

# Teaching Approaches PART ONE

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Level: Master 1

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Module: Teaching Literary Texts

Lecture 01: Teaching Approaches PART ONE

## **Introduction:**

While the previous lecture gave you an insight into the realm of literature, its distinguishing language features and the benefits learners can take from examining any given literary text, this lecture aims at broadening knowledge about different approaches a teacher can utilize in identifying the meaning of literary text. As such, the lecture will focus on two important approaches in teaching literary texts. The first one is the traditional approach and the second is the reader- response approach. It is worth noting that many other approaches appeared successively and in a way or another each one is believed to have originated from either the traditional or the reader response approaches.

### 1- The Traditional Approach (Language-Based Approach )

The traditional approach is a teacher-centered approach. The teacher functions as an instructor and transmitter of knowledge while learners are considered recipients of the teacher's impressions and interpretations. As literary text are concerned, the traditional approach conceives the literary text as a material that can be examined, evaluated and interpreted from the part of the teacher and according to his/her own interpretation. As such, the traditional approach to literary text can be seen as a lecture based where the teacher is in charge of providing students with knowledge about a given literary text with the intention of neglecting students' thoughts and interpretations as related to the given text.

The mere focus on the teacher as the sole responsible for examining literary texts is coupled with a focus on developing students communicative abilities. Here the teacher has a

set of roles in regard to literary text. For the teacher, a literary text is a material that can extend students word reparatory.

### 1. A language-based approach

- material is chosen for the way it illustrates certain *stylistic features* of the language but also for its *literary merit*
  - integration of *language* and *literature* syllabuses
  - *detailed analysis* of the language helps students to make meaningful interpretations or informed evaluations of it
  - increase of general *awareness* and understanding of English
  - encouragement to draw on existing knowledge of grammatical, lexical or discursal categories to make *aesthetic judgements* of the text

As such, the teacher is expected to provide an analysis of the text or use systematic-linguistic knowledge as to approach the meaning off the text. It is worth noting that within this process priority is given to the description of the given literary text before interpretation. As a result, acquiring communicative competences becomes a priority over attaining the aesthetics of literature.

#### 2- The Reader-Response Approach (Literary Critical Approaches)

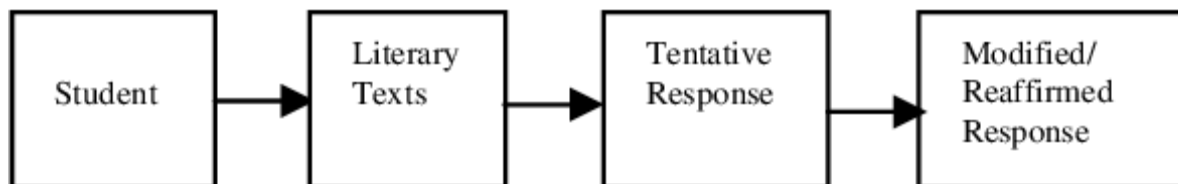
Contrary to the traditional approach, the reader-response approach is known as a learner-centered pedagogy. The advocates of this approach proclaim that literary text is more than a set of words on a given page to attain knowledge about English. Rather, they advocate that teaching any given literary text should be seen as a process of linking the physical text with

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the mind of the reader. Based on this state of mind, this approach calls for two main things. The first is that a teacher is a mediator between literary text and the learner. Second, the literary text should be seen as a *multilayered construct of meanings*. As such, the task of the teacher becomes twofold. He/she should let learners know that a literary text has a specific content that tells a particular literary value. Secondly, this awareness about the richness of any given content should lead the teacher to help learners create an independent reading of literary text through opening a *multi-directional sphere of interaction* that opens up the door for learners not only acquiring linguistic competences but also gives them the ability to appreciate, assimilate and interpret literary text according to their experiences. Here, it should be noted that the reader-response approach rejects a single correct reading of literary text and insists that each learner could give his/her own interpretation according to life experiences and circumstances.

following flow chart:



Student is not imposed with preconceived ideas of the teacher.

-Interrelation between student and texts  
-Derives Conclusion

-Stylistic approach is used to seek evidence for response  
-CCTS is in Active state

**Figure 2. Integrated Approach Process**