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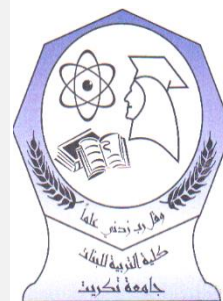


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REACT MODEL and Teaching the Area of English Literature Focus

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Abstract

The REACT methodology has been used to teach literary works in English. Students should be able to apply new knowledge and abilities to real-world circumstances, discuss and exchange information (work in pairs) in order to address problematic issues as a result of teaching. This methodology is intended to aid students in evaluating their prior knowledge and, as a result, improve their ability to comprehend the text at hand.

Learning about English through literature is a common goal of English language education. It gives students a better understanding of the societal and political context of the target language society, as well as how a particular community communicates.

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This study highlights the significance of employing the REACT approach while educating students about literature. In other words, there are two parts to it: information on the REACT paradigm, and information on literature. In the end, the researcher reaches some findings.

Keywords: REACT Model, Teaching ,Literature, Activity, Learning.

نموذج REACT وتعلم الادب الانكليزي

زينب عامر عبد الجبار

جامعة تكريت

و

د. ناهدة طه مجيد

جامعة تكريت

المستخلص

يستخدم الأدب بشكل عام في تدريس اللغة الإنجليزية لتنمية المعرفة حول اللغة. تم استخدام نموذج REACT (الارتباط والتجربة والتطبيق والتعاون والتحويل) كنموذج في تدريس الأدب الإنجليزي. تهدف هذه الدراسة إلى التحقق من فعاليتها في تدريس الأدب للغة الإنجليزية كلغة أجنبية

الكلمات الدالة: REACT موديل، تدريس، أدب، فعالية، تعلم.

Section One

1.1 Concept of REACT Model

Starting with an understanding of everyday life contexts for the subject matter, REACT model helps students apply their knowledge in real-world circumstances by allowing them to collaborate with one other and practice their knowledge together (Yildirim and Gultekin, 2017:81-101).

REACT model was developed as a consequence of research undertaken by CORD in response to issues faced across a wide range of scientific disciplines. "Relating – Experiencing –Applying –Cooperating –Transferring" steps make up this model's name, which is derived from the initials of the English terms in each step. It helps teachers and

students connect notions about the subject matter to the context in which they are used.

This increases the interest and motivation of the students in the course.

For starters, teachers can posit a hypothetical circumstance that students might encounter in the real world during the course of the session. In the classroom, context and properties are introduced. Find, discover and research are just a few of the laboratory activities that students get to participate in. The context's professional side becomes apparent after the two become intertwined in the mind. Students communicate with each other, share what they've learned, and discuss their ideas in a group setting. It's how a student uses what they learn in a new context or a new setting to their advantage "(Crawford & Witte,1999:34-38; Hull, 1999:88; Crawford, 2001:60 ;and Navarra, 2006:34)".

1.2 Advantages of REACT Model

Students might benefit from the REACT paradigm, which encourages critical thinking during the learning process. As a result, it helps teachers to avoid stressing the need of memorizing facts like definitions or procedures in favor of teaching students to think critically about the core notion of content (Ningsih,2020:13)

Student learning is enhanced by hands-on activities and real-world experiences when using the "REACT paradigm, according to Ultay, Durukan, &Ultay (2015: 95)".

Based on research on how kids learn and how teachers teach, REACT is a context learning method, according to Crawford (2001:79). According to these justifications, learning English with the REACT technique has the following advantages:

1-Deepen students' understanding:

As part of their education, kids not only hear what their teacher says, but they also do worksheets that help them connect the dots on their own.

2- Promote respect for kids and for others by having them collaborate, participate in activities, and come up with their own solutions to problems as they learn. In addition, they learn to appreciate and value the contributions of others while simultaneously developing a strong sense of self-worth.

3- Create a sense of community and camaraderie among your team members.

Students will develop a sense of community and belonging if they are encouraged to work together on projects and tasks.

4-Develop skills for the future:

Students must be able to manipulate real-world things in order to benefit from experiential learning. The activity serves as a training ground for more advanced abilities in the future.

5- Develop an appreciation for the natural world around you.

The practice of paying attention to one's immediate surroundings and the events of one's daily life is linked to the learning of new knowledge. Pupils develop a favorable attitude about their surroundings as a result.

6- Ensure that all students can benefit from education.

When you learn something totally and properly while having a lot of fun, you're doing it right!

Using the REACT technique in social science classes provides the following advantages, according to Asmahasanah et al (2018:58).

1-To begin, instruction is better organized, with more focus on the specifics of each task.

2- Developing a pro-environment and pro-social entrepreneurship mindset.

3- At each stage, students are able to access additional educational resources. Learning and working together in both the classroom and the real world When students take an active role in their education, they are more likely to retain what they've learned. Students practice and simulate in accordance with the learning phase in order to enhance the learning experience. Teamwork, leadership, and personal accountability are all emphasized when students work together in small groups. Students create a new and useful type of knowledge and experience transfer by sharing what they've learned with others.

4-Students are taught to be unafraid and confident in both their speech and written expressions of ideas.

5- A passion for studying and passionate learning motivates students to reach their full potential.

6-Students are more eco-friendly when they interact with each other.

7-Teach children how to evaluate and analyze the information they receive.

8- In order to improve one's integrity and respect for others' efforts.

1.3 Stages of REACT Model

Theodore (2001: 61 , cited in Oktafiani ,2021:23) The REACT paradigm is divided into five stages for contextualized instruction:

Getting to know one another is the first step in the context-based learning process. Students' interest is piqued when the teacher makes connections between the topic they're learning and things they already know or have encountered.

Second in the REACT technique, the material are taken into the school so that kids can obtain a hands-on encounter with the information. Using this strategy helps students who have no prior understanding of the subject topic learn and understand what they are being taught (Crawford , ibid , cited in Oktafiani ,ibid).

3- Applying phase is the stage in which teachers can develop an appropriate exercise and allow pupils to learn by putting the concept into practice in a real action, such as addressing a problem.. As an illustration, the instructor gives the students a task in which they must use the lessons they've learned to solve challenges (Crawford ,2001: 61 , cited in Oktafiani ,2021:23).

4- It's a teaching strategy that promotes collaboration among students by giving them the opportunity to share ideas, respond, and stay in touch with one another. They can also benefit from one another's experience. Teachers may ask students to talk to other people about their work in subgroups as just an example (Crawford ,2011: 61 , cited in Oktafiani ,2021:23).

5- The final element of the REACT approach is the transfer of information, or the utilization of what students have already learned. If the teacher requests a group to present the discussion results to the class, the other groups are asked to comment and provide a question (Crawford ,ibid).

1.4Teacher's Role in REACT Model

When it comes to Context-Based Teaching, having capable teachers is critical. Context-based classes can be built on top of this foundation. a professional community member who is ready, willing, and able to teach and to learn from his or her teaching experience" a competent teacher. Able and eager skills are known regarded as 'able', whereas psychological - behavioral skills are considered to as "ready' (Shulman and Shulman, 2004:36).

Using the CBL technique, students not only become more involved in their education but also develop deeper connections between what they learn in the classroom and the rest of their life, as reported by Ng & Nguyen (2006:36-50) in Alev &Ultay (2017:174).

Some countries have adjusted their curriculum to incorporate the context-based learning strategy, which has proven to be effective in providing positive results and becoming increasingly popular in education over the last few decades.

The teacher's method of teaching and learning is referred to as a teaching strategy. The teaching strategy should comprise a number of procedures that can be applied by the teacher in order to make the teaching-learning process more successful and engaging. As a result, the kids have a more enjoyable time when they are engaged in classroom activities. This will have a significant effect on students since they will be learning by doing. Additionally, instructors are responsible for advising and guiding their learners via the educational methods they use (Ng & Nguyen, *ibid*).

1.5 Student's Role in REACT Model

Students must put theory into practice if they hope to succeed in their studies. Two-way communication between the teacher and the student is essential to the learning process. English for business administration provides a number of business terminology-related practices. As a teacher, your job is to inspire students to speak and perform professionally. Student's responsibilities include practicing and applying skill (Kaya and Gul, 2020:2-3). Students are emotionally and mentally invested in the subject matter. Because they're not spectators or subjects, they're performers. Contextual teaching and learning have shifted our focus from the teacher to the students themselves as the primary source of information and understanding (*ibid*).

With Context-Based Learning, students are encouraged to consider not only their immediate learning environment, but also the larger context of what they are learning in order to fully comprehend what they are being taught. Activating the student's past knowledge is an important aspect of the feminist theory of learning. However, the CBL employs situations that awaken the person's existing knowledge in order to assist them learn the new material. As a result, students benefit from the CBL technique because they are better able to organize their information and gain a sense of urgency about the subject matter (Kaya and Gul, *ibid*).

The term "context-based learning" refers to a collection of cutting-edge instructional strategies that place student learning in real-world contexts. Teachers who use context and applications of science as a springboard for developing scientific ideas are known as

context-based educators. Science and current events are also provided to pupils through CBL, creating an educational atmosphere where students require information when they are confronted with these issues in their daily lives (ibid:3).

Section Two

2.1A Brief Historical Overview of Literature in Foreign Language Education

There has been a recent surge in literary and cultural theory, which has established the groundwork for additional study into how books, language, and schooling interact. A paradigm for the merger of culture and traditions, with literary as an element of culture, emerged in the late 1980s and early 1990s.

Writing as a cultural construct has recently witnessed a comeback in attention and inclusion in academic courses. Due to the above, several investigations have argued for or recommended a content-based L2 program that incorporates literary works "(Cook 1994:63; Hanauer 2001:29; Carroli 2008:112)".

From either a historical standpoint, Schunk and Kramsch (2000:556) investigate the role of fiction in foreign language teaching, with specific focus devoted to the United States. Literature has traditionally been viewed as the expression of national pride, and there has been discussion about whether or not reading for content is different from reading for style or form since at least 1981. In the 1950s, literature was increasingly identified with advanced pupils and was regarded less fit for lower-level learners. Literature is viewed ideal for youngsters at higher stages of learning by its ontological richness. In the wake of the increasing proficiency movement, literature as genuine text predominated from 1979 to 1999. Literature was viewed as a tool for "vocabulary acquisition, the development of reading processes, and the training of critical thinking" during this time (ibid:567).

According to the Concise Oxford Dictionary of Current English (1999:190), literature is defined as "writings whose worth depends in the beauty of form or emotional effect". The phrase "book learning," which comes from the Latin feature which helps "learning," was first used to denote "writing generated with characters" in the early 15th century.

In the words of Khatib, Improvement and progress and Rezaei (2011:84), literature plays an important role in developing students' linguistic abilities, cultural and pragmatic awareness, emotional intelligence and critical thinking. When a piece of written material

is used for the aim of telling a tale or entertaining, it is considered a piece of literary text. However, it may also have political or religious themes or views that are meant to be conveyed through music. (<https://www.quora.com/What-is-a-literary-text>).

2.2Importance of Literature in the Classroom

When it comes to mastering a foreign language, students' motivation, tenacity, and enthusiasm are all important factors to keep in mind. Students who are really committed to their studies are also more likely to succeed (Crook and Schmidt, 1991:469). When we link the human component to history's great concepts, we are able to make our future a concrete notion that can be confronted intellectually. Contemporary and transcendental aspects of literature may coexist (Hulst,2017: 124). With only a few pages, it may transport the reader to another era or location entirely. This strategy may be suitable for those who are more interested in philosophy and linguistics than in the mechanics of grammar. Rather of reading dry language, students find it easier to connect with historical events and individuals when they are presented in narrative form.

When the Grammar Translation Method (GTM) was in use in foreign language classrooms, literary texts were regarded an important source of linguistic information. Since then, however, literature has been devalued in favor of a more Communicative Language Teaching (CLT)-oriented approach to language instruction. For Khatib et al. (2011:69), literature has been overlooked because of a lack of empirical evidence.

The primary question is whether or not literature can help students enhance their language skills. In order to convey expressive meaning to the reader, the author must use language (Liach, 2007: 108). Three key conditions may be met when literature is used as an L2 teaching resource. In the classroom, literature provides students with real-world examples of how language functions in the actual world, and this criteria supports the use of literature in the classroom. Encouraging young people to read in a range of literary genres, tones, and registers may assist broaden their linguistic interests.

A more interactive approach is taken with the second criterion, which views literature as a medium open to interpretation and debate. The ultimate goal of an EFL teacher is to

produce engaged and motivated students through more communicative approaches to language education.

The reader's own motives and experiences form the basis of the third criterion, which is motivational in nature. The reader's emotional response to a book is improved when pupils are actively involved in the learning process and extra cultural context is provided. Incorporating students' own life experiences and feelings into their coursework might make it more interesting for them to learn.

2.3 Benefits of Using Literature

Students' reading abilities increase, their tolerance grows, and their creativity develops as a result of using literature, according to Mckay (1982: 529-531). In a dynamic and intimate manner, literature enables pupils to participate in their own learning.

According to Maley (2001:48), cited in Khan & Alasmari (2001:48), literature may help students develop their creative comprehension and communication skills (2018:169). Arthur discusses the importance of learning a diverse range of linguistic and cultural patterns (1968:199-210).

Maley (1989:74) mentions the following benefits of learning English through literature:

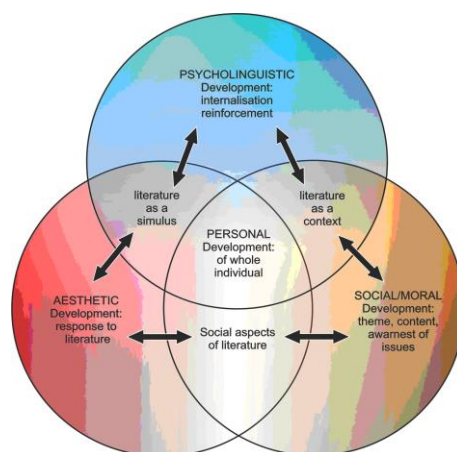
- i) Literature is essential to the development of any language. All civilizations share a commonality in the universal themes of love and death, as well as jealousy and pride.
- ii) Many of the older, more established approaches to language instruction have the drawback of placing students in contrived situations. literature does not devalue, but rather gives its readers actual and accurate knowledge.
- iii) Personal relevance: Literary writings often deal with events, ideas, sensations, and emotions that may be based on the reader's own experiences, whether they are genuine or imagined. Because of this, students are better able to connect what they are learning in the classroom with what they already know.
- iv) Literary works tend to cover a wide range of topics and to contain all possible variants of the language in their content.

- v) Literature appeals to readers because of the universality of its themes and ideas.
- vi) Fiction's ability to evoke emotions and ideas that go far beyond what is written is unquestionably one of literature's most valuable assets. As a result, literature is an excellent resource for sparking discussions in the classroom.
- vii) Literature encourages class debate because it is open to ambiguity and subjectivity.

The profundity, liberal thinking, unique depth, and human traits that can be gained from reading literature have been documented in many research. Students of a language can use literary works as a model to learn about the many forms and customs of the language. Students' critical thinking skills are sharpened as a result of their exposure to a wide range of literary and cultural works. As a result of literature's ability to educate pupils to respect and accept other cultures, communities, and values, it assists in students' intellectual and professional growth.

According to Lazar, the inclusion of English-language literature in EFL curricula has been a heated topic since the 1960s (1993: 19). Literature has been used as a teaching tool for foreign languages for quite some time now, and recent transdisciplinary and speech analytic studies have attempted to justify this practice. It's not all for nought that students learn about humankind and language via literature. Using literature as both a facilitator for kids' general development is central to Horner's concept (1983:52).

As seen in figure, there are three major reasons for using literary texts in language instruction: aesthetic, psycholinguistic, and moral (2). In the aesthetics and psycholinguistics fields, students are taught to identify and internalize particular patterns of behavior in the reading process. During this period, the socio-moral area is primarily concerned with concerns of content and theme. Together, they are able to help children develop as people and as a community.



Figure(2) Adapted from English instructors at work: the best prepared schemes (Horner, 1983:52)

2.4 Difficulties of Using Literature in the Language Classroom

Language, tradition, and indeed the selecting of acceptable materials are among the most serious issues. Some of our favorite literary works may create significant trouble to our language students if we halt to study some of the most popular literary works (McKay, 2001:61, Lima, 2005: 186) if we stop to study some of the most popular literary works.

McKay (ibid:319) claims that grammatical and lexical errors are common. Many individuals assume that reading is a difficult endeavor when it comes to literary terms and linguistic patterns. Texts that stray from Standard English intended for pupils at various academic levels are slammed by him. Literary language is often seen as "disrupting the established norm in fresh and surprising ways" by many pupils since it doesn't adhere to the most common usages.

Ibid:86) says that "the intended bend and break of grammar norms that appears to be one [of] the core elements of literature" contrasts "violently" with grammatical mastery, which is generally guided by graded frameworks in the field of EFL teaching. According to the author, "unrestricted, creative utilization of lexical terms may inhibit comprehension rather than providing practical examples" in Lexis. According to Widdowson (1982:28), literature may provide 'misleading models,' and this disruption use of language, although stimulating and renewing to native speakers, may generate uncertainty in the case of international learners.

Additionally, there are some concerns with the use of literary texts in English language instruction because of cultural considerations. Literature, according to McKay (ibid.), is overflowing with cultural themes that could be confusing to a novice reader. Outsiders may be unable to fully comprehend and share an insider's breadth of references because of cultural considerations, say Duff and Maley (1990:84). Some literary writings' "undesirable cultural associations" could also limit their utility.

Text selection is a challenging problem for both instructors and pupils. Pupils' "language proficiency, age, gender, and previous knowledge" must all be taken into consideration while picking a book for students to read. When children lack the linguistic, literary, and cultural competence to deal with a work, instructors' intentions to provide them with a literary journey may turn into sources of conflict. (Lima, 2005, p. 86; emphasis added)

Scholars have also pointed to the lengthy nature of the book as a major challenge. As long as "they do not give extended contextual support and repetition as longer texts do," short texts aren't the sole ones that scare students away from lengthy texts (Duff & Maley, 1990: 7).

2.5 Approaches to Teaching Literature

Literature teachers, according to Whitehead (1968:39-40), need to be familiar with a variety of approaches and tactics in order to be successful.

1- Maley's Stylistic and Critical Literary Approaches

There are two approaches to studying literature, according to Maley (1989:63: the critical literary attitude, which focuses on the backdrops and plot as well as literary notions, motivations, and personal characteristics, and the stylistic strategy (the study of literature as such a teaching tool), which is concerned with linguistic analysis and critical interpretation of the text's description. The critical method requires familiarity with language theory, while stylistic approaches place more emphasis on teaching students how to speak and write in a foreign language.

2-Three Models of Carter and Long

Teaching literature can be accomplished using one of three approaches proposed by Carter and Long (1991: 74). These include the language-based, cultural-based, or growth-oriented approaches. In the cultural model, students learn about historical context, writers

and cultural trends, as well as specific times and periods. Learners are encouraged to enhance their language abilities through the use of a language model that emphasizes the development of listening, speaking, reading, and writing. Students' personal growth is the goal of the personal growth model, which tries to instill in them qualities such as imagination, creativity, critical thinking, and aesthetic sensibility.

3-Six Approaches of Van

As Van (2009:2–9) explains, there are six ways to go about this.

First, there's the aforementioned Stylistic Approach; second, the literary text approach; third, the word approach; fourth, the critical literacy attitude; and fifth, the new critical approach.

This approach, at least according to Simon (2006:53), examines literary works from the perspective of how language is embodied. To understand how a language's resources are put to use in real-world communication, a stylistic study is necessary.

As Eco (1984:22) puts it, "This approach, according to Eco, regards literature not as linguistic items written on a page, but rather as interaction between a book and the reader's consciousness." He emphasizes the importance of the reader's participation in the text's creation as an active interpreter.

Language-Based Approach (2009:86) states that literature is a good vehicle for teaching English language skills via engagement, cooperation, peer-teaching, and student independence through the use of literature.

Studying Critical Literacy helps students comprehend how texts and problems of racism, sexuality, nationality, faith, and political influence intertwine. It is his contention that creative actuality as knowing is the outcome of a slew of connections (Osborn, 2000; 104). The way literature tackles society's most serious challenges of ideologies and power imbalances has largely been ignored in language teaching.

Reading attentively, especially of poetry, is a key component of analyzing literary works as identity, self-centered beautiful pieces to be comprehended by readers, as explained by Ogden and Richards (1923:47) in *The New Criticism*. Literary art may be divided into two separate sorts, the first of which can be easily translated into a new language, and the second of which cannot.

Barry (2002: 62) demonstrated that theoreticians analyze a prose story by going to compare that to another text in the same genre and looking at the following systems: -a network of interpretive interconnection; -a fiction set of rules; -a notion of narrative as a compendium of repeating pattern motifs; and —a designed model of an underpinning, unified narrative structure.

4-Wellek and Warren's Intrinsic and Extrinsic Model

One technique is called intrinsic, and the other is called extrinsic. Readers who use an intrinsic approach to a work of literature pay particular attention to the text's structure and language as well as its imagery and symbolism. The focus of the extrinsic method is on the author's biography, historical context, and societal factors. There are four stages of investigation in the intrinsic approach, namely: grammatical; lexical; structural; and cultural;

Extrinsic approaches are primarily concerned with: biographical, historical, artistic, and philosophical

5-Four Methods of Durant (1995)

According to Durant, "literature may be taught in a variety of ways, including lectures, casual interactions, workshops, and self-access learning (1995:291-311). Many creative writing and written response projects are available for students to use during class time, as well as silent reading and comprehension exercises".

Conclusions

Students' social contact can be improved by implementing the REACT paradigm in the classroom. "Students freely exchange information, engage in debate, and respond to queries. Students, especially those who are accustomed to working alone, gain confidence from the opportunity to collaborate with each other in groups. The spirit of cooperation is instilled in them because of this".

Also, the REACT model encourages students to participate actively in the writing process by involving them in writing activities. The REACT model is a method of teaching that helps students make connections between what they've learned so far and what they'll encounter in their everyday lives. An excellent, appropriate, and efficient way to develop these four abilities is by use of the REACT model. EFL preparation students benefit from this course since it helps them enhance their comprehension of literary materials. In

addition, the REACT model encourages students to use all four of their language skills in their regular sessions.

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