ANALYTICAL STUDY ON EFFECTIVE TEACHING IN LANGUAGE LEARNING CLASSROOMS

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ABSTRACT
These days, one of the most exciting components of teaching literature is using language. Literature is often taught in language classes by assigning students to read and discuss works of literature in small groups. These exercises, they felt, generally support and complement the learner to generate a new and more effective learning. The theory and practice of language education have benefited from the illumination provided by the many approaches and methodologies of language education. The question of whether or not they are helpful and suitable continues to spark heated debate. This article explores the outcomes of a research which studied adult learners' opinion towards methodologies employed in teaching and studying literature in classrooms. In this work, we examine how adult students feel about the strategies and techniques that are used to teach and study literature. This study offers two additions to the literature. First, it organizes the research on what works in the classroom.

KEYWORDS: - Methodology, Teaching, Learning, Literature, Effectiveness

INTRODUCTION

Literature instruction in second language circumstances might be considered to mirror these broad pedagogic tendencies. Literature instruction is seen as an auxiliary to language education and in this sense most of literature class time is devoted on explanation of language. There's also the view that literature is just a repository of facts and information that the instructor imparts to the class (teacher-centered approach). Additionally, the reader-response method, which stresses the importance of students' responses to what they have read, highlights the importance of students' individual experiences with literature as well as their participation in a group and community of readers.

The pupils must have a deep connection with the text and not rehearse the ideas, perspectives of professors and other literary critics. Beyond these ways so far covered, there are many of instructional strategies that instructors utilize in teaching literature in its different elements or genres.

Instructional practices of instructors are frequently expressed in the approaches, tactics and activities of teachers and students during lessons. When educators talk about "methods," they are often referring to the way in which they facilitate their classroom's instructional process. Learning outcomes, or changes in student behavior, may be seen of as the result of a teaching approach, as defined by

Astil (1987). Strategy refers to a device or technique the instructor utilizes to accomplish the approach. Communication may take the shape of words or deeds. It may entail inquiring, witnessing and describing or performing something.

Even while there is almost as much written about effective teaching strategies as there are educators, these approaches have not resulted in improved classroom outcomes. There is still the need to develop instructional systems in order to increase the quality of learning.

LITERATURE REVIEW

Waheeb S. Albiladi (2019) In this study, we examine the studies that have examined blended learning's effectiveness for ESL/EFL students. Blended learning is an emerging area that bridges the gap between in-person instruction and online study. Blended learning's academic and social advantages have been studied recently, and this new evidence has led to a greater push for its use. Blended learning is promising because it capitalizes on the best features of both conventional classroom instruction and online learning. The current literature study demonstrated that blended learning may be used to improve language abilities, the English learning environment, and student motivation. The research on the difficulties that language instructors confront while implementing blended learning is few. Consequently, additional study is needed to identify and address these issues.

Kris Van den Branden (2016) Both in the academic literature on tasks and second language acquisition and in the pedagogical literature on task-based language teaching (TBLT), the role of the instructor has received limited consideration. In this article, we examine the teacher's role in TBLT from three different angles: (a) the teacher's role as mediator of the students' language development, which aids in the success of TBLT as a pedagogical approach to second language education; (b) the teacher's role as a central figure in the implementation of TBLT, and thus as a change agent in the innovation of second language education; and (c) the teacher's role as researcher, and thus as an active

Gomatam Mohana Charyulu (2014) In today's modern world, one of the most exciting aspects of teaching literature is using language. Literature is often taught in language classes by assigning students to read and discuss works of literature in small groups. They reasoned that by completing these activities, students may enhance their existing knowledge or develop new skills. In particular, the past three decades have seen several significant shifts in how literature is taught. These shifts in EFL settings prompted fresh approaches to reading and understanding literature. This study delves further into the recent shifts and possible solutions.

Rahma Ibrahim Al-Mahrooqi (2012) This article reflects on a research study that attempted to analyze literary teaching methodologies utilized by

English Department professors at a higher educational institution in Oman. The findings indicated four main characteristics of literary teaching. Most liked by students was a profile that employed a mix of methodologies or an integrated approach, a conclusion reflecting prior study findings.

Chen Zhen (2012) English literature instruction, as an essential component of liberal arts, has become a popular course of foreign language study in many non-native nations. In China it is only during the reform and opening up that this topic has gained increased attention among EFL instructors and educators. The purpose of this article is to help teachers improve their instruction and students improve their retention of material by discussing the value of literature instruction, illustrating its characteristics in an English as a Foreign Language context, analyzing the current situation, disclosing the problems, and exploring the feasible strategies.

RESEARCH METHODOLOGY

The dispute on how best to teach a language has developed significantly over the past century, and this discussion is a fascinating element of the long, complex, and sometimes convoluted history of language instruction. Many of the methods' titles are recognizable, but understanding what they include may be difficult. This is because a method, however loosely defined it may be, encompasses more than just one approach or one set of techniques.

Grammar-translation method

To teach a second language's grammar, the Grammar-Translation Method primarily employs translation from and into the target language. The skills of speaking and listening are not systematically developed, although reading and writing are. Throughout the process of learning a new language, the learner's first language continues to serve as a frame of reference. This paradigm places the emphasis on the instructor as the expert in the field of language teaching, making students into passive recipients of instruction. Many reformers have been critical of the Grammar-Translation Approach. Some have argued that this approach is ineffective because it requires students to memorize an intractable set of grammar rules and vocabulary that they will never use, and because the constraints of practice techniques never free the learner from the dominance of the first language; others have argued that it pays too little attention to the student's communicative competence.

Although it has come under fire, the Grammar-Translation Approach is still frequently used. Why? Because a kind of explicit grammar education may accompany communicative language teaching to improve learners' conscious understanding of the form and structure of the target language, and there is no incompatibility between the two approaches. In addition, while learning a second language, the first language may be used as a reference system to clear up any confusion that arises. Then, the learner is placed in a

dynamic problem-solving setting as they consider translation as a practice method and second language formal aspects. Finally, the Grammar-Translation Method looks simply to implement, and it places low expectations on instructors.

The direct method

In contrast to the Grammar-Translation Method, the Direct Method emphasizes the use of the target language as the primary medium of teaching and communication in the language classroom, while eschewing the first language and translation as a tool. This represents a change in emphasis from the written word to the spoken language in the formative years. In this approach, second-language acquisition is compared to first-language acquisition, and the psychological underpinnings of the learning process are explored. The first effort to include language usage into the context of language acquisition was the direct approach. As a result, educators were forced to become creative in order to effectively communicate with their students, and new linguistic methods emerged as a result, including the use of visual aids, a focus on question-and-answer sessions, oral narratives, dictation, mimicry, etc. However, two problems will definitely be addressed regarding this approach: how to use it beyond the primary level of language acquisition, and how to defend against misunderstanding without translating, without reference to the native language. Moreover, this approach necessitates instructors who are either native speakers or have near-native

proficiency in the target language, which is often not the case in language classrooms.

The audio-lingual method

The audio-lingual approach was the first to explicitly state that it was based on the study of language and the human mind. The linguistics of the 1950s and 1960s characterized by their emphasis on description, structure, and comparison can be found in audio lingualism. The theory's psychological foundation is behaviorism, which sees language acquisition as a process of stimulus and response, operant conditioning, and reinforcement that is most effective when it is error-free. Learning the rules for how phonemes, morphemes, words, phrases, and sentences are put together is assumed to be part of the process of acquiring a new language. As a result, it was distinguished by the compartmentalization of linguistic abilities (hearing, talking, reading, and writing) and the preeminence of aural over visual literacy. The approach emphasizes specific practice strategies, such as pattern drills, mimicking, and so on, and employs dialogues as the primary manner of conveying the language. Practice was available through tape recordings and language laboratory exercises, putting an emphasis on listening and speaking skills.

The audio-lingual method is one of the most widely used approaches to teaching a foreign language, and it has made significant contributions to the field. For example, it advocated for a more accessible approach to language

learning by suggesting that classes be structured so that students don't need to perform impressive mental gymnastics to grasp the material. Not only that, but it placed an emphasis on syntactical development, when many prior approaches had focused primarily on lexical and morphological issues. Despite its benefits, audio lingualism has been subject to several critiques. Second, the practical results fell short of expectations, and students were often found to be unable to transfer skills acquired through Audio lingualism to real communication outside of the classroom. These criticisms stem from two sources: first, its theoretical foundation was attacked as being unsound both in terms of language theory and learning theory by Chomsky's theory of TG grammar. As a result, it fails to account for teachers' linguistic fluency in the classroom.

Communicative teaching method

The communicative approach to language instruction gained popularity in the 1960s and 1970s thanks to the work of British applied linguists like John Firth and M.A.K. Halliday, sociolinguists like Dell Hyms and W.Labov, and even some philosophers like J. Austin and J. Searle. It recognized the need of developing communicative competence in addition to structural knowledge. By recognizing the inseparability of language and communication, this communicative approach to education seeks to make communicative competence the final objective of language instruction. It's conducive to pursuits that foster genuine interaction and result in useful outcomes. It holds that the learning process is aided by using language that has personal significance to the student. Teachers are supposed to be organizers, guides, analysts, counselors, and managers of group processes, whereas students of a foreign language are expected to be negotiators. There's no denying that the communicative approach grew rapidly; now, it predominates language education in many nations thanks to its proven ability to engage students while simultaneously fostering both their linguistic and communication skills. The first surge of excitement around it, however, was not without its share of issues.

The difficulties that English instructors in India must face are both substantial and obvious. Teachers should be able to meet their students' practical requirements so that they graduate with the skills necessary for successful global communication and information retrieval. Teachers of English as a foreign language in India face a wide range of obstacles in the present; they must adapt to survive. In a traditional classroom, the majority of time is spent on drills and exercises that focus on grammar and pronunciation. As a result, instructing English is seen as difficult work.

Therefore, in order to face the current issues in teaching English, the first step is to recognize that English is not a topic but rather a tool for communicative action among people everywhere. Using traditional techniques requires a lot of time spent on drills and exercises dealing with

grammar and pronunciation, which is time that might be spent doing something more engaging. These approaches were generally utilized to build fundamental abilities of language acquisition such as Listening, Speaking, Reading, and Writing, however by adopting these methods listening and speaking skills were ignored since students cannot put their language in practice.

This research used a mixed-methods approach. Both quantitative and qualitative information was utilized to analyze how different teachers approached teaching literature to their adult students. The required information was gathered via the use of a survey questionnaire and an interview. 30 students from UiTM Dungun, Terengganu, who were enrolled in the TESL -PLK (Distance Learning Programme), served as subjects. As a result, the majority of the students in the TESL program came into the course with little prior exposure to English literature. Most of them are individuals already in the workforce who are hoping to further their careers as English instructors with the help of a TESL certification. They've completed the ED220 program requirements of taking the literary classes for at least three years.

One of the researchers created a series of questions to serve as the main data collection tool. There are a total of 29 Likert-scale questions in the questionnaire. Each of the five options on the scales strongly disagree, disagree, neutral, agree, and highly agree has a different value and ranking.

At least ten students were interviewed to further refine the results based on their perspectives on the methods they were exposed to while studying literature. SPSS version 17.0 was used to analyze the questions. In addition, qualitative data were gathered via interviews to show students' perspectives on how TESL teachers handle the subject of literary instruction.

DATA ANALYSIS

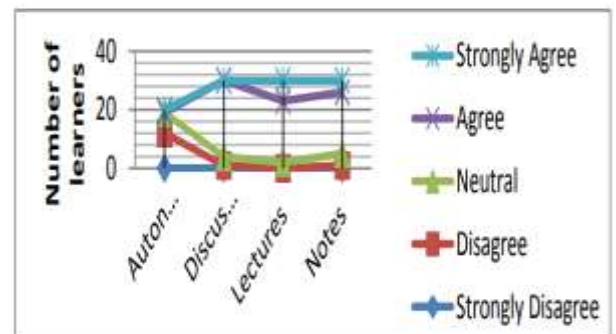The perspectives of adult students on the various methods

Figure 1: Techniques used by students for studying literature

A total of 12 respondents (shown in Figure 1) expressed their disagreement with the statement that they learn more efficiently when left to their own devices. In a survey, 10% of people believed that self-study is useful, with 1% strongly agreeing. Twenty-six students said they spoke to their classmates often in class. This demonstrates that students have had extensive experience engaging in classroom discussions and that they find this method of learning to be more effective than studying alone. Meanwhile, seven respondents, or 23.3% of the total, strongly agreed that they listened to a lot of lectures in class. The majority of respondents (21)

relied mostly on lecture notes or material.

Knowles' (1980) theory that believes adult learners are independent and self-directed was examined by Muhammad Madi, Francis, Muniapan, Parasuraman, and Rathakrishnan in 2008. Nonetheless, it goes against the results of this investigation. Almost half of the students surveyed said they were unable to study alone, yet just a third of the participants said they benefited from self-directed study. Only one student wholeheartedly believed that studying on their own was superior. While the majority of students enjoyed engaging in lively classroom debate, they also paid close attention during teacher presentations. They said the lectures were very informative and that they took copious notes that they found to be very useful.

Recent research on young adult learners have indicated that students were regarded to be passive and were unable to reply critically since the sessions were frequently too teacher-centred and they branded instructors to be uninteresting and less innovative. The majority of literary courses for adults are lecture-style, with teachers mostly explaining the material and passing out handouts. Since the teacher, you will still need to come up with some effective ways to guide the literary class as the adult students require assistance in teaching throughout the learning session.

In the meanwhile, Figure 2 below shows how students feel about their teachers' approach to teaching literature. Eighteen of the respondents,

or sixty percent, agreed that they had opportunities to share their opinions in class, and a further eight respondents strongly agreed. A total of 14 people (46.6% of the total) said that they had gained knowledge of literature via the use of role play, theater, and games. The majority of respondents (55%) said that they had meaningful discussions about literature with their classmates.
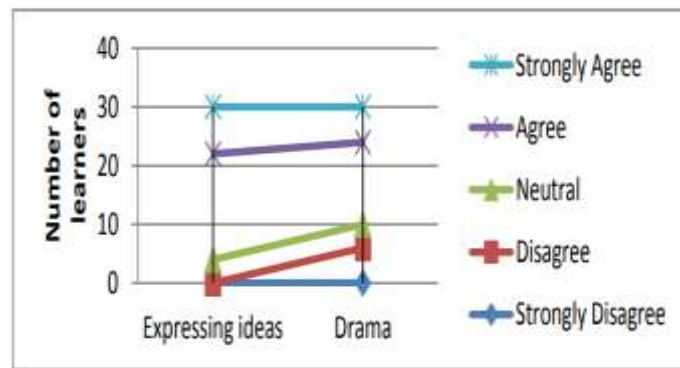

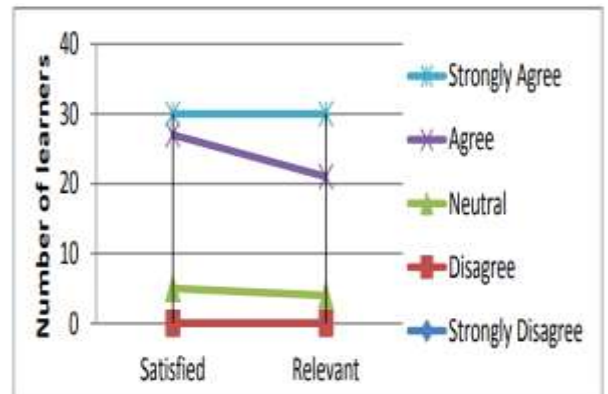**Figure 2: Literature teachers' methods and strategies**

Figure 3: How students feel about different teaching methods for literature

As can be seen in Figure 3, 73.3% of the respondents (22 people) expressed complete satisfaction with the class and its teaching methods. And yet, 17 people out of a total of 56.7% agree, and 9 people out of a total of 30.5% strongly agree, that it is important to have a range of activities available to

students in TESL literature classes. The results show that the students are pleased with the methods used in their literary lessons.

CONCLUSION

Adult students, despite their interest in a wide range of classroom activities, report that lecture-based instruction and group discussion are the most beneficial approaches to teaching and studying literature. The results of this research might be used as a thought-provoking exercise for teachers. It suggests that educators take into account the different learning styles of their students. Learner responses will allow teachers to develop lessons that will improve students' ability to master literature in ESL classes. Different approaches to language study have each made unique contributions and sought to address specific problems with the process. Yet each has its own unique theoretical underpinnings, social and educational priorities, and historical roots. Therefore, in order to apply these methods effectively and efficiently in teaching practice, practitioners should think about things like: who the learners are, what their current level of language proficiency is, what kinds of communicative needs they have, and under what conditions they will be using English in the future. There was no foolproof strategy, to put it another way.

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