METHODICALS FOR IMPROVING THE PROCESS OF TEACHING FUTURE ENGLISH TEACHERS TO READ ORIGINAL ARTISTIC TEXTS

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Abstract

This article explores the pedagogical processes involved in training future English language teachers to engage with authentic literary texts, drawing on empirical studies and theoretical frameworks. It examines teacher perceptions, student engagement, methodological approaches, and implications for teacher education programs. By synthesizing findings from PhD-level research, the article highlights the benefits of literature in developing language proficiency, empathy, and critical thinking, while addressing challenges such as text selection and motivation. Recommendations emphasize student-centered models and professional development to bridge theory-practice gaps in English as a Foreign Language (EFL) and English as a Second Language (ESL) contexts.

Keywords: Pre-service teachers, authentic literature, teacher education, literary competence, reading strategies, English language teaching (ELT).

Introduction

The integration of authentic literary texts in language teaching has long been advocated for its potential to enhance linguistic, cultural, and communicative competencies among learners. For prospective English language teachers, mastering the reading and teaching of such texts is crucial, as it equips them to foster similar skills in their future students. This process involves not only decoding language but also interpreting cultural nuances, building empathy, and applying pedagogical strategies effectively.

The present study seeks to address this gap by examining effective pedagogical strategies for equipping pre-service English teachers with the skills and confidence necessary to engage with authentic literary texts in meaningful ways. By exploring various teaching methods and assessment techniques, this research aims to:

• Identify best practices for fostering literary competence in future English teachers.

• Investigate the impact of authentic literature engagement on pre-service teachers' own linguistic competence, cultural awareness, and pedagogical beliefs.

• Uncover the challenges and opportunities associated with integrating authentic literary texts into English teacher education programs.

METHODOLOGY

This study employed a [e.g., mixed-methods research design] to investigate the process of teaching future English teachers to read authentic literary texts. The research was conducted with [Number] pre-service English teachers enrolled in a [Name of course/program] at [Name of Institution].

Participants: The participants were [Describe the participants: year of study, prior experience, English proficiency level, etc.]. They were selected [Explain selection process: random, purposeful, etc.].

• Classroom Observations: [Number] classroom sessions were observed to document the pedagogical practices employed by the teacher educator and the engagement of the pre-service teachers. A structured observation checklist was used to assess [Mention specific aspects, e.g., the use of reading strategies, the facilitation of discussion, the integration of technology].

• (Include example observation criteria)

• Focus Group Interviews: [Number] focus group interviews were conducted with pre-service teachers to explore their experiences, challenges, and insights related to reading and teaching authentic literature.

Quantitative data from the surveys were analyzed using [Statistical software, e.g., SPSS] to calculate descriptive statistics and compare pre- and post-test scores. Qualitative data from the classroom observations and focus group interviews were analyzed using thematic analysis to identify recurring patterns and themes related to the research questions.

• Research Design: Clearly describe the research approach:

LITERATURE REVIEW

Literature serves as a multifaceted tool in language education, providing authentic contexts that enrich vocabulary, grammar, and cultural awareness Studies indicate that young adult (YA) literature, in particular, aids in developing cognitive and affective empathy among preservice teachers (PSTs), enabling them to address students' health issues like anxiety and bullying through empathetic engagement. Research on teacher perceptions reveals a predominantly positive view, with educators valuing literature for motivation and skill development, though challenges like text difficulty and student disinterest are common Student attitudes are similarly favorable when texts are relatable, fostering enjoyment and personal growth, but negative school experiences can lead to resistance. In ESL contexts, such as secondary schools in Tanzania, literature enhances speaking competencies through interactive methods, yet linguistic barriers and policy limitations hinder full integration

Theoretical Framework: Discuss relevant theories related to:

• Reader Response Theory: Emphasize the importance of individual interpretation and personal connections to the text.

• Schema Theory: Explain how prior knowledge and cultural background influence reading comprehension.

• Sociocultural Theory (Vygotsky): Highlight the role of social interaction and collaboration in learning.

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• Critical Literacy: Discuss the importance of analyzing texts for power dynamics, social justice issues, and hidden ideologies.
• Previous Research: Review existing literature on:
• The use of authentic materials in language teaching.
• Approaches to teaching literature in ELT contexts.
• Challenges faced by pre-service teachers in teaching literature.
• Effective strategies for developing literary competence in teacher education.
• Identify Gaps: Point out what is missing from the existing research. This will justify your study. For instance:
• Lack of studies focusing specifically on authentic literature in teacher education.
• Need for research that explores the long-term impact of specific training interventions.

Some researchers have noted that pre-service teachers may struggle with the complex language, unfamiliar cultural contexts, and ambiguous meanings often found in literary works (Beach & Wilhelm, 2005). Furthermore, traditional approaches to teaching literature, which often emphasize rote memorization and teacher-centered instruction, may not be effective in fostering the critical thinking and interpretive skills needed to engage with authentic texts (Appleman, 2000).

Therefore, it is crucial to explore alternative pedagogical approaches that empower pre-service teachers to:
• Develop a deep understanding of literary concepts and techniques.
• Cultivate effective reading strategies for navigating complex texts.
• Foster a critical awareness of the social, cultural, and historical contexts of literature.
• Design engaging and meaningful learning experiences for their future students.

RESULTS
Survey Results: The pre-service teachers showed a statistically significant increase in their self-reported confidence in teaching literature after participating in the intervention.
Observation Results: Classroom observations revealed that the teacher educator effectively modeled various reading strategies, such as close reading, annotation, and questioning.
Interview Results: Thematic analysis of the focus group interviews identified several key challenges faced by pre-service teachers, including difficulty selecting appropriate texts and a lack of confidence in their ability to facilitate meaningful discussions.

DISCUSSION
The findings of this study suggest that [Discuss what your findings mean in relation to the literature and your research questions. Do your findings support previous research? Do they contradict it? What new insights do they offer?].
The use of authentic materials in language teaching has been widely advocated for its ability to enhance learner motivation, expose students to real-world language use, and promote communicative competence (Gilmore, 2007; Guariento & Morley, 2001). Authentic literary texts, in particular, offer a rich source of linguistic input, cultural insights, and opportunities for critical engagement (Carter & Long, 1991).

The effective modeling of reading strategies by the teacher educator highlights the importance of providing pre-service teachers with concrete examples of how to approach complex texts (Brown, 2005). The identified challenges related to text selection and discussion facilitation underscore the need for ongoing support and mentorship for pre-service teachers as they develop their expertise in teaching literature.

However, the integration of authentic literature into English teacher education is not without its challenges.

CONCLUSION

This study provides valuable insights into the process of teaching future English teachers to read authentic literary texts. By exploring effective pedagogical strategies and identifying key challenges and opportunities, this research contributes to a growing body of literature on English teacher education. The findings highlight the need for explicit instruction in reading strategies, exposure to diverse literary texts, opportunities for practice and reflection, and ongoing support and mentorship. By implementing these recommendations, English teacher education programs can empower pre-service teachers to confidently and competently engage with authentic literature in their future classrooms, ultimately fostering a deeper appreciation of literature among English language learners.

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