



I'm not robot



I am not robot!

Additionally, computer technology like internet has to be included with traditional classroom-based activities for teaching literature (Kartal and Arikan, ; Arikan,) Teaching and learning strategies Teachers need to employ a variety of teaching strategies in the classroom. Introduction Carter, R. and Long () stated that there are three models in the teaching of literature: (1) The Cultural Model which view literature as a teacher-centered and source of facts where teacher delegates knowledge and information to students, (2) The Language Model which allows teacher to employ strategies Thus, the methods to teaching literature are constantly changing to suit learners' needs and differences (Padurean,). Keywords. As an example, literature theory can replace language-based methods for teaching literature (Çubukçu b; Ünlü, ; Arikan,). This will normally include carefully-designed individual learning activities, group work and whole-class instruction. The styles of the authors, the language aphorisms, diction, vocabulary, didactics, characterization, gestures and A considerable amount of literature has been published on the teaching and learning of English literature at tertiary level, mainly focusing on approaches (Muhammad, Nuwairi To achieve the goal of teaching, the teacher must adopt effective teaching methods in education. Active-participatory teaching methods Graphical viewing methods Metacognition This paper aims to highlight on two main objectives Core practices of teaching include: eliciting and responding to student thinking, positioning students as competent sensemakers, orienting students to the content, orienting students to one another, assessing student understanding, teaching towards an instructional goal, and creating and maintaining a productive learning environment The learning objectives of literature component outlined by the Curriculum Development Centre cited by Cheng () are as follows) To instill and inculcate the reading habit among pupils) To enrich pupils' vocabulary and language content) To enhance pupils' thinking skills Students will gain an understanding of current literary and pedagogical theory and its application by reading and responding to literary and secondary texts and crafting/modeling instructional tools both independently and cooperatively in ways that mirror professional learning communities After completing this learning unit, you will be able to: Identify the characteristics of each method; Differentiate between types of teaching and learning methods; Argue the necessity of the adequacy of a didactic method to the proposed learning approach. The key element is the quality of learner engagement and the opportunities provided for feedback between the learner This paper reiterates the value of literature as a school subject appraises the approaches and methods over the years and recommends contemporary techniques that are believed will facilitate the teaching and learning of literature. Keywords:History, Teaching Methods

INDRODUCTION This paper deals with the different methods that can be adopted effectively in the classroom transaction of History language learning in Asia. 4, · Core practices of teaching include: eliciting and responding to student thinking, positioning students as competent sensemakers, orienting students to the ABSTRACT Although methods of teaching foreign languages have greatly improved as a result of pedagogic and linguistic research, the teaching of literature has remained The teaching and learning of literature goes beyond story telling. The teacher has many options to choose from different teaching techniques By reviewing some of the recent literature about teaching history, this paper describes what are the teaching methods now being used to make history classes more interesting.