

## Understanding Cultural Context in Responding to Literature: Researching the Teaching of Literature in EFL/ESL Classroom Context

Ali Mustofa<sup>1</sup> & Jonnie Lyn Hill<sup>2</sup>

<sup>1</sup> English Language and Literature, Faculty of Languages and Arts, Universitas Negeri Surabaya, East Java, Indonesia

<sup>2</sup> Head of English Curriculum Development, Vita School of Surabaya, East Java, Indonesia

Correspondence: Ali Mustofa, English Language and Literature, Faculty of Languages and Arts, Universitas Negeri Surabaya, Lidah Wetan Campus of Surabaya, East Java, Indonesia. Tel: 6281-217-237-674. E-mail: alimustofa@unesa.ac.id

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### Abstract

The paper shares some insights of the ideas in giving the response to literature for the students and the teachers in EFL/ESL classrooms. Understanding and appreciating a piece of literature is determined by how one can convey the concepts and words to new situations. During this process, several types of interaction happen: interaction between experience and the text; interaction between author and reader; and interaction of the reader with other readers. Life experience and the knowledge readers bring to a text play a significant role in the interpretation of the text. Cultural knowledge may also strongly affect a reader's interpretation (of the text). In order to interpret a text in the way the author has intended and to avoid the unsuccessful consequences of interpreting, readers need to develop their knowledge. Several types of responses can help readers disclose the connections and contrasts between their experience and their interpretation (of the texts). Literary "show and tell" helps readers form free associations, find contrasts, and distinguish new contexts.

**Keywords:** literature, response, cultural context, interaction

### 1. Introduction

Reading a work of literature requires a special competence since this action will involve many different aspects and/or strategies. The aspects could be varied in their practical implementation since they may interconnect with external and internal problems within an institution, students' intake, and curricular support as well. While talking about strategies for exercising the implementation will interrelate with teachers' pedagogical competence, learning materials, and classroom management. However, reading is an important skill in a language classroom. In literary based language teaching, reading is a basic competence for students to mostly engage in classroom interaction. One more important thing in reading a work of literature in ESL/EFL classroom understands the cultural context, in which the piece of work was written and produced, is a basic stepping stone to observe the overall ideas in it. This is often neglected by teachers and students in their first account in understanding a text of literature.

Even when a person does comprehend one hundred percent of the text, the inferences and interpretations involved in comprehension can produce very different insights. A housemaid character in a storybook children, Amelia Bedelia in *Amelia Bedelia* (Parish, 1963), represents how this is not so. On her first day of work, Amelia Bedelia, a maid for a rich lady, was given a list of tasks to carry out while her mistress was out. Three of the tasks were to draw the drapes, to dust the furniture, and to change the towels in the bathroom. The result of Amelia's interpretation over the command written on a piece of paper was: Amelia drew a picture of the curtains, threw dusting powder all over the room, and changed the towels by cutting them to form new shapes. She was confused when, rather than praising her artistic ability, the mistress of the house spoke harshly to her about letting the furniture fade, and was angry at the dust in the room and the changes that Amelia had made to the towels in the bathroom.

Some research dealing with understanding the contexts in literature are, but not limited, to deal with reading

# Researching Response To Literature And The Teaching Of Literature Points Of Departure

**Peter Hunt**



## **Researching Response To Literature And The Teaching Of Literature Points Of Departure:**

Researching Response to Literature and the Teaching of Literature Charles Raymond Cooper, 1985 This volume explores the theories and methodologies that help us to learn more about readers It presents a comprehensive review of the major research theories on response and the current techniques and methodologies for carrying out research Organized into three parts theories of response ways to study response and ways to study classroom instruction in literature it will be of interest to a variety of audiences including teachers of literature teacher training supervision curriculum and program evaluation psychometrics linguistics discourse theory computer science cognitive psychology and developmental psychology

*Understanding Children's Literature* Peter Hunt, 2006-05-17 Edited by Peter Hunt a leading figure in the field this book introduces the study of children's literature addressing theoretical questions as well as the most relevant critical approaches to the discipline The fourteen chapters draw on insights from academic disciplines ranging from cultural and literary studies to education and psychology and include an essay on what writers for children think about their craft The result is a fascinating array of perspectives on key topics in children's literature as well as an introduction to such diverse concerns as literacy ideology stylistics feminism history culture and bibliotherapy An extensive general bibliography is complemented by lists of further reading for each chapter and a glossary defines critical and technical terms making the book accessible for those coming to the field or to a particular approach for the first time In this second edition there are four entirely new chapters contributors have revisited and revised or rewritten seven of the chapters to reflect new thinking while the remaining three are classic essays widely acknowledged to be definitive *Understanding Children's Literature* will not only be an invaluable guide for students of literature or education but it will also inform and enrich the practice of teachers and librarians

*International Companion Encyclopedia of Children's Literature* Peter Hunt, 2004-08-02 Children's literature continues to be one of the most rapidly expanding and exciting of interdisciplinary academic studies of interest to anyone concerned with literature education internationalism childhood or culture in general The second edition of Peter Hunt's bestselling *International Companion Encyclopedia of Children's Literature* offers comprehensive coverage of the subject across the world with substantial accessible articles by specialists and world ranking experts Almost everything is here from advanced theory to the latest practice from bibliographical research to working with books and children with special needs This edition has been expanded and includes over fifty new articles All of the other articles have been updated substantially revised or rewritten or have revised bibliographies New topics include Postcolonialism Comparative Studies Ancient Texts Contemporary Children's Rhymes and Folklore Contemporary Comics War Horror Series Fiction Film Creative Writing and Crossover literature The international section has been expanded to reflect world events and now includes separate articles on countries such as the Baltic states the Czech and Slovak Republics Iran Korea Mexico and Central America Slovenia and Taiwan

*Researching Response to Literature and the Teaching of Literature* Charles Raymond Cooper, 1985 This volume

explores the theories and methodologies that help us to learn more about readers It presents a comprehensive review of the major research theories on response and the current techniques and methodologies for carrying out research Organized into three parts theories of response ways to study response and ways to study classroom instruction in literature it will be of interest to a variety of audiences including teachers of literature teacher training supervision curriculum and program evaluation psychometrics linguistics discourse theory computer science cognitive psychology and developmental psychology

Resources in Education ,1990      **Instructional Models in Reading** Steven A. Stahl,David A. Hayes,2013-04-03 This book started with a simple idea examine models of reading instruction that have emerged during the past 20 years These models span a wide range of instruction representing a continuum from highly structured task analytic instruction to child centered and holistic instruction Each model has its own epistemology or views on how reading and instruction are to be defined The different epistemologies indicate different principles of instruction which in turn indicate different practices in the classroom Each model is also supported by a different research base In this volume leading proponents of these different models discuss their ideas about reading instruction thereby encouraging readers to make their own comparisons and contrasts The chapter authors seem to adopt the editors eclectic approach to some greater or lesser extent incorporating aspects of other models into their instruction as they see other goals Thus models of reading instruction are complex Complicating matters further is the fact that teachers hold their own models of reading which may or may not be congruent with those discussed here Although academically developed models influence college preservice and in service instruction teachers own models of reading filter the information that they take from what they learn from these perspectives By carefully examining these variables this book makes a firm contribution toward disciplined inquiry into what it means to teach reading      **Or Words to That Effect** Daniel F. Chamberlain,J. Edward Chamberlin,2016-01-27 This volume raises questions about why oral celebrations of language receive so little attention in published literary histories when they are simultaneously recognized as fundamental to our understanding of literature It aims to prompt debate regarding the transformations needed for literary historians to provide a more balanced and fuller appreciation of what we call literature one that acknowledges the interdependence of oral storytelling and written expression whether in print pictorial or digital form Rather than offering a summary of current theories or prescribing solutions this volume brings together distinguished scholars conventional literary historians and oral performer practitioners from regions as diverse as South Africa the Canadian Arctic the Roma communities of Eastern Europe and the music industry of the American West in a conversation that engages the reader directly with the problems that they have encountered and the questions that they have explored in their work with orality and with literary history      *Teaching World Languages for Social Justice* Terry A. Osborn,2006-08-15 *Teaching World Languages for Social Justice A Sourcebook of Principles and Practices* offers principles based on theory and innovative concepts approaches and practices illustrated through concrete examples for promoting social justice and

developing a critical praxis in foreign language classrooms in the U S and in wider world language communities For educators seeking to translate these ideals into classroom practice in an environment dominated by the current standards movement and accountability measures the critical insights on language education offered in this text will be widely welcomed The text is designed as a sourcebook for translating theory into practice Each chapter includes the theoretical base guidelines for practice discussion of the relationship to existing practices in the world language classroom suggestions for activity development which can be integrated into a professional portfolio illustrative examples questions for reflection and additional suggested readings Teaching World Languages for Social Justice is a primary or supplementary text for second and foreign language teaching methods courses and is equally appropriate for graduate courses in language education or educational studies

**Louise Rosenblatt** John Somer,2022-08-05 Louise Rosenblatt The Essence of Civility is a philosophical scientific and practical justification of Rosenblatt s argument that struggling with words develops the mind to cope with ambiguities of reality In 1938 Louise Rosenblatt wrote about literature and exploration and addressed an ancient dilemma The problem was introduced centuries ago when the Akkadians wrote the first dictionary Writers had depended on words to clarify social conflicts and eventually they realized the ambiguity of language This problem existed beyond the Renaissance In the eighteenth century languages received a resounding blow The deists and scientists preferred rational numbers to arbitrary words The result was that ancient writings lost their grip on Western civilization In an attempt to rescue social harmony Mathew Arnold in the nineteenth century argued that literature at least contained the wisdom of the ages In the twentieth century however literary critics rationally studied a work of literature and scientists studied the roots of languages Both ignored the value of reading literature Today technology absorbs and guides our lives Rosenblatt s ideas are now crucial When readers struggle with the ambiguities in words they also struggle with their conceptions of reality In this process the brain learns to accept challenges to rise above rigid assumptions and to acquire the flexibility to accept the human condition

**English and Literacies** Robyn Ewing,Siobhan O'Brien,Kathy Rushton,Lucy Stewart,Rachel Burke,Deb Brosseuk,2022-02-18 Being literate in the twenty first century means being an empowered receiver user and creator of diverse text types communicated across multiple and rapidly changing modalities English and Literacies Learning to make meaning in primary classrooms is an accessible resource that introduces pre service teachers to the many facets of literacies and English education for primary students Addressing the requirements of the Australian Curriculum and the Early Years Learning Framework English and Literacies explores how students develop oracy and literacy Reading viewing and writing are discussed alongside the importance of children s literature Taking an inclusive and positive approach to teaching and learning for all students it explores the creation of texts using spelling grammar in context and handwriting keyboarding skills as well as the need for authentic assessment and reporting Finally the text explores the importance of literacy partnerships and how teachers can address literacy challenges across the curriculum

Reading Research at Work

Katherine A. Dougherty Stahl, Michael C. McKenna, 2006-04-20 This book presents state of the science research on the components of successful literacy learning and how to target them in contemporary classrooms The volume builds on and extends the work of Steven Stahl whose pioneering contributions encompassed the key areas of phonemic awareness phonics vocabulary fluency comprehension and assessment Ten classic papers by Stahl are accompanied by 16 new chapters by other leading experts who highlight Stahl's theoretical methodological and instructional innovations describe how knowledge about each domain continues to evolve and discuss implications for helping all children become better readers **Young People Reading** Evelyn Arizpe, Gabrielle Cliff Hodges, 2018-03-19 The value of small scale qualitative research projects into young people's reading is often underestimated Yet these finely tuned studies with a precise focus and highly specialised approach can provide us with profound insights into the richness and variety of young people's reading practices Bringing together contributors from six continents this fascinating volume explores researchers' experiences of investigating the reading habits preferences and practices of young people aged 12-21 Detailing a variety of empirical methodologies and research methods its chapters also consider reading in an array of contexts in various languages and using diverse media Key issues addressed in the book include the complexity of sociocultural similarities and differences in young people's reading in international contexts multilingual bilingual and monolingual readers' experiences of reading how young readers use a range of different print and digital media how our understanding of the range of texts available to young readers and the different contexts of and purposes for reading can be enhanced through small scale qualitative research Providing in depth discussion of contributors' research and findings and touching on many different contexts text types and media this volume will support and inspire current and future researchers lecturers and teachers interested in young people's reading *Literacy and Schooling* Kathy Hall, 2017-11-27 Originally published in 2004 In this book Kathy Hall analyses recent educational reform in England relating to primary education and literacy By taking account of themes such as globalisation teacher education children's learning and especially literacy she develops a critique of government reactions and explores alternative responses to the crucial issues of our time The book concludes with policy recommendations based on evidence drawn from a range of perspectives Inviting the reader to consider what is happening in primary education generally and in literacy more specifically the book will prove both thought and action provoking Moving from the Known to the Unknown in Academic Writing Verbra Frances Pfeiffer, 2022-01-13 Expressive writing is mainly used on psychological patients to assist them in dealing with their trauma This book is the first to use expressive writing in assisting L2 students in their academic writing As may be shown in this book that using expressive writing techniques are particularly helpful for L2 students who have difficulty expressing themselves when writing in English The book will appeal to lecturers in language centres linguists psychologists and teachers Wingless Chickens, Bayou Catholics, and Pilgrim Wayfarers L. Lamar Nisly, 2011 Flannery O'Connor Tim Gautreaux and Walker Percy are all Catholic writers from the South and seem to embody very fully both parts of

that label Yet as quickly becomes clear in their writing their fiction employs markedly different tones and modes of addressing their audience O Connor seems intent on shocking her reader whom she anticipates will be hostile to her deepest beliefs Gautreaux gently and humorously engages his reader inviting his expected sympathetic audience to embrace the characters needed moral growth Percy satirically lampoons an array of social ills and failings in the Church as he tries to get his audience laughing with him while he makes his deadly serious point about the flaws he finds in the church and larger culture Why do these three writers assume such divergent images of their audience Why do texts by three writers who each embrace their Southern locale and their Catholic beliefs seem to have so little in common To answer these questions Nisly helps readers understand these authors fiction by examining the role that place and time had in shaping each author s idea of an audience and by extension his or her manner of addressing that audience More specifically Nisly focuses on each author s experience of Catholic community and each author s placement in relation to the Second Vatican Council Linking together biographical information and a reading of their fiction Nisly argues that O Connor s Gautreaux s and Percy s sense of audience has been shaped in significant ways by each author s own local experience of Catholicism in his or her home region as well as the larger global changes of Vatican II that transformed Roman Catholicism

Reader Response in Elementary Classrooms Nicholas J. Karolides, 2020-03-09 Reading is a quest Likened to an adventure both metaphoric and real the quest is a journey of discovery The reader s search encompasses the sensations of the experience itself accompanying emotions sense and meaning engendered by the experience and understandings of the self others and the world around Out of curiosity readers also search for an extensive array of information The journey can be envisioned and contemplated again and again after the reading act itself is completed In a meaningful way the reader s quest and its discoveries are life enduring and life fulfilling The purpose of this volume is two fold to establish and explore the essential features of reader response theory and its rendering of the reading process and to acknowledge a philosophy of teaching and to illustrate teaching strategies to evoke and enhance readers responses Understanding the ways in which the reader affects the reading and how the reading happens will illuminate classroom pedagogy This text establishes and explores the essential features of reader response theory and its rendering of the reading process The essays acknowledge a philosophy of teaching and illustrate a spectrum of teaching strategies to evoke and enhance readers responses including whole and small group discussion story drama readers theatre journal writing scripts letters stories and other writings and body punctuation A case study format is used to illustrate these strategies in action in real classrooms

*The Taming of the Text* Willie Van Peer, 2016-08-19 The contributors of this text first published in 1988 provide a dynamic view of the social functioning of texts taking account of linguistic literary and cultural elements They bring together innovative perspectives on literary analysis and theory on pragmatics and discourse analysis as well as on text linguistics and reception theory Various text types are examined and the editor introduces each chapter in order to draw them all together to make a fascinating and cohesive

whole      **Evocative Qualitative Inquiry** Joanne Yoo,2021-11-16 Evocative Qualitative Inquiry explores academic research that evokes vitality and life It provides a road map into integrating the personal with professional to engage in intrinsically meaningful forms of inquiry The book centers on the key considerations of engaging in evocative forms of writing in the academy It depicts academic inquiry as an embodied process that is captured and understood through rhythm and resonance It relays how pleasurable sensory and rhythmic forms of inquiry can engender a sense of timelessness expansiveness growth and generativity Evocative Qualitative Inquiry relates the challenges that may arise from following this less trodden academic inquiry path It conveys the importance of faith and courage in forging one s own unique and authentic writing voice The book concludes with an analogy of a poker game to illustrate how all academic writers possess the embodied capacity to write vibrant words that evoke Finally each chapter ends with reflection questions and activities to help readers practice the skills of writing evocatively This book will be a valuable guide for those seeking evocative writing techniques to engage in vibrant forms of academic research It is primarily written for academics who desire to learn more about creative poetic and embodied writing methodologies      **Romanticism and Form** A. Rawes,2007-04-26 This book offers new analyzes of canonical texts contextualizations of Romantic forms in relation to war nationalism and empire reassessments of neglected and marginalized writers and explorations of the relationship between form and reader It showcases a range of new approaches that are informed by deconstruction theology and new technology      **Becoming a Reader** J. A. Appleyard,Joseph Albert Appleyard,1994-01-28 Becoming a Reader in allowing us to predict our reading experience allows us as adults to choose what to do with the power which reading gives us



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