners While learners strove independently from their teachers, some had made it alone and without the teachers' help ; whereas others found it a little bit hard to present some mini lessons in British literature as power points- The problem was rather technical yet , there were some lapses and hesitations noticed during the students' presentations to which the teacher trainer had to show his interference.

5. Learners own preparations (lessons, portfolios, lesson demonstrations, PPT)

Much was to be said about the learners' performances and preparations. Too much dependency on teachers had killed the creativity within some learners to the extent these learners became passive in nearly everything ; they asked about anything. On the contrary, some students had shown a great competency in preparing their lessons, in time management and in monitoring their audience, voice, tone and question answer debate.

5. Learners interaction with their teachers

Autonomous learners have a lot to deal with in the process of learning a new language, but it is not an impossible task to involve themselves in academic writing or in topics of British culture. All one needs is strategy insight, a positive attitude and capacity for reflection. A learner has to be disciplined and proactive, and really has to try to adapt to this new way of learning. There is no shame then for low directed learners to interact with their teachers and ask for help.

7. Recommendations

To be a successful student, you can start to develop skills in self directed-learning during your first year in the university. You will be spending a considerable time acquiring information and learning new skills because of the fast pace of change in society and technology, the continuous creation of new knowledge, and an ever-widening access to information. Much of this learning will take place at your own initiative. You as an individual will have primary responsibility for planning, implementing and even evaluating your learning effort. This is called self-directed learning: Hence, it is recommendable for tertiary

learners to adhere to the following rules of conduct if they want to succeed as autonomous learners.

(1) you are empowered to take increasingly more responsibility for various decisions associated with your learning;

(2) in every learning situation, you have within yourself some degree of self-directed learning.

(3) self-direction does not necessarily mean all learning will take place in isolation from other people (your classmates, peers, teachers, and so on);

(4) self-directed study can involve various activities and resources, such as self-guided reading, participation in study groups, internships, electronic dialogues, and reflective writing activities;

(e) your teachers are also important in developing self-directed learning, such as having dialogue with giving you feedback as well as receiving feedback from you, securing effective learning resources, evaluating your learning outcomes, and promoting critical thinking in the classroom

Conclusion

Autonomous learners will call upon universities to provide them with staff who will serve as sherpas, guiding and advising them along their individual learning paths. All of this suggests that online and on-ground learning will blend in new ways, and that “the course” will become decentered, not confined only to a particular time, place, duration or pace. It is also possible, of course, that many of these autonomous learners will have little need for a traditional campus at all.

Autonomous learners will soon represent a significant fraction of the overall student population. However, there will continue to be those (many, in fact) who will crave the

discipline and routine of the traditional classroom experience.

Many students will seek out a face-to-face, physical time- and space-bound campus experience, complete with the other trappings of campus life: dorm parties, seminar discussions, inspiring lecturers. Like a college football game, there is something about the traditional campus experience that will not be disappearing anytime soon.

Some interesting ideas for teacher education and teacher development are proposed by Lamb (2000), including: the need for reflective practice, the need to relinquish control in the classroom, the integration of peer-assessment, peer-appraisal and mentoring, and the consideration of teachers' personal theories and beliefs given that their beliefs might influence whether they promote autonomous learning or not

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16. Helping EFL learners Develop Critical Reading in a Literature Course through Technology Use

Abstract

This study depicts an experimental literature course to third year LMD through the use of technology. The study aims at setting a comparison between a technologically based and a non-based course. The focus was **Ambrose Bierce's** short story '**An Occurrence at Owl Creek Bridge**'. The descriptive qualitative method was adopted; the observation to learners and their process classroom work was used as a tool for data collection. The activities were devised to reinforce critical reading. The study unit consists in assigning learners some pre-classroom **web quest activities** to search on **the internet** and share the information with classmates. Once in the class, learners' knowledge about the short story was reinforced through a **language lab audio tape**- they listened and took some notes for further pre-reading activities. During the reading phase, learners did comprehension questions individually and in pairs. For the post reading, students prepared some **reading cards** about the story - title, themes, characters and setting. For the writing phase, students answered questions and presented them on **head projector** as a group work. The story was a fresh explorative field for learners to put their literary texts critical reading under test. In comparison to the old way study and analysis, learners evoked their personal satisfaction and the differences noticed when using technology either at the level of comprehension or at the level of cognitive development. The study displayed students' abilities in understanding what was beyond the lines thanks to technology use. The research study

according to students' feedback, was a new chance in developing their abilities in reading critically through a multitude of technological tools, use and implementation

Key Words: Critical reading; tools use and implementation; technological use; web Quest; process classroom work

1. Introduction

Reading is a very important skill, where everyone is required to read on a number of different occasions and take reading as a vehicle to enrich one's knowledge of language to read for pleasure, to collect some information or to enlarge one's culture about a specific knowledge area. Reading comprehension thus depends on the reader being able to relate information from the text to pre-existing background knowledge Grabe (2004:50) where the teacher and the learner have to set reading text limits.

Wallace, (1999: 109) said "If the teacher and students alike are not confined to the "hermetic bounds of the text, they will not take whatever they read as true" Readers comprehend texts better when the texts are culturally familiar to them and consequently they tend to interpret L2 texts according to the most similar schema they have (Grabe 2004:50; Kitao & Kitao (1989:10-11) – which would be L1 schema. Chamot (2005:112-130) in his turn emphasizes the significance of determining and studying students' learning strategies in L2 contexts since this provides insight into the meta-cognitive, cognitive, social and affective processes involved in language learning and reading comprehension and offers teachers the opportunity to improve the pedagogy of teaching in L2 contexts.

Background: Critical Reading Rationale

Critical reading is a technique for discovering information and ideas within a text.

A technique which enables learners to restate what the text says through its author's words, to describe what a text does with what it is intended to and to analyze what a text means for any reader. Critical readers thus recognize not only what a text says, but also how that text portrays the subject matter.

A critical reader might read the same work as the non-critical reader does but with different perspectives; so what is accepted easily and taken for granted as beliefs and interpretations by a non –critical reader is questioned by the critical reader who appreciates how a given suggested perspective on the events and how a specific portion of a selection of facts can help understand that bit of information. In fact, to read critically, one must actively recognize and analyze evidence upon the page and be ready to support and argue for his saying.

But what type of readers could assume the role properly critical or non-critical? Wilson (1988) suggests that teachers should re-think the way they teach literature and look critically at their own teaching/thinking processes in order to facilitate the readers' tasks by introducing technology in the classroom as an aid to comprehension.

Hence to instigate readers to read critically, teachers need to use strategies and techniques like formulating questions prior to, during, and after reading; responding to the text in terms of the student's own values; anticipating texts, and acknowledging when and how the reader 's expectations are aroused and fulfilled. Teachers need to prepare texts where learners can respond to through a

variety of writing activities where readers are to go beyond what they have read to experience the text in personal ways. This is what is intended in this article-to experience the readers with the different types of process reading activities. Teachers can ask their learners to, first, discover ideas embedded within a text and, then, to evaluate the text according to its pragmatic, communicative, propositional and conceptual meaning to eventually be able to evaluate and criticize.

Seeing the non-critical readers on the other side of the continuum, they seem to have a tendency towards more passivity in learning and almost invariably fail to gain further insight into the language they are trying to learn. They tend to memorize what is being “dictated” and take things for granted without even mere fact questioning or cross-referring facts, rules, or patterns.

Technology Use and the Teaching-Learning of Literature

Literature teaching generally has remained up to the limits of classroom discussion and classroom interpretations by the teachers most of the time. But the new age classroom needs to go beyond that. An enthusiastic teacher can search for some movies based on literary work and can use that movie in the classroom to arouse the interest of the learners in literature credits. Various encyclopaedias of literature are available these days in the form of CDs which can be used in the classroom. Such materials should highly be encouraged in the literature class. Many websites are available which offer online forums for discussion on various issues in literature studies.

Hence, using technology in any given course is important for teacher education - to learn with technology before teaching with it will make learners become comfortable using various computer applications (Arnold & Ducate, 2006). In addition, technology can help create visual aids for teaching, improve access to resources, such as online literature libraries review and comment on student work more efficiently and broaden choices for students to demonstrate learning.

2. Methods

The Aim and Context of the Study

The study concerns critical reading implementation at the university level namely with LMD literature credit. Third year EFL students, in their literature reading credit are pretended to study various literary genres in which they are supposed to extend their reading insights from what the traditional concept of reading stipulates to a more developed view about reading-the reading between and behind the lines, the critical reading, the personal reactions to a given text, the response and the reactions readers give to what seems to be "lifeless text".

Participants

The study concerns the third year LMD students embracing a group of 25 students of mixed genders. The selected data collection tools were the teachers' observation grids, the interaction with the students throughout the classroom various activities, the assigned works and learners' feedback in the class and at home beside students' own logbooks.

Through this study, the researcher experiments teaching a literature course through the use of technology and the internet and set a comparison between how students used to

learn and this time and set the differences accordingly. This is to show to teachers and learners that there are many other ways to facilitate teaching and learning literature through technology use. The following experiment leads the learners through a step by step process starting from a pre-reading, to while reading, to post reading all along the use of a multitude of technological devices.

The present study steps out from the idea of a historical account based on the short story: An Occurrence at Owl Creek Bridge by Ambrose Bierce where students are guided through the different reading stages with plenty of activities to do using diverse technological material as facilitators to their understanding. And in every stage, students are asked to listen, to read and do the activities step by step. Meanwhile, the teacher is observing and checking whether the students are really reading critically or just accepting and collecting the information as they are subjective and biased.

Rationale Related to Literature Based Course Experiment Related to Critical Reading

Through this lesson, the teachers tried to include the different strategies that help learners to read critically. These strategies are indirectly included through the different activities and throughout the various stages of pre-reading, the listening, the while reading and the post-reading offered in the detailed lesson plan related to the short story by Ambrose Bierce. (See appendix A)

Lesson Plan Contents: The activities dealt with were devised to reinforce critical reading.

- **Pre-reading phase:** The unit of study consists in assigning learners some pre-classroom web questions on the short story to search on the internet and share the

information with classmates. A web quest is an inquiry-oriented lesson format in which most or all the information that learners work with comes from the web.^[1]

- **The Listening Phase:** Once in the class, learners' knowledge about the short story was reinforced through a language lab audio tape where they listened and took some notes for further pre-reading activities. The audio-visual aids make the classroom environment lively and interesting to the students. They can learn English by the direct method and in a very natural way.' (Dixit Pushpa, 2009, p19)

- **During the reading phase,** learners received the short story followed by comprehension questions they did in the class individually and in pairs.

- **For the post reading,** students were asked to prepare some reading cards about the various aspects of the story

 - title, themes, characters and setting.

- **For the writing phase,** students were asked to write a short synopsis and present it on head projector as a group work.

Research Questions

The research question related to the study is why are most of university readers obsessed by old traditional ways of reading, which turn them into passive, biased and subjectively oriented readers?

This presupposed question leads to the following hypotheses

- Could learners develop into adept critical readers if they are properly briefed by their teachers in using a multitude of technological device?

1. "WebQuest.org". Department of Educational Technology, San Diego State University. 2008. Retrieved 2012-03-13.

•To what extent is the difference apparent between teaching literature with technology and teaching it without?

3. Results

Teacher's Observation

Throughout the various sessions, the teachers noticed that the majority of students did follow the teacher's instructions; they listened to the short story in the laboratory, read it at home and did the activities. However some students found the story too difficult to understand as it led them to the imaginary world, the world of dream where they had to speculate and express themselves. The idea of critical reading as exploited through the different questions and activities caused for them certain constraints especially those related to literature study. And though students were not accustomed to such typology of questions, they resorted to a lot of questioning, talked with their peers, re-read the story for several times and annotated the handouts.

The Teacher/Student Interaction

While students were working in pairs and individually the teacher was moving through the rows, helping and checking. Meanwhile, he interacted with learners here and there asking him about something they did not understand. The teacher's interaction with the students revealed some kind of positive reactions from learners' part. The teacher's orientations and set up purposes as helping readers create predictions and anticipate events through extrapolation was clearly implemented. What was noticed was that the students did enjoy the way they collaboratively work and

the use of audio lab and listening to the story has instigated their appetite for reading. The teacher empowered the students with some strategic reading insights in how to select, sort out the good information from the trivial and helped learners imagine, speculate and effectively write appropriate answers to rightful questions. The teacher encouraged learners to read between and behind the lines and while reading they need to find out the supporting arguments.

Learners' Feedback in the Class and at Home

The learners' feedback fluctuated between those who managed to answer and did the activities and those who half did their assignments. A scrutiny to their assignments students had shown varying degrees of understanding. The majority of students did succeed in relating the main events of the story and identified the message the writer wanted to convey and held a discussion about thanks to their previewing and listening to the story as audio taped. The issue that remained for sure unexplained was the learners' personal reactions to the knots of the story assuring that critical reading really poses a problem for those who were not briefed adequately. According to what learners said about their experiment, in comparison to the old way they used to study and analyse stories, a set of differences are to be noted here.

Table 1: Short story Teaching and Learning -The 25 students' feedback

The Ancient Way	N0 of Students	The new Way
1. we are directly introduced to the story	25	1. the idea of using the internet before coming to the class is in itself something extra
2. the deep meaning of the story is often neglected at the expense of vocabulary study	23	2. we feel responsible when we are left to ourselves seeking data
3. we are left alone without any guidance except some leading questions	22	3. the web quest is another door for use to browse for the unknown
4. techniques and strategies on how to develop our own reading are often absent	25	4. reading the story then listening to it then reading it another time is a good reinforcement for our understanding

<p>5. No technology is introduced apart some handouts that we read alone and prepare at home</p>	<p>25</p>	<p>5.the most pleasant thing we enjoyed about using technology is the discussion and the exchange of what we found-an indirect way to learn and focus on the story-</p>
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Table 2: Students' evaluation to technological sources

Technology sources	No of studs 25	Percent	What students
The internet	22	88%	It helped us browse, surf and discover through reading and preparing tasks-at least it familiarized us with what was expected from us. It helped us a lot in finding the story of Ambrose Bierce and have the first reading

<p>Web Quest</p>	<p>19</p>	<p>76%</p>	<p>The idea of using web quest helped us as amateur researchers and opened wide the door before us. Thanks to this tool that every one of us had gone in different directions to meet at the end in discussions-web quest had improved our curiosity for learning.</p>
<p>Language lab</p>	<p>22</p>	<p>88%</p>	<p>We really found it an excellent idea to read the story on the web page, prepare the skeleton then listen to it in the language laboratory under a complete silent atmosphere. We had really deepened our understanding and reacted with Peyton the main character</p>

Graphic story	23	92%	Getting a final copy of the story at last after striving through audio tape version was a consolidation step in what we missed in the story. Everyone receiving a copy was meticulously reading and checking the missing points, filling in gaps and adding to comprehension
Reading cards	21	84%	The idea of recording the main threads of the story on reading cards helped us in summarizing the ideas and epitomizing the essentials. That was a sound way for the students who were not able to catch at the main events
			preparing the cards we went through the various steps from the first browse on the internet to the

<p>Head projector</p>	<p>21</p>	<p>84%</p>	<p>Though it was the first time we used head projectors we really found it a good way that replaces writing on the board and helped us in summarizing the main ideas and events of the story. What was funny and beneficial was that everyone of us did write his own and that richness of ideas helped us a lot in recapitulating our understanding to the story</p>
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Table 3. Students' views on learning literature using blended learning environment

Statement	Agree	Neutral	Disagree
1. Technology instruction was used in our literature courses before.	01	0	24
2. We enjoyed working with the web quest, the Internet in this course.	18	2	5
3. We suggest in the future; literature courses should make use of technological devices	22	2	01

<p>4. We prefer a literature course employing the Internet and computers as well as collaborative work</p>	<p>23</p>	<p>00</p>	<p>02</p>
<p>5. The content of this literature course became richer when using technology in comparison to the previous courses</p>	<p>24</p>	<p>01</p>	<p>00</p>

4. Implications for Further Research

DISCUSSION

The Importance of Teaching Literature Through Technology Use

Technology facilitates the understanding of literary works for there is a big difference when reading a story and viewing it on a video tape or listening to it than just read it. Technology motivates learners to see more and arouses their curiosity to open up towards more encouraging

perspectives. The study is an experimental test for students to compare between what they used to study and analyze stories and the new way in which exploration to the context is wider, richer and stimulating. Teachers of language arts and literature can use the Internet, digital media tools, and common software applications to enhance student learning.

CLASSROOM ENVIRONMENT: The Role of the Teacher in Promoting Critical Reading and Critical Thinking

Ambruster, Lehr and Osborn's research (2001:53) indicates that... explicit teaching techniques are particularly effective for comprehension strategy instruction.

In explicit instruction, teachers tell readers why and when they should use strategies, what strategies to use, and how to apply them. The steps of explicit instruction typically include direct explanation, teacher modeling ("thinking aloud"), guided practice, and application of different new learning strategies including the use of technological facilitators.

Teachers must create a classroom atmosphere which fosters inquiry and where cooperative learning reigns. A classroom environment where the student stands at the centre fosters his participation in the learning process and psychologically hampers his anxiety and promotes positive curiosity. Learning that is both personal and collaborative encourages critical thinking and pushes learners to exchange what they know with their peers. This could be set through web quests and internet exchange messages.

Students who are reading, writing, discussing, and interacting with a variety of learning materials in a variety of ways where they are not inhibited and feel free are more likely to become critical thinkers and problem solvers-

learners need to manipulate technology and ICT devices as an aid to their progress. Hence; according to (Riecken and Miller, (1990) when literature is approached from a problem-solving perspective, students are asked to evaluate evidence, draw conclusions, make inferences, and develop a line of thinking which detach them from their teachers' dependency towards autonomous learners.

Recommendations

- The researcher experimentator recommends teachers to carefully teach critical reading and impart it through classroom models and intensify its rationale through realistic implementation techniques among students.

- Students need to be aware that superficial reading should have no room.

- Students need to deepen their notions about reading through intensive actions of give and take techniques-ask themselves what they should give to texts and what should they take from.

- Reading any texts should be seen not as a linear act but a non-linear metacognitive act which demands mental effort and a combined reasoning, predicting, readjusting and awareness raising.

- Being a teacher, we must encourage our learners to use technology more and more taking care of one thing: promoting the use of technology and avoiding its abuse. We can give some vocabulary tasks to find out the meanings of the words on websites and not from the dictionary only. We can give them an assignment- project to gather information from internet on some specific topic. We can give them some questions to find out the answers from the websites.

- Laboratory courses must be revamped to develop a healthy attitude towards experimental work. Environment

must be created to encourage students to participate in co-curricular activities namely through the use of web quests.’ (Pitroda Sam, 2008, NKC web)

Conclusion

Through the study envisaged, the researcher teacher intended to reveal the importance of critical reading namely at the university level. He consolidated the idea that it is through reinforcement and classroom modeling that learners will be able to read critically and see by themselves the knacks of the latent meanings and discover how to respond as mature and conscious thinkers.

To sum up this paper, we can surely say that the use of technology really helps by various means in education. The new age learner is no more attracted by conventional teaching methods but he is more likely in favour of the teacher who uses techno-forms in his teaching. So it becomes essential to master at least few of the new techniques of teaching along with technology in the classroom and outside the classroom too.

Every teacher should have at least his website or blog where he can keep in touch with his learners through some online uploaded information. Teachers can also give some online assignments to the learners because that is also very much required to motivate learners to use such technology elements in their day-to-day life.

In fact, it has become a must for teachers to use technology in their teaching as a facilitating aid to enhance comprehension, create motivation, gain time and efforts promote learners’ autonomy and cultivate good action research.

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APPENDIX
Appendix: Lesson Plan

Time	Students will be able to...	Rationale Web Question Activities	Procedure <u>Pre-Reading: T.</u>
40mns	<ul style="list-style-type: none"> - visualize the story and relate its main events -bring to mind the characters and how they act 	<ol style="list-style-type: none"> 1. What is the story about? 2. What do you know about the character? 3. The setting? And the theme? 4. What happened at the end of the story? 	<p>assigns learners some pre-classroom questions on the short story to search on the internet and share the information with classmates</p> <p>Listening Phase: SS listened to the story in the laboratory And prepare questions on (use of audio Lab)</p>
30mns	<ul style="list-style-type: none"> -form a pen portrait about faquhart -follow the teacher's questions 	<p>5. How do you qualify this ending?</p> <p>To activate SS prior knowledge/recall to their minds what they have learnt in</p>	<ol style="list-style-type: none"> 1. What does Peyton symbolize? 2. Draw a pen portrait of Peyton 3. What kind of hero is he? 4. The story does not provide you with

<p>30mns</p>	<p>and find answers to</p> <p>-skim the text and find out main gist</p> <p>-scan the text and answer the questions related to the activity</p> <p>read, discuss and reflect upon the questions</p> <p>(individual and pair work)</p> <p>-</p> <p>then answer them in a written form</p>	<p>the Post-listening (prior knowledge Re-activation)</p> <p>To familiarise learners with certain literary genres and the way they work to help them understand what they read</p> <p>(familiarization)</p> <p>To enable learners to give sound analysis to what they read and be able to support what they say</p> <p>How to divert learners' views from imagination to a more down to earth focus on</p>	<p>lots of details. What is your role in understanding everything?</p> <p><u>While Reading:</u> <u>Skimming and Scanning:</u> <u>Let's Read Act</u></p> <p>1: T. Distributes the short story to students and asks them to have a first reading.</p> <p>Then prepare the QQs (printed Handouts)</p> <p>1. The man on the bridge remains anonymous</p> <p>Until the second part of the story, yet he is described in great detail, even his thoughts, why?</p> <p>2. What does Ambrose Bierce mean by "Death is a dignitary who when he comes announced he is to be received with formal</p>
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		<ul style="list-style-type: none"> • <u>more realistic aspects</u> (Self-awareness raising: from Imagination to realism-the distance) • to work together and produce something at the end as a final production 	<p>manifestations of respect, even those familiar with him.”</p> <p>3. In section III Bierce finally introduces Farquhar. Why does he place the detailed description of Farquhar in the middle of the action as Farquhar falls between the ties? How does this contribute to the suspense?</p> <p>Let's Read: literary analysis and</p>
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	<p>show his ability to single out literary devices and comment on</p>	<ul style="list-style-type: none"> To enable learners not only to read and digest blindly but peruse and sift information and be ready to discuss and think critically. (developing a sense of identity through critical reading and thinking) 	<p>Act. Two: Read the story again then answer the following questions</p> <ul style="list-style-type: none"> Elaborate on the meaning of imagery in the description of his home: gates, bright and beautiful, wide white walk his wife: looking fresh and cool, a smile of ineffable joy, attitudes of matchless grace and dignity. <p>2. Sum up the methods Bierce uses to build Suspense.</p> <p>3. After analysing the story, explain Bierce’s views of war and the military. How does he feel about it?</p> <p>Support your answers with examples.</p>
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		<p>Post Reading: students were asked to prepare some reading cards about the various aspects of the story – title, themes, characters and setting and other plot elements.</p> <p>Act.: group work /Homework (extensive reading). Read Sullivan Ballou’s Letter to his wife then answer the questions (use head projector)</p> <ol style="list-style-type: none">1. How do you explain Ballou’s feelings for his country?2. It seems that Ballou wants to die as a martyr. What justifies this?3. Comment on the human side of the letter and what it brings in as a moral lesson
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			<p>4. Read the letter and write a comment on it</p> <ul style="list-style-type: none">• State its effects on your person• State the force of promise and the belief• State how could a letter like this reinforces the love of a person to his nation?• Can we consider the letter a case of profound meditation on the meaning? of the union? Justify your answer <p>The End</p>
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17. The Algerian Government New vision Through Higher Education Reforms- Adopting the LMD system as a new Perspective for the International Scene

Abstract

Algeria as many other nations throughout the world has opted for the “LMD: licence-Master-Doctorate” system as compensation for the classical system which according to the socio-economic perspectives fails to meet the market needs and the world educational recent and constant evolution and change. So a global reform in Higher Education was sought to display and firmly examine and define the ways and means of teaching the new methods to incorporate and the unification of syllabi contents with too much focus on the implementation of what learners learn and the world of labor. The study examines the experiences of a researcher gaining insight into a comparative study between the long years of teaching the classical system and the many years he spent in teaching the LMD system both at the university of Bejaia and Msila. The work reveals collected facts and mature reflections on how teachers used to cope with the shift, how classical students express their fear and anxieties as what concern their future implications. The study sets forth an evaluative stand on the privileges the LMD system accords to students and the constraints it reveals; hence making the adoption of the new system a necessity with an openness to the global education. The shift then from the classical to the LMD system has its merits for new credits have given rise to set the challenge yet it is difficult for teachers teaching the LMD system relegate their classical habits of course preparation and teacher’s centeredness approach. Indeed, the study reflects teachers’ reactions in the new trend of bridging up the shift.

Key Words: LMD system, classical system, global reform, bridge up the shift

Introduction

The main objective of this discussion article is to pinpoint the interest and the concern Algeria witnessed during the last decades in the higher education reform programmes, the institutions and the educational orientations. Hence, my contribution in this study lies in the support it proposed for the university community, academics, thinkers, students and educative staff in helping them to understand the vitality of becoming international and bring to their awareness that to achieve this, the whole university community members would need to be made aware of their need to join efforts and to work together to address the problem of higher education internationalization that affects their survival as educationists

The Algerian university has gone through several reforms, according to the changing socio-economic needs of the country as well as those of science and technology. The most important is the one of 1971 which has structured higher education in Algeria with the intention to Algerianize the educational system with Algerian higher Education teachers at the helm of the educational institutions. However, With the development of the world market and the world of education, the old systems proved deficient in going hand in hand with the constant changes. So in 2002, the Ministry of Higher education thought for the implementation of a new system called the LMD (Licence, Master and Doctorate) .

Theoretical Background

1.The LMD system definition and scope

The “LMD as abbreviation stands for: Licence-Master-Doctorate” a scope ranging over eight years of continuous study-three years for the BA degree, one year for master 1 and one year for master 2 and three years for the doctorate. The LMD as a system has been opted for by Algeria, as other nations, to substitute for the classic system which, according to certain socio-economic factors, has shown certain deficiencies. The idea sprang up from the National Committee educational reform board- hence, a reform plan was adopted by the Cabinet in April 30, 2002 and the Ministry of Higher Education and Scientific Research for a long term reform schedule ranging from 2002 to 2013 with the aim to improve ,implement and develop a higher education policy based mainly on deep reforms of curricula that could meet the socio-economic of a global universe ,all along with an openness towards the technologically developed rapid growing nations and an adoption of new updated versions of fresh educational programs and curricula with an acute shaping of educational monitoring management of the various educational levels of higher education.

Discussion

1. Why the LMD system?

Sensing that the classical system with its entire deficient package is of no avail at an age of constant development and change, the Ministry of Higher Education has noted certain shortcomings among the classical system itself, among students whose confinement to the classical rules were fruitless regarding future promotions, among teachers

who trapped themselves in repeating with killing monotony what they had for long taught and digested.

Hence, in the course of their confinement to the classical system, both teachers and students

felt demotivated in slowly killing their own desire to bring to the new changes in the face of the stagnant situation. Hence, some new drastic measures were taken by the Ministry of Higher Education as an immediate remedy. In 2001, Algeria had taken the initiative to start reforming higher education and in 2002 she opted for the LMD system with the intention to cope with the

new changing world order and perspectives and establish a solid ground equivalent to the ones established in the world at least, in what concerns the curricula contents diplomas, degrees equivalent and study structure.

The government policy in the new reforms centered around

- Promoting a good quality of educational programs that ensure a better training-a training that could challenge the rest of the world
- Establishing a solid higher educational ground for technology and science development
- Promoting global cooperation through exchange programs, internal and external congregations
- Making of higher education a symbol of rigor and wise management for the educational implementation strategies

Material design and Instruments

The study was carried out through a field investigation where a survey questionnaire to both teachers and students experiencing the classical and the LMD systems. Some ten teachers were questioned and interviewed about their

different attitudes towards the classical as well as the LMD and one hundred twenty students received anonymous questionnaires comprising ten questions related to both the classical and the LMD program content, relationship teachers / students/ types of evaluation and degree of easiness/ difficulty and LMD perspectives.

The collection of data was achieved through a qualitative methodology because the researcher believes in the how and the why of the teachers and students' reactions and is more interested in what the respondents give as responses. Such an approach enables the researcher to interact with the students and describe the phenomena he observes naturally while embracing a

holistic perspective with the intention to gather relevant information and rich data.

The reason for choosing a qualitative research design was that it gave the researcher the opportunity to be a participant in the research itself, keeping records of what he saw, using

diaries and living the same experiences as the observed subjects.

Accordingly, 55% of teachers and 65% students exercising the classical system programs

and orientation confessed that the classical system was too rigid in its contents and in the

number of hours of work in addition to the stuffed programs. The classical system tended to be more teacher focused and students were no more than just executors. We as teachers, felt this linear one way of imparting knowledge and students were too dependent on their teachers to the

extent the teacher was striving alone with sometimes working with a great number of passive students. Hence

both students and teachers showed a constant struggle to reach the objectives planned.

In the face of this hard reality; the rest of teachers and students, though the harsh and monotonous ways of work, claimed that the end term exams were satisfactory in most cases, students and teachers did their best to complete the syllabus on time and students did assimilate their lessons well.

However, in the LMD system and from what we have experienced while teaching the students, is that new credits have been incorporated as research methodology, ESP epistemology, literary reading, etc and the approach selected is students centered. Teachers in the LMD system have lots of work to do and to assign to learners who seem bogged down with work if they want to work it seriously- Multi supportive material is available and offered by teachers' orientation; however, students limited intellectual competence made it a constraint. Most of teachers (63%) according to the investigation and the face to face interaction, complain of the low levels among LMD students; they claim that the majority do not read at home, do not do assignments and rely heavily on the internet as a first source of knowledge.

Some 8 out of 15 teachers who have been working with the classical system and shifted to the LMD did appreciate the new system. They felt it is more open, more flexible more students' oriented and it could fit the world of labor if it is well tailored by teachers.

The interviewed teachers reiterated that the availability of material in the training process helps greatly LMD students achieve better results. So, what teachers often faced is the theoretical amounts of lessons which should normally be practical.

Results

The results of the study revealed two distinct views about the teacher / learner relationship (table1) well explain the both facets.

Table 1: Relationship teachers and students

	LMD System
-	-in the new system, teachers believe there should be a kind of openness since methods have shifted from teacher to students. Teachers have changed their views and have adopted a cooperative trend in which lessons are shared; hence more consideration is given to students who are seen as mature citizens

Table 2: Types of Evaluation

	LMD System
	<ul style="list-style-type: none"> • Now, with the LMD the evaluation has taken many forms-the marks is allotted continually during the students’ course of time-the student is evaluated for his participation, for his initiative, for his attendance and exams as well as his homework. (ongoing assessment) • The formative assessment is applied with the intention to give a follow up to students through a longitudinal study of his / her performances.

1. Reflections on how teachers from the classical system used to cope with the shift

After nine years of its implementation, it is admittedly important to display what teachers believe to be down to earth daily facts about their own impression of the shift from the classical

to LMD. According to the survey envisaged both at the university of Bejaia and Msila, teachers pertaining to the classical system claim

- We are overwhelmed by the diversity and the richness of the LMD syllabus contents to the extent that we do not know where to get lessons from.
- The absence of teaching facilities namely specialized material and books made veteran teachers resort to their prior knowledge and the lessons they used to teach with the classical system.
- Some teachers were confused whether to use the ancient lessons or re invent the wheel.
- Others have kept the same lessons with a pinch of salt added
- A few teachers were puzzled by the LMD system and did not know how to teach it though they are experienced
- Some teachers confessed the absence of real instructions from the authorities concerning the contents of certain modules as Educative Engineering and research methodology –two new modules ancient teachers have no connection with.

However, and under such conditions, the majority of teachers experiencing the shift from classical to LMD showed positive signs and considering the variety of topic LMD cater for,

it was on the whole accepted but with certain reservations. Teachers insisted that ideally the contents of the LMD are favorably optimistic provided that teachers know how to teach them. Nevertheless, the other pertinent constraint is how to shift from teacher's authoritative

one-way teaching system to students' centeredness amidst a non-standard level felt among

LMD system whose main focus is just to get the mark and pass. Teachers do not conceive the

idea of this free interplay between seriousness and trivial option.

2. How classical students express their fear and anxieties as well as their expectations

in what concerns their future implications

Students pertaining to the classical system were gradually absorbed by decay year after

year and the majority expressed their fear and anxieties as how to complete their studies

namely those who do not pass in their final examination. Even the fear and wariness extended to those who have just finished their BA degrees with shortage of vacant post and the bypass of the LMD new titles. Students of the classical system were afraid of the government new policy concerning their lack in taking part in national exams as 'Magister' and whether they had the

right to sit for the Master Degree exams and how they would be valued. In fact, some collected opinions revealed the truth

- Now I have not succeeded in my final year and the branch will be suppressed next year.

Where shall I go?

- What about those who have been transferred to other universities to which they have no desire to go?
- We are still afraid of how to further our studies within such circumstances especially when the government favors more the LMD on our detriment.
- What will be our BA degree equivalent within the LMD graduate and post graduate studies?

3. The privileges the LMD system accords to students and the constraints it reveals

According to the different opinions collected here and there concerning the idea whether the LMD is beneficial or not and the constraints it shows, teachers as well as students have witnessed the following shortcomings and privileges.

Table 3: LMD privileges and constraints

LMD Privileges	LMD Constraints
<ol style="list-style-type: none"> 1. We feel freer to interact 2. We share in the preparation of lessons 3. We do a lot of reading and homework 4. We study many things at a time 5. Its content is rich though stuffy 6. We enjoy using cooperative learning 	<ol style="list-style-type: none"> 1. Different teachers teach the same module differently 2. Repetitive students face the problem with contents of modules 3. absence of coordination between teachers resulted in different teachings and hence different exams

<p>7. We learn better in teams</p> <p>8. The LMD pushes the good students to study harder</p> <p>9. It demands more stimulation and hard work and consolidates everything we have learnt within all the teachers.</p> <p>10. With the LMD we have the chance to profit from the various teaching experiences as modules overlap.</p>	<p>and different evaluations</p> <p>4. We face the problem of how we are</p> <p>5. evaluated in the TDs; teachers give marks at random.</p> <p>5.The LMD is good and helps us learn but if everything is clarified and explained to us before the end of the term</p> <p>6. We are still confused about the passage</p> <p>7. system, fundamental unit and the number of credits.</p> <p>8. The lack of specialized field teachers</p> <p>9. created in us a kind of anxiety especially with fresh new teachers who most of times misbehaved with us and show a serious lack intellectually.</p>
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10. How do teachers teaching the LMD system relegate their classical habits and adopt the new trend of bridging up the shift?

The ten teachers teaching the classical system I met and interacted with during my

professional career at Bejaia and Msila university showed their readiness to adapt themselves to the new circumstances of the LMD system and they frankly revealed their intellectual competences to cope with the new programs though most of the teachers did not have a previous idea about the contents of the LMD. However newly recruited teachers who did not have enough experience in teaching the classical classes did show certain preservation as to how to teach the LMD and how to evaluate the students in a formative way.

The main constraints experienced teachers did not conceive is the idea of relegating teacher's centeredness and assign lessons to LMD students to give through exposés and demonstration lessons. For them it was a waste of time namely if those students themselves lack proficiency and most of times are low achievers. Teachers under considerations were too much zealous to keep old traditions of teachers' master of their classroom with a bit of openness towards interactive methods with students. The idea that those teachers were mostly afraid of is the evaluation of those students especially in large classes and how to cope with the passage system through catch up exams and the system of credits and coefficients.

In sum, experienced teachers did not show any fear of facing the LMD system programs, contents and students' capacities as much as they feared how to cultivate in learners the idea of becoming self independent and

autonomous and making of them capable researchers-students who should avoid imbuing the internet contents and rely on their personal effort. Teachers did evoke their anxious reactions towards the LMD students' daily grudges about the future implication of this system on their future career.

7. How could the LMD system resist and endure the future challenge in Algeria?

Students enrolling under the LMD system were à priori afraid of the system even before they engaged into it; the news had spread out like a wild fire that the system was too strict, too rigid and did not offer future perspectives; it would not be recognized and students ending their studies would end in smoke. However, through our interactions and face to face interview via focus groups, the researcher sensed a groping sense that there were some positive signs with the future of the LMD since it paves the way for further studies as it is recognized in Europe and the rest of the world though there exist differences at the level of contents.

Students were more prompted by the idea of Masters Degree to which they rely upon heavily. But with some other students, a kind of reluctance towards the future of LMD was felt-they had terminated their studies but they did not find where to go and what to do; for some, it was a waste of time for they did not even have the ability to teach in the secondary or middle school with their Master Two degree.

Algeria's Perspectives vis-à-vis to Higher education reforms-To what extent can Algeria's Higher Education be maintained up to date?

Suggestions and Recommendations

Algeria, a young geographically strategic and politically inspiring nation, is potentially and materially ready to absorb the educational changes the world is witnessing. President Bouteflika insisted in his press conferences that higher education should see new reforms in the few years to come to encourage young researchers and take by their hands for any future project upkeep. Facing continental Europe and open to multi and diverse world economies Algeria has already shown positive signs of reform mainly at university levels. The case of LMD System is a premise of a good start though realistically it is in its prime. To ensure a successful step in the global emancipation of Algeria internationalization of Higher education, the following recommendations may be attentively observed.

- Ensure language intensive training at a variety of university competence levels to encourage intercultural education and facilitate communication the students and educational staff.
- Investments should be well managed and subjected to improve educational materials, software, training documents, pedagogic material, assessments and program design and curricula.
- Classical teaching methods need to be replaced by modern ones where the teacher should act as a facilitator psychologist and interactors and the students as active learners.
- The role of the teacher in class management will enhance rather than inhibit learners to do well in lessons and feel no more frustrated.
- To be fully immersed in the global changes, national institutions must feel the urge for more discussion and

analyses of the educational philosophies, the goals, and the future challenges quality assurance and intercultural education may pose.

- Teaching staff, academics, syllabus designers and educational councillors must show more flexibility than ever before and hence they need to double cooperative effort.

- Tolerance, flexibility, cooperation, understanding one another is a key factor in internationalization of higher education.

- Ethnocentrism and any kind of egoistic drive should be banished from the educationists' repertoire as a prerequisite for internationalism in education.

- Governments should not be parsimonious as what concerns educational progress and innovation. Teachers' training should reflect the rate of technological development updateness.

The idea of cross border should not be negatively exploited and considered an alibi for escape. It should be rather seen as a breathing outlet and a saving buoy for those who cannot swim. Internationalization welcomes all on condition they could positively contribute locally then internationally.

Conclusion

The study has investigated and has shed lights on the various circumstances teachers and students experiencing both the classical and the LMD systems in their day to day pre-occupations. What the researcher has collected as data and observed is the frank realities mirrored through the implementation of the LMD and the students' reactions fluctuating between positive attempts and almost total failure in relation to the learners' world of labor. The

majority of teachers showed satisfaction while a minority retorted from the lack of material and mismanagement. The researcher's stand in all this is the optimistic view he pays for the future of the LMD for he believes it could generate fruitful results in the course of time and it will endure if the basic principles are well grounded.

The Algerian higher education has undergone many changes with the intention to catch up with the new technological innovation the world is incessantly witnessing. And though it tries to catch up with the rest of the developed world; yet it seems to lay a little bit far behind.

Considering the present state, the Algerian Higher education is plunging in a kind of transitional shift, with a more consideration given to infrastructure, hardware and construction of educational institutions without caring too much about the soft ware, the intellectual competencies-a case rendering education less enforced with a sound notice of brain drain move, an evasive staff and an irregular management where more money and investment are not well geared.

Consequently, the higher education system in Algeria is not in a position to produce the required number of highly-skilled professionals, teachers and educational managers who can really guarantee a sound upkeep within the university internal services; a fact that has tremendously encouraged the migration of highly-skilled workers to other countries.

In addition, there is an ascending increase in the number of students who are in certain cases left to themselves, not well informed, often are at a loss and without efficient orientations, overcrowded classrooms, confusions in the

way they transit from level to another, stuffed or light contents with no unified syllabi and course contents.

As every university tries to manage its own affairs and problems, students' transfers often pose an acute problem as regards to the contents taught, the credits and the time allocation. Concordance and consentient team works are in most of times absent and in most of the cases, the existing teaching staff is not very well trained and qualified and, hence the majority of teachers are recruited as part time teachers and consequently they do not care much about students.

Witnessing the adoption of the LMD system in higher education, Algeria is now in its experimental stage across certain local universities where final year master two students are not really absorbed by the world of work and are often experiencing hard times in getting enrolled for a doctorate degree program. Is it a matter of first experiments? Or a lack of mature management?

Or clear educational pre-set objectives?

And though it does not yield to good product, the LMD system seems to trot and is at its heyday in gaining ground over the classical system. Is this canter leap, a kind of internationalization? If yes, is Algeria ready to welcome and adopt the new internationalization changes, accept its criteria and admit to play the rule game?

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M. ABED et M. OURAK, “ Réforme LMD et nouvelle architecture des fonctions en sciences et techniques dans une université pilote” Mourad.Abed@univ-valenciennes.fr ; Mohamed.Ourak@univ-valenciennes.fr

18. Turning students into adept research proposal writers:

Perspectives from Master Two LMD Didactic Students, Algeria

Abstract

This article relates a virtual learning case in research methodology credit related to Master Two LMD Students EFL university learners from Algeria. The study, which reflects the teacher’s students’ observations to students and the reflected experiences in a variety of classroom research methodology activities, attempts to uncover the constraints and pinpoint difficulties experienced by students all through the terms and to suggest ways in which these difficulties could be overcome and resolved.

The result findings of this study have shown that teachers through class modelling reveal that lecturers have a significant role to play in helping students overcome barriers to understanding reading material, in researching for appropriate data, and in interpreting literature review and finally be able to draft a research proposal. Recommendations for improving readability strategies implementing criteria and rules for research design and methodology, making insights for the research proposal elements and modeling of appropriate researching tools and instruments, teaching and learning within a collaborative

learning environment are all evidences fostering the development and exploration of research methodology credit.

Introduction

Three years of research methodology study seems not suffice the envious students researching the way how to research. Students in Master Two LMD system envisaging to prepare their dissertation of limited scope related to Didactics are not really satisfied with the contents of courses acquired and seem to be at a loss on how to prepare a research proposal. For this intent, we see it of paramount importance to focus, in this article, on the focal points related to research implicature to clarify certain research methodology design and process to help the students see at least how to begin with a certain clear purpose in mind. “The purpose statement should provide a specific and accurate synopsis of the overall purpose of the study” (Locke, Spirduso, & Silverman, 1987, p. 5). If the purpose is not clear to the writer information provider; hence, it cannot be clear to the reader researcher.

Research methods training must equip students with an understanding of a multiplicity of methods, i.e., the process and the product of research. The research process is broken down into two phases: formulating the question, and seeking the answer. In formulating the question training is given to students in how to: identify a research problem which might be defined as the issue that exists in the literature, theory, or practice that leads to a need for the study” (Creswell, 1994, p. 50), the problem statement which describes the context for the study and it also identifies the general analysis approach” (Wiersma, 1995 p. 404)., narrows the topic to focus on the relevant issues

review previous research literature, formulate an answerable question, and state hypotheses of expected outcome.

Theoretical Framework: Basic Assumptions

Postgraduate students in their thinking about study and research, are faced with the problem of topic finding, which primary sources are crucially important for evidence, what empirical approaches they should adopt for their research questions, how to write hypotheses and how to prove or refute their validity, what type of literature review they should read and consult “The review of the literature provides the background and context for the research problem. It should establish the need for the research and indicate that the writer is knowledgeable about the area” (Wiersma, 1995, p. 406). It shares with the reader the results of other studies that are closely related to the study being reported (Fraenkel & Wallen, 1990). It also relates a study to the larger, ongoing dialogue in the literature about a topic, filling in gaps and extending prior studies (Marshall & Rossman, 1989).

Problematic

Most of the students are prompted by the idea that a research work is just an accumulation of facts, well constructed and structurally well referenced, nicely put together like a jig-saw puzzle somehow reflecting the mismatch of a Persian carpet. But in all this, students also suffer from the way they present the whole work; they lack the written hand and the way they should structure their writing to make it look more reflective and personal; for a good research work should be reflective of its own person even for an amateur researcher, there must be a kind of

personal touch, a self-motivation insight and a kind of curiosity arousal.

Besides the motivational intent for a research conduct there are general research skills which are essential equipment for academic pursuits learners must obey to. Self-training into inquisitive research demands a kind of tenacious aptitude, a wide reading, critical thinking selecting, analyzing, synthesizing, adapting and applying those meta -cognitive skills altogether to fuse them into a well construed readable piece of discourse.

Learners' Intended perspectives

Throughout the observation phases, the researcher noticed that master two LMD students need to be encouraged and oriented to focus their attention on these aspects of research insight to fully develop the acquisition of the critical skills, conceptual and analytical data collection tools as well as shifting from an end product vision into a more down to earth perspective reflected in the practicality of the knowledge acquired implemented through a process like oriented trend. In this case, learners will better know how to shift from student's knowledge receivers into amateur researchers; thus, detaching themselves bit by bit from the ties of the teacher supervisor towards building their own self constructive development approach.

Aims and Objectives

We may assert that the crucial aspect of the initial training course in research methods and observation phase is to critically enhance the students researchers

- to develop the ability to read, select what to read and how to read it, understand and evaluate the strengths

and weaknesses of the written word that can best serve in any systematic process of inquiry

- To choose or select a topic/theme/subject (of topical interest)
- To think about a preliminary title as this could set the purpose of the investigation
- To try to formulate a problem and become aware of it.
- To conduct a preliminary literature study to demarcate the problem and reflect on the significance and feasibility of the investigation.

Raising Learners' Awareness

However, it is important at this stage to make students aware of what is researched and why? For not all the topics can be researched.

- Some things cannot be researched because the question is not of interest, not in vogue, irrelevant or difficult to treat and / or lacks documentation
- Some things cannot be researched because of ethical considerations- Dignity and welfare, consent, anonymity, risk, time and money consuming.

Participant Observation and recommendation

As part of regular teaching sessions, the primary researcher assigned classroom researching tasks and observed how learners approached these assignments. Participant observation is integral to understanding the breadth and complexities of research participants' experiences. Factors that are significant for a thorough understanding of the research problem can be uncovered through observation. Participant observation also helps one understand and interpret data obtained through other methods, because it provides a context for understanding

that data. Students’ responses to the learning activities were noted down and written up as descriptive narratives in the researcher’s journal for analysis and interpretation. And on the basis of the students’ observed learning, experiments that the researcher’s idea for this article sprang up.

As a research methodology credit lecturer, I consider the whole process from a three-angle vision.

<u>Initial phase:</u> <u>Process 1</u>	<u>Medial phase:</u> <u>Process 2</u>	<u>Final phase:</u> <u>Process 3</u>
Training Awareness raising – exploiting the possibility of the scheme	Self-identification and personal involvement Incubation /reflection Research	Self-reflection and personal refinement- the research product

I- Initial Phase: training awareness- exploiting the possibility of the scheme -Research Process 1 (Familiarizing Students to research start)

Research Process One: recommendation one

Initially students need to learn how and what to read in their literature review.

Goodman (1967; 1988) commented that reading is really a mystery, that nobody knows how reading works and that reading is in effect a psycholinguistic guessing game! for knowing how to read demands certain strategies and to be able to develop into strategic readers is not a gift

endowed to anybody. Harmer (2001:200) states that a reader uses a variety of clues to understand what the writer is implying thereby moving beyond the literal meaning of the words to the contextually and conceptually implied meaning. Chastain (1988:228) suggests that the reading process entails active, cognitive interaction between mind and text in order to interpret and comprehend the text. During the writing process, the writer tries to activate background and linguistic knowledge to create meaning: the reader's task is to activate background and linguistic knowledge to recreate the writer's intended meaning.

This process is critical to studying and understanding literature. Students should be initially trained in this skill they should know how to read selectively, to read behind the lines, to read to discover, pause and question the signposts, to develop a sense of inferring, predicting and prior knowledge implication and application. Good readers read and ponder upon the unknown and be ready for the unexpected. They should preserve their sense of risk takers and thus act as adventurers in pursuit of the unknown.

And in doing so, they may face obstacles as difficult vocabulary, idiomatic expressions, misconceptions or misinterpretations that complicate their comprehension to the text.

Consequently, the reading process comprises

(1) learning to interpret symbols and pronounce words (Goodman 1998:11);

(2) identifying words and understanding their meaning (Grabe & Stoller 2002:9)

Grabe 1991:392) and (3) learning to bring meaning to a text in order to derive meaning from it (Foertsch 1998 Harmer 2001; Rumelhart 1977; Smith 1985; Wallace 2003

Weaver 2002). Grabe (1991:396) distinguishes six skills and knowledge areas, namely automatic recognition skills vocabulary and structural knowledge; formal discourse structure knowledge; content/world background knowledge; synthesis and evaluation skills/strategies; and meta-cognitive knowledge and skills monitoring.

To develop into strategic readers students, need to equip themselves with a strong sense of using the prior knowledge in understanding the text, in locating the information they need, in underlining the key elements, in understanding the text structure of the research literature, cultivate an ability of epitomizing, synthesizing and in critically evaluating a previous research. Wallace (1986:70) suggests that the basic process of learning to read is acquired only once. Learning to read a second language is an extension of that literacy.

However, specific reading strategies may vary from language to language and when literary competence is sought in L2, because languages vary in their meaning-making conventions, the reading (and writing) skills that need to be mastered invariably differ from those required for L1. These variations can have critical implications for L2 reading and comprehension and also for teaching L2.

Teachers in charge of supervision must assign Master students methodology classroom activities and observe their different outcomes with the purpose of finding faults and pinpointing remedies. Consequently, teachers set recommendations and advisory working ethics for everybody to respect. This may make part of the training program set for this purpose, at least at an initial phase. Once learners could discern between relevant and irrelevant material and be aware of selecting data and making the most

of it, then they need to learn to develop their own research proposal, select a self appropriate research method or design, for researching students' learning strategies relies extensively on collecting data through various self-report procedures (Chamot 2005), and opt for the suitable methods used for the interpretation of result findings.

Note: In the first phase Master students need to tackle the following research components

- Contextualisation of the study
- Motivation for the research
- Demarcation of the research
- Contribution of the research
- Research problem statement
- Preliminary Literature study
- Stating a hypothesis (hypotheses)

Checklist related to the first phase

- Do students have the necessary experience available sources, data collection research tools, time and finances to undertake the research adequately?

- Are students really interested in the subject and willing to achieve it successfully?

- What relevant literature to consult?

- How to make the choice of documents or sources (primary/secondary and tertiary)?

- How should the title look like? Why a preliminary title?

- How could students write a good introduction of the whole work?

II -Medial phase: Self-identification and personal involvement/Incubation /reflection Research

Process 2 (Getting students involved in the research)

Research Process Two: recommendation two

It is in this phase that the researcher starts to get out of the shell by identifying his personal research design and defend his argument or thesis by stating the type of approach, what suitable methodology could best suit his topic clearly and the reasons why he has chosen a particular method or procedure and which approach to choose- quantitative, qualitative or a combination of the two (triangulation). The researcher then begins to show to his reader which type of surveys he has opted for in the collection of his data and in case of a questionnaire, he has to show the types of questions the respondents have to answer with a degree of easiness or difficulty after piloting it.

Then, he has to give some explanatory notes on the selected population, the sample and the different sampling methods selected with providing reasons for the appropriate sampling.

The researcher must demonstrate that his research methods must be appropriate to the objectives of the study. His methodology should also discuss the problems that were anticipated and explain the steps taken to prevent them from occurring, and the problems that did occur and the ways their impact are to be minimized. Ethical considerations should also be considered so as to ensure harmony.

Conclusion: In the second phase Master students will tackle the following research components

- Research design
- Research design decisions
- Research approach

- Research method
- Identification of research population and sample
- Sampling methods and procedure
- Data collection processes and tools
- Field observations
- Surveys
- Research schedule
- Protocol and ethical consideration

**Final phase: Self-reflection and personal refinement-
the research product process 3; recommendation three**

In the final stage, the researcher has to ensure that the data were carefully collected, processed and then analyzed to enable the readers to evaluate the validity and the reliability of the reached results and how the conclusions were eventually drawn. He has also to make sure that the questionnaires were anonymously coded and treated, field notes attentively recorded and observations objectively noted.

The researcher, in this phase, acts as a truthful reporter with too much objectivity-he has to report his findings as truly as possible, reporting both the negative and positive assets of the investigation with all the limitations, stating in fact the prospective traits of his results giving a true depiction to his research to enable the future researchers to have another go with what he has already prospected.

Note: In the third phase, Master students will tackle the following research components

- Summary of field work findings
- Literature review Finding
- Survey findings Interpretation of results
- Questionnaire results
- Interview analysis

- Observation results
- Case study Result

RESEARCH DESIGN

Since the methods or procedures section is really the heart of the research proposal. The activities should be described with as much detail as possible, and the continuity between them should be apparent (Wiersma 1995, p. 409). In this respect, a qualitative research approach was selected to determine, examine and analyse L2Master study research credit experiences to identify the barriers and challenges experienced in research and thesis completion.

A qualitative approach was chosen since it is by nature exploratory, interpretative and descriptive and is an attempt to understand multiple realities (Babbie & Mouton 2001:270-271; Leedy & Ormrod 2001:102). Qualitative studies furthermore have the potential to provide rich detailed data (Carr 2008:716). The research findings would be used to establish appropriate strategies to support Master students in their data research, interpretation and comprehension of the research proposal for thesis termination.

RESEARCH CONTEXT, POPULATION AND SAMPLING PROCEDURES

The research focused on examining the perceptions thoughts and experiences of LMD Master in Didactics EFL students in their studies of a compulsory English research methodology module in at a residential university in Algeria. The time allocated for the study of the module is 1h30mns per week for a whole semester. In the second semester, students are expected to devote the same amount of time in practical research and the writing of their thesis.

Hence, all the 14 students who have registered for this module and who constitute a complete sample have passed Master one and have been subjected to undertake a research work to their own choice in the following domain (Applied linguistic/didactics/TEFL).

Since sampling should be well selected, the key reason for being concerned with is that of validity—the extent to which the interpretations of the results of the study follow from the study itself and the extent to which results may be generalized to other situations with other people (Shavelson, 1988).

In his research of relevant data, the researcher has resorted to variant observations to the students at work, his interactions with them, the completed and the analysed questionnaires handed back and the focus group study. The observation and interaction component of the research involved those whole group of students).

DATA ANALYSIS

After the data had been collected, it was studied according to the research proposal elements related questions. The encoded responses were collated and grouped according to the elements stated.

RESEARCH FINDINGS

The findings in relation to the conditions and the educational atmosphere under which students' study practice and learn, how students were committed to the featured material and the way they interacted with their teacher and classmates, are discussed below.

OBSERVATIONS

When first confronted with how to distinguish between the researched and the non-researched topics, most students appeared rather sceptic about treating the task. And

although the teacher gave some models of topics that could be researched and others about the non-researched ones, students' apprehension remained a bit suspicious. But when the teacher set assignments and asked students to work them out in groups, students tended to appreciate better the task and showed a kind of confidence the more they went deeply in breaking the task into manageable chunks. What was obviously noticed was the common contribution they brought to the task and even the slow achievers did contribute. With the meanest they had.

INFORMAL INTERACTION and DISCUSSIONS

There is no better place than the classroom atmosphere. The classroom atmosphere was generally cosy and relaxed promoting learning in collaboration and conducive to fruitful interactions between students and the lecturer, and between students themselves. The researcher and participant observer encouraged the students – as a class, in groups and individually – to share their opinions about the different researched topics, their kind of reading, their literature review, their bibliography and their reading experiences and the strategies they use when treating X and Y topics. Hence, thanks to this kind of interactions that the researcher made it possible an evidence that reflected the proof of reliable data.

RECOMMENDATIONS

To promote research understanding and applicability, it is recommended that students should get rid of any psychological inhibiting factors and constraints need to be resolved. Teachers should adopt a holistic approach that covers students' needs analysis to discern any lapses in dealing with research methodology and designing process.

ENGAGEMENT WITH RESEARCH AS RESEARCH

1. Promote the cosy collaborative learning circle.

- . A condition for successful collaborative learning is to structure groups in such a way that the group members contribute complementary skills and knowledge (Dillenbourg 1999:5; 2002).
- . Reciprocal learning and teaching (an interactive, co-constructive or cooperative learning environment) is conducive to building comprehension (Karakas 2002:189).
 - . peer learning can be facilitated through talking amongst themselves – a process that deepens and refines understanding (Frey 2006:3-6).

2. Make of the reading material a common sense for students researching purposes

- .To appreciate and understand the literature being studied, students need to be able to discover information and ideas within the text and make inferences something that can only be achieved through active reflective and analytical reading (Riecken & Miller 1990:61).
- . To Adopt strategies that help learners read, react critically to what they read, prompt research questions and solve problems. Wilson (1988) advocates using strategies and techniques such as the following:
 - .To formulate questions to which students must respond prior to, during, and after reading
 - require students to respond to the text in terms of their own values and to contrast this with responding to the text from its culturally specific schemata
 - . To anticipate events or outcomes and recognise when and how reader expectations were roused and fulfilled

- . To respond to texts through a variety of writing activities that ask readers to go beyond what they have read and to experience the text personally

3. Model and teach research through practical classroom strategic templates

- . Ambruster, Lehr and Osborn's research (2001:53) indicates that

explicit teaching techniques are particularly effective for comprehension strategy instruction. In explicit instruction teachers tell readers why and when they should use strategies, what strategies to use, and how to apply them. The steps of explicit instruction typically include direct explanation, teacher modelling ("thinking aloud"), guided practice, and application.

Recommendation three: Tips on how to write

a-The Abstract

b- the introduction

1. Writing the abstract

Write your summary after the rest of the paper is completed. After all, how can you summarize something that is not yet written? Economy of words is important throughout any paper, but especially in an abstract. However, use complete sentences and do not sacrifice readability for brevity. You can keep it concise by wording sentences so that they serve more than one purpose. Summarize the study, including the following elements in any abstract. Try to keep the first two items to no more than one sentence each.

- Purpose of the study - hypothesis, overall question, objective
- Model organism or system and brief description of the experiment Results, including specific data - if the

results are quantitative in nature, report quantitative data; results of any statistical analysis should be reported. Important conclusions or questions that follow from the experiment(s). Style: Single paragraph, and concise

- As a summary of work is done, it is always written in past tense
- An abstract should stand on its own, and not refer to any other part of the paper such as a figure or table
- Focus on summarizing results - limit background information to a sentence or two, if absolutely necessary
- What you report in an abstract must be consistent with what you reported in the paper
- Correct spelling, clarity of sentences and phrases, and proper reporting of quantities (proper units, significant figures) are just as important in an abstract as they are anywhere else

Writing the Introduction:

The introduction is the part of the paper that provides readers with the background information for the research reported in the paper. Its purpose is to establish a framework for the research, so that readers can understand how it is related to other research (Wilkinson, 1991, p. 96).

The first chapter of a dissertation is normally given the title **Introduction**, and it serves many purposes. It is the place where you should

- reach out to a specific audience. (Creswell, 1994, p. 42)
- discuss the motivation for the work that is being reported
- state and define the problem that the dissertation is trying to address or solve
- state the aims and objectives of the work

- give an indication of how the work will be progressed
- provide a brief overview of each of the main chapters that the reader will encounter

When writing the motivation for the research work that has been carried out, do not go into the details. Leave this for later chapters. Give a brief overview of the problem that you are tackling, and be specific about what the work is trying to achieve, and what you will be doing to meet these objectives. From an assessment point of view, one of the measures of success is whether the objectives listed in this chapter have been achieved. While a research project may start off with a set of objectives, it is often the case that these will change as the project evolves. Such is the nature of research. You should take this into consideration when stating the objectives of the project.

Conclusion

Now, we conclude that the three phases of research proposal suggested by the researcher can be feasible. Training learners in the initial phase about how to get their awareness is the core of the research preparation. Once students are aware and ready to read and read before they start researching is paramount. After reading and collecting data relevant to their topic, they start taking a position through self-determination to involve themselves and start reflecting about what they had read. In the final step learners turned to be pro-active researchers. Now, they can self-reflect, they can refine what they had collected and in the long run they started producing. If the three phases are wisely applied, the learners can assure of their applicability to turn to adept researchers.

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19. Tertiary Teaching Pedagogical Reflections : Fostering Reading Strategies Within a literary Writing Perspective to Learners' 'Want to, Know how to and Have a Chance to'

Abstract

The present paper displays some pedagogical reflections shared by the researcher teacher in his life to life teaching experience to tertiary students. The study investigates the learners' **reading strategies they employ in helping themselves tackle literary writings namely poetry** reading and writing. The aim of the study is to report on learners' aspirations on how to approach their literary writings –the way they want to share and write; the curious way they want to adopt, and in the know how to, and in the chance, they are given, to prove that they have known properly through literary attempts in writing good poetry. The study revealed positive the role of teachers in enhancing learners to express their needs as they want to but they do not know how to; hence why don't teachers give them a chance to try to-this is the thread that most learners need to grope to. Learners' outcome has shown a constant evolution and teachers themselves confessed of this progress intensely noting-good Learning is undoubtedly mirrored through good teaching.

Key words: pedagogical reflections, literary writing reading strategies, learners' outcome

Introduction

When fresh tertiary students are first introduced to credits of literature reading and writing, the majority feel scared because they are not taught about the best reading strategies; hence for teachers these students are condemned-they will never know how to read or how to produce literary works. But, experiences have shown that these neglected students can do better if they are encouraged. The researcher has himself experienced with such classes and has witnessed that most of the students wanted to learn through teachers' demonstration, they wanted to see and know how to read and write poetically if they are given chances to.

In this respect, the researcher, through this paper writing, wants to depict his own reflections about the different learners' aspirations to pinpoint the weaknesses and that teachers should never belittle the students' needs but they should as Gibran said lead by their hands and spirits towards the door of knowledge for there is no one who dispenses of learning, of knowing and of expressing himself artistically through poetry writing.

Literature Review

Literary studies presuppose that students are equipped not only with adequate literacy or reading skills but also the ability to interpret what is read for as Burke described it reading without reflecting is like eating without digesting (Think exist). It follows that proficient readers are those students who are able to recognize the purpose for reading and monitor their comprehension of and response to the literary text. Support for this tenet is provided by Isenburg

(1990) whose research indicates that the reading of a literary text can be seen as a form of information processing which considers the thought processes involved in the understanding of the literary text.

According to Fitzgerald (1993), literature can be the vehicle to improve students' overall language skills. It can "expose students to a wide variety of styles and genres"

(p. 643). For Sage, (1987: 6), it is in literature that "the resources of the language are students need to know the specialized language of literary texts, get familiar with versification, symbolism, structure and forms of poetry to develop later on into poetry writers.

Zamel (1992) stipulates

In the same way that writing a text necessarily involves reading it, reading

a text requires writing a response to it. Thus, just as the teaching of writing

should involve the teaching of reading, the teaching of reading is necessarily

the teaching of writing. Just as reading provides 'comprehensible input' for

writing, writing can contribute comprehensible input for reading (p.480).

What does read entail?

Reading is an indispensable skill for learners in the English as a Foreign Language (EFL) context, and foreign language reading comprehension is an interactive and complex process influenced by linguistic and cognitive factors, social and cultural factors, and affective and motivational factors (Lu, 1989; Xu, 1997, 1998, 1999) Explanations that attempt to describe the actual process of reading vary greatly. Each definition or description posited

by researchers is their attempt to capture the essence of the process.

Reading has been defined as learning to interpret symbols and pronounce words; as identifying words and getting their meaning and thirdly, reading means learning to bring meaning to a text in order to get meaning from it (Foertsh 1998). Dechant (1991) merges the range of definitions of reading into two general categories: a) those that equate reading with interpretation of experience and the attribution of meaning generally, and b) those that restrict the definition to the identification and interpretation of graphic symbols.

According to the literature, another factor resulting in successful reading is the development of vocabulary knowledge (Caverly, 1997; Yang,2004). However, many EFL readers often encounter the problem of unfamiliar vocabulary and unknown concepts so as to interfere with the comprehension (Zhang,1993). Several researchers suggest teaching students active compensation strategies to achieve comprehension (Oxford, 1990; Sinatra & Dowd 1992; Zhang, 1993).

Alfassi (2004) suggests that it is very important for teachers to train students to take active control of their own comprehension processes. Irwin and Baker (1989) called this “conscious control of the process metacognition or strategies” (p. 6). Literature suggests that the use of appropriate reading strategies may improve reading comprehension (Olsen & Gee, 1991).

The description provided by Goodman (1967) well illustrates the point:

Reading is a psycholinguistic guessing game. It involves an interaction between

thought and language. Efficient reading does not result from precise perception

and identification of all elements, but from skill in selecting the fewest, most

productive cues necessary to produce guesses which are right the first time.

The ability to anticipate that which has not been seen, of course, is vital in

reading, just as the ability to anticipate what has not yet been heard is vital

in listening.

On literary writing competences

One of the best arousing field to write about is the field of literature-Students are sometimes more ambitious and over excited to try their hands with short poem writing. Poetry is hence a great subject field to investigate. What makes the study of literature important and the development of poetry writing special?

The work of Torell (2001) establishes that literary competence cannot be reduced to internalised literary conventions and that literary competence encompasses more than cognitive ability. Readers, interpreters should be prudent when perusing literary works. In addition understanding literary theories also helps readers increase their perspectives and enlarge their interpretive abilities.

Maley & Duff (1989) have noted that

One of the most important conditions for learning a foreign language ... is

the opportunity to play with it, to pull it this way and that, to test its elasticity,

to test and explore its limits. Poetry is par excellence the medium in which this

can be done (p.9).

Certainly, we read literature to understand human experience across time and place. Daniel Anderson (2005) clearly puts it “Writing is an organic process that can take any number of turns as avenues of thought open up while we compose.” (p.165)

Hess (2003) notes also that:

A very structured approach to the study of poetry can use the compactly condensed text of a poem to create meaning-filled language lessons that integrate the four skills, allow for the cohesion of text with the life experiences of students, and heighten both interest and involvement in the language lesson (p.20).

On poetry Writing

Myers (1989) considers poetry as “A highly organized artistic genre (a group of works with common form) of oral or written expression that seeks to instruct, inform or entertain”. (page 237). Similarly, and adding to the artistic merit that poetry shows, Percy Shelley (1821) sees it as a mirror which makes beautiful that which is distorted. Denise Folliot (1961:162) as translated to Paul Valéry the art of Poetry said that

“A poem like a piece of music, offers merely a text, which strictly speaking, is only

a kind of recipe; the cook who follows it plays an essential part. To speak a poem

in itself, to judge a poem in itself has nor real or precise meaning. It is to speak of

a potentiality. The poem is an abstraction, a piece of writing that stands waiting,

a law that lives only in some human mouth, and that mouth is simply that a mouth.”

However, Stan Smith (1982) sees poetry as a double edged dimensional trend; for him “A poem is produced at the intersection of two histories, the history of the formal possibilities available to the poet - conventions, themes, language - and the history of the individual as a particular expressive ‘medium’, a product of his own time and place” (page 9).

But for Margaret Meek (1991:182)

Poetry is never better understood than in childhood when it is felt in the blood and along the bones. Later, it may be intricately interpreted, explained or demonstrated, as something made of language. To enjoy poetry is to revel in it, to explore sadness, loss, in ways that language makes possible. Poetry is also about language as a plaything. ...at the same time poetry shows that language makes and remakes texts in ways that relate that word to texture and textile. The attractiveness of any poem includes its shape, its constructedness.

As Maley & Duff (1989) succinctly note: "Poetry offers a rich resource for input to language learning», (p. 7). Mackay, (1987) "A poem offers a ready-made semantic field for the learners to enter” (p.53). For Brumfit and Carter, (1987) poems can be used in language classes as a valuable resource to introduce and practice language items by exposing students to “authentic models – real language in context” (p.15)

Lazar (1996), poetry-based activities can prove motivating for learners, and elicit strong emotional reactions. In a similar vein, Hess (2003) notes that entering a literary text, under the guidance of appropriate teaching, brings about the kind of participation almost no other text can produce. When we read, understand, and interpret a

poem we learn language through the expansion of our experience with a larger human reality (p. 20).

Knowing about the audience

In fact, learners are more directed to write to their teachers but from time to time we tell them to write to their peers. So, when they finish, we collect the papers and distribute them to classmates to see, to read and to check. Although learners like their work to be appreciated by their teachers and through which they long for grades, they accept their friends' remarks. Consequently, they are eager to see the evaluation set by their friends and often ask them for a mark even if this is not realistic. The teacher usually asks learners to write to a wider audience that they have no idea about and this habit will reinforce their objectivity in writing and in preparing the best style and in measuring the correct language they use with a more simplified style free to the maximum from hackneyed clichés they used to write to their teachers.

So, getting learners to write for an unknown audience will force them to play the double role-the role of a writer and the one of the readers pretending themselves reading a material they have no idea about. How would be the case then? Obscure, clear, redundant, repetitive, ambiguous styles, etc...? Consequently, by placing themselves into such positions, they side with objectivity, clarity, simplicity and directness of style.

When learners are asked to prepare something written and read it to the whole class, some learners often feel reluctant because they sense they are going to face some troubles alone and the audience does not encourage them, and though they are in front of their peers, they feel scared to be laughed at. However, there are quite opposite students

who like the idea of writing something at home and presenting it before their peers. They like to produce extras and create miracles –this is a good chance for them to gain the teacher’s confidence and give a name to themselves especially if what they presented was nice, poetic and appealing.

The Role of the teacher

The role of the teacher is to push learners to selectively opt for a poetry reading then proceed to the selection of a poem of their own choice. The teacher then leads them step by step to write one under his guidance. This whole process incites learners to find out certain pleasure in writing and though some find some reluctance to write, they will discover later on how sweet is to write in the classroom under the supervision of a teacher especially if the latter is acting as a good listener, a facilitator, a catalyzer and a good conductor showing learners the different signposts-the place where to stop, where to slow down for a brief pause ,where to double efforts, where to share with friends and where to accelerate in putting rough ideas on paper before they evaporate. In fact, there is too much to do in the class namely in the process writing under the help of good classmates and a vigilant teacher.

Teachers can and must help university students get the most out of poetry. The fact that no conclusive operative definition has yet been agreed upon is probably due to the fact that reading is a particularly complex activity that involves cognitive, affective and metacognitive strategies, skills and activities which are not easy to encapsulate in words.

Teachers need to show to learners the different reading strategies they can employ when facing a text or a poem. A classroom demonstration to various poetry models will help learners discover the way they should approach poems in their future analysis and interpretation. When learners are able to identify, recognize and implement the various strategies they will certainly form a global sound view how poetry verses hold together in terms of unity of theme imagery, and structure.

Hence, learners will venture writing and in composing poetry, they make mistakes and need someone to help them guide them and correct them because they are just fresh beginners who do not know how to write. In this respect the role of the teacher proves imminent in giving the chance to everyone to write.

Let the teacher back up what learners want to

From my experience with teaching writing I have discovered that in reality writing is not necessarily the teacher's initiative but sometimes it comes from the students. So, if I want my learners to write about something I instigate in them a WANT TO write. How does this happen? I start reciting and reading aloud of many short poems, so I give a free lance to my thoughts and let them flow one after the other in a not necessarily ordered way. Hence, I read and pause adding some more romantic descriptions to enrich students' imaginative repertoire and create in them a sense of curiosity. I just talk and students are listening and in a funny way I recollect to their minds how the stories in the poems link and relate to each other in a way that looks very well structured.

As I go and go on telling and recounting the whole themes, I create a kind of pleasure within students' minds so I wet their appetites and then incite them to write something about as producing another or other poems in the same trend.

At the first moments, students look hesitant then one volunteer then the second and the third This experience creates a kind of contest and soon the game starts seriously and finally I find myself moving from one row to another to help and check. The idea of wanting to write has come to light and students feel more to write. What I discovered is that the want to write exists within the learners' WANT but it needs a good teacher in the words of Vygostsky a MORE Knowledgeable Other that pushes, enhances and instigates this initiative to emerge as a fact. NO SURPRISE, IT CAN WORK.

Tchaikovsky is quoted as having said,

“A... inspiration will come to those who can master their disinclination

(to work) If the soil is ready B that is to say, if the disposition for

work is there B it takes root with extraordinary force and rapidity, shoots up

through the earth, puts forth branches, leaves, and finally, blossoms “

(Ziegler, 1981, p.29).

Some students come to the teacher and ask his opinion. Please sir, I want to write descriptive poems acrostic, ABC poetry what do you think? what do you think? Consequently, when a reader writes out his interpretation of a piece of literature, he will certainly create another piece which has its own world and quite different from the

original. The Interpretation and the realisation of this as a written form, paraphrasing is the best activity resulting from our personal interaction with the text as we read, reflect, and discuss it with ourselves or with peers.

Maley & Duff (1989) makes clear this pedagogical implication:

Poems speak subtly different messages to different people ... In teaching, this

is an enormous advantage. It means that, within limits each learner's personal

interpretation has validity... [This] personalized reaction to texts--i.e. one

which engages not only the intellect but also the feelings--is ... a very important

part of the language learning process (p. 10).

Some other learners are more interested in writing something in the school journal so voluntarily they offer their wishes to write good poetry as this seems the easiest ways namely free poetry. So not all the students are motivated to write but still there are some who, may be impressed by the teacher's ideas and models set up in the class and the diversity of poems he brought to the class, show their readiness to volunteer to try their hands at writing something that pleases the audience.

This has always been the case of literary writings where students like all what is creative, producing poems as well as short stories. It is the students themselves who offer their writings to teachers to correct--this act is often voluntary and this I believe is the result of a good habit teachers used to cultivate among learners. In short, I believe everything is possible with learners, a good teacher can expect anything and in discovering the unexpected, he has not to curb

initiatives but help give a fillip to freelance personal enterprises so as to germinate into other good habits.

Learners need to KNOW HOW TO

Learners by nature are curious to KNOW, they envy their teachers in their teaching, in their habits, in their performances, in their accents, pronunciation etc. They like when teachers write on the board with a certain kind of fluency and wished to become like them one day. For self gratification purposes a sound teacher is the one who does not deprive his learners from practising and benefiting from his learning stock. So, in every reciprocal state, learners need to know how to write and become good writers. And as the process of writing is acquired and not innate, teachers have to show their learners the way to good and fine writings. And I believe this could be better seen in the classroom where learners work cooperatively in groups under the guidance of a benevolent encouraging teacher who is always on his alert watching out learners in their WANT TO KNOW.

Of course, there is a focus and support to their ideas. The primary concern is how to proceed, write and produce a neat copy all along with the HOW of the matter. Arlen Gargagliano (2001: vii) said that "Learning to write is like learning to play a musical instrument, the more they practice, the better they will be." Taken at a level, written expression has become more vivid, more concrete and more visible. Students gradually learn how to exploit the written word and make it count

Learners need to HAVE A CHANCE TO.

Generally, in assigning students to do some writings, we give them a chance to attempt two topics- one guided or semi-guided and one free. Hence, the one they write about

will certainly appeal to their senses and interests and offers them the privilege to write about without being forced to. In fact, experience has shown to us that the low achievers in class are often those who end their school years with good and well set up records. This fact often leaves us with plenty of moments of muse that we, as teachers, have to consider. We should never belittle learners' work but give equal chances to all to unleash their latent potentialities-give the opportunity to those who want to try and for those who are timid and shy and reluctant. This view has evoked in me a famous saying by Jibran Khalil about alms giving-he said' it is good to give when asked but it is better to give when unasked. Then, we can say the good teacher is the one who gives to all but the best one is the one who goes after the unnoticed, the unseen and tries to awake them to write, to express themselves and record their self expression.

The role of teachers is not to content with those few who participate but to question those who do not participate. It is at this level that we can say teachers are about to give equal chances for everybody to learn, to try, to make mistakes by having a chance to endeavours and trials though at a minimum level-learners are expecting this to come from an understanding teacher. His presence then, in the classroom, is another indication of his psychological wisdom in treating his learners with equal equity. That is the expected teacher WELCOME!

Conclusion

The researcher final word is a hearty counsel to teachers who in the process of their daily teaching activities to reading, writing and literature credits that they need to invest in students' needs analysis, wants and interests to be able to discover the learners' latent potentialities and unleash their creative powers of discovery. Learners are like birds with empty open beaks waiting for teachers to help them understand what they want, to show them how to operate what they don't know and give them a chance to make their voices heard for at least once in their lifetime. In a nutshell, teachers need to show and enforce learners' reading strategies to fit for any reading material so as to enable them respond appropriately in their literary writings perspectives namely poetry which requires refined vocabulary and a rich picturesque vision.

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Dr Bouazid Tayeb is an accredited Associate Prof -University of Msila, Algeria, PhD in Applied Linguistics, MA in psycho pedagogy and Language teaching, teacher trainer (Lancaster University), MA in education (South Africa), Certificate of Teacher Trainer- Middle East Partnership Program and the US Embassy (MEPI) (2010). freelance journalist (London), President of the Scientific Committee, poet and publisher (seven published books with Edilivres à Paris), in addition to more than 40 national and international communications, with a sum of 43 years of Experience-26 years at the secondary school and 17 years at the university.

This myriad of articles is in its entirety addressed to Algerian and Universal teachers who grope to Academic and creative writing in multi-disciplinary trend ranging from Pedagogics, classroom management, the receptive and productive skills, the educational psychology, poetry writing, learning and teaching theories and application in both classrooms and as extra curricular activities. This variety opens up the door wide to teachers to create, write and more precisely to produce and help novice teachers to imbue from the best practices in the world of teaching and learning and appease some of the teachers' load in what concerns imparting knowledge through ELT in its diverse and wide dimension. The articles suggested could serve the purpose and could fill up the gap and the shortage Algerian teachers lack. Indeed, the need is great, yet the offer is mean- Let us all publish and not perish.



khayaleditions@gmail.com



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