EFFECTUAL METHODS OF TEACHING LETERATURE

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ABSTRACT

The given article describes the use of effectual methods in teaching lecture. As well it considers some suggestions of learning process as a factor in increasing the quality of education**.**

Keywords: effectual method, learning process, teaching literature**.**

INTRODUCTION

We know that, in any auditory what any teacher does impacts on the involvement of students to learning. The methods and resources used by teachers determine whether learners will be active or passive. In our high education, teachers mainly use the lectures, which are focused on teacher centered method and following, the implication is that learners are passive and learning tends to be superficial. Lecture, one of the oldest teaching methods, however it is still the most widely used method of instruction on our institutions of higher education.

Research shows that information is more easily learned when it is linked to what one already knows. Thus the lecture needs to build a bridge between students' knowledge base and the new material or subject matter of the lecture. The following are some suggestions as to how to do this: find out what your students already know by collecting information, asking questions, etc.; as you introduce new topics, start with a review of the material that came before and show how the new content is connected to or builds on it; use examples that are relevant to your students' experiences; make the lecture structure transparent by planning a good introduction; use slides or the board for key points; make sure your conclusion or summary ties the important information together.

METHODOLOGY

One of the biggest obstacles to an effectual lecture are presenting too much material for students. It means that students are frustrated by overloading and finally they may give up. Students learn more and better if fewer points are presented. So it is essential to think carefully about what you can reasonably address in the time allotted. The most commonly stated purposes of lectures are:

-Present information;

-Stimulate and increase students' interests in a subject area;

-Checking the comprehension.

Research on lecturing suggests that traditional lectures, if well planned and presented, are as effective as other methods for transferring information. However, there is a little point in simply conveying information, however well it is presented, without stimulating students' motivation to learn and giving them opportunities to develop understanding. Methods which actively involve students are more effective than lectures for encouraging them to take deep approaches which are likely to result in developing understanding, encouraging critical thought, challenging opinions or changing conceptions.

This does not mean that all lectures should be abolished. Many teachers enjoy lecturing, and many students enjoy good lectures. If you choose to lecture, you can do so in a way which increases the chances of students developing understanding. Lectures can be used to give broad contextual information, to highlight the important or interesting aspects of a topic, to demonstrate problem solving techniques, or to show the relative strengths of two sides of an academic controversy. They should not, however, be used to transmit information that the students can acquire from reading their textbook. Lectures which are based around a set text should be used to clarify, expand, or explain the content of the text rather than merely to repeat it. It should also not be assumed that transmission by the lecturer implies reception and learning by students.

RESULTS

Lectures are particularly good for presenting up-to-date information, summarizing material, adapting material to the background and interests of a particular group of students, and focusing on key concepts, principles, or ideas. But, new advancements in understanding about memory, motivation, and learning indicate a need to rethink how to organize and deliver a lecture.

Research shows that information is more easily learned when it is linked to what one already knows. Thus the lecture needs to build a bridge between students' knowledge base and the new material or subject matter of the lecture. The following are some suggestions as to how to do this:

-Find out what your students already know by collecting information, asking questions, etc.

-As you introduce new topics, start with a review of the material that came before and show how the new content is connected to or builds on it.

-Use examples that are relevant to your students' experiences.

-Order the subtopics in a meaningful sequence, using good transitions and ample metaphors, examples, demonstrations, or other relevant illustrations.

-Make the lecture structure transparent by planning a good introduction.

-Use slides or the board for key points.

-Make sure your conclusion or summary ties the important information together.

DISCUSSION

Students learn more effectively when they are actively engaged than when they passively receive information. Following are some ways to incorporate active learning into your lecture. For additional strategies, see the section on group learning.

Beginning of class

Use groups: Have students form groups (pairs or trios) at the beginning of class and give them time to discuss material, solve a problem, or raise a question to be discussed during the class.

Brainstorm: Pose an open-ended question to the class at the beginning of a lecture and ask students to brainstorm. Write students' ideas on the board or on an overhead. Refer to these ideas later in the lecture. You can combine or group related ideas and provide major conclusions, or allow students to do this.

Post problems: Ask students to raise questions they may have at the start of the hour. Write these on the board. Alternatively, you can invite students to e-mail questions to you about readings ahead of time. These questions can be assembled and distributed at the beginning of the period. As you lecture, indicate any questions that are being addressed.

Middle of class

Pause: Divide your lecture into two 20-minute (or three 15-minute) periods of lecturing followed by a two-minute pause where students can work in pairs to compare and rework their notes. Students might also use a pause to answer a question or solve a problem with a partner. This is a good time for students to address any questions posed earlier and posted on the board.

Student experts: Have students become experts on key points throughout the semester. Students can be responsible for a small part of a lecture where their “key point” is featured.

Take a vote: Make a statement based on the lecture content and ask students for a show of hands if they agree, disagree, or don't know. A discussion of why may follow.

End of class

Assign a one-minute paper: At the end of the lecture, students can be asked to write a one-minute paper summarizing the main points of the lecture, the most

important point of the lecture, or perhaps the most unclear point. You can collect these and use them as a guide to how well information was presented and what information needs clarification.

Hold a discussion: Periodically cut your lecture short. Use the last 20-25 minutes of class time for informal discussion

CONCLUSION

All in all, we can say that literature can be used in different way in the auditory. When the course is a literature course, I think it is important that it leads the students to understand how literature works, and if possible, what it is, in contradiction to other things. So I try to offer an account of literature which emphasizes that it is first and foremost art, and that whether one is faced with narrative or lyric or drama, they are art on the same grounds. In discussing a literary work then, I try to keep the attention of the students focused on the elements and properties which result from answering the question, what is literature? Students learn more effectively when lectures include activities which engage their thoughts and motivation. In addition to introducing active learning, you can capture the attention of your students by becoming a more dynamic lecturer. Here are some techniques you might try: start your lecture with an interesting story, a personal anecdote, or a provocative visual; ask a question or state a problem that is central to the material you will be talking about; use real-life examples that are relevant to your students' experiences; use your voice effectively-speak with energy and inflection; move around the room to better connect with all your student

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