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**TEACHING LITERATURE WITH THE EMPHASIS
ON THE GROUP WORK METHOD IN THE
ENGLISH LESSON**

THESIS

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I. THEORETICAL STUDY

1. INTRODUCTION

The arguments on which this study is based are bound for certain objectives of the literature teaching within the English lesson. The diploma thesis is divided into two main sections, theoretical and practical study. Theoretical study deals with literature in general and the enrichments, which learners can become acquainted with. The approach to the teaching of literature here is the students' derivation of the benefits of communicative and other activities for language improvement within the context of suitable works of literature. It can be said literature study puts its contribution to the students' general knowledge and to their intellectual, social and moral development, as well as it is universal in appealing to the emotions. Therefore, there are good psychological and linguistic reasons for teaching literature, and it will be implemented in the study as well.

As the literary study here is based on the student-centred approach, which allows learners to become active participants in the learning process, certain literary and linguistic abilities are considered, and consequently literary competence, that students need for the understanding of the literary work. Furthermore, literary genres are defined and put into the frame of literary study and analysis in the English lessons.

In connection with the student-centred approach, the group work method in the literature teaching will be presented as well. Sharing literature with and among students is an important point in the acquisition of these benefits. Group work should encourage students to genuine communication and develop their social skills. It is, apparently, observed from the point of literature teaching as students may discover their language potential through purposeful literary choice of material. It is not only that, students can share the knowledge within the group. In that way they can help each other to find the most appropriate solutions. The group work method contains not only the target language communicative competence and social aspect of the art of communication, but it can be also effective when solving arisen tasks in the literary analysis. Furthermore, group work promotes critical thinking approach, in which students learn to define the value of information and the individual importance of them.

Practical study deals with the employment of group work method within the literature teaching. It is based on the research organized at certain secondary schools. The operation of literature analysis, language acquisition and group work was observed and evaluated. The intended aims of the diploma thesis, stated in the statement – *The effect of teaching literature in the groups as a way of English language learning as well as social-interactive skills improving* are discussed in the theoretical study and verified in the practical section.

2. ENRICHMENTS IN LITERATURE STUDY

There are numerous points to recommend the teaching of literature. Literature is referred to constructions, or cultural artefacts in language, which may be designed for any of the whole range of human communication needs, private or public, oral or written, for which language is used. The vast accumulations of verbal artefacts exist in all languages and they play a significant role in developing the identity, aims and commerce of the communities, in which the target language is learnt (Moody. 1983:19.) Therefore, literature provides a complex study of the language, and new layers of the language use are exposed.

At the same time, it is appropriate to mention that as the readers explore literature, new worlds open up in the imagination, and new experiences from different societies and cultural backgrounds may appeal to them. (Bassnett, Grundy. 1993: 1-2.) From this point of view literature has a very close connection with the everyday life, because it portays lives, feelings, emotions, experiences of people. These are some of the major benefits sought through literature. Nevertheless, literature enrichments can be organized into three main contributions. These are language, cultural and personal enrichments. They may be presented at this stage as they provide an easy to survey of the gains of literature in the broader context.

2. 1. Language enrichment

It is timely to concentrate on the language enrichment. When students read literary works, they meet language in use. However, literature language constitutes a special domain of linguistic communication. Non-literary communication involves the use of conventionally appropriate kinds of language to convey practical everyday messages which

are socially necessary and immediately useful. Literary messages such as poems, plays, novels make use of the same basic language system, i. e. the grammar, the vocabulary, the rules for combining them into meaningful utterances. (Rodger. 1983:38-9.) The main core of the linguistic system is the same, literature can draw on all available styles, from the most elevated to the most informal, in order to gain its effects or give its representation of life. (Littlewood. 1986:178.) Language teaching materials must concentrate on how the language operates both as a rule-based system and as a socio-semantic system. (Collie. Slater. 2000:5-6.) In short, literature is very powerful in its authenticity.

Yet, sometimes a discussion about lexical appropriacy may arise. It is sometimes objected that literature does not give learners the kind of vocabulary they really need. (Collie. Slater. 2000:4-5.) It has to be said that it very much depends on the choice of text, and teachers should be careful about it. Nevertheless, literature is very rich in vocabulary presented in the context, sentence structures, conversation routines, thoughts, descriptions of different kinds.

Moreover, as contemporary language teaching promotes communicative language teaching and learning, literature serves as open air for the discussion. It provides an outstanding necessary stimulus to incite students to speech. (Hill. 1986:8-9.) So, students not only see the operation of the language within the meaningful context, but they are also motivated to express themselves in the pieces of conversation, discussions, debates about the read texts. They are expected to share their opinions in the target language, and genuine communication is encouraged.

2. 2. Cultural enrichment

Next to the language enrichment, learners of literature also benefit from the cultural enrichment. It is claimed that literature studying enables us to understand the foreign culture more clearly. The ideal way to deepen the understanding of life in the country where that language is spoken lies in literature. It is essential for the advanced learner to know the conventions, the way the native speakers show their feelings, the way they speak and behave in certain situations to be able to understand and use the language appropriately and last but not least to be understood correctly. This vivid imagined world

can quickly give the foreign reader a feel for the codes and preoccupations that structure a real society. Literature is perhaps best seen as a complement to other materials used to increase the foreign learner's insight into the country whose language is being learnt. (Collie. Slater. 2000:4.)

There are some problematic areas, which arise from different cultural background. These are social conventions and customs, attitude and values, social class distinctions, religious or political ideas, geographical features and climate, diet and dress, historical background. However, the learners may cross the differences to some extent, because they acquire more information and become more familiar with the situation and conditions in different cultures. Therefore, they may overcome some of these distinctive factors and accept them, which is extremely important in today's need of trespassing the civilization differences. The positive features, which can bring enrichment to students in a directer way are widening the horizons, knowledge of different life styles, entrance to the world of imagination, appeal to universal human emotions. (Hill. 1986:26.)

As Wa Thiong'o states, "literature reflects the life of people" (Wa Thiong'o. 1986: 224.). In word images, it reflects people's consciousness of the tensions and conflicts arising out of the struggles in the desire to establish a meaningful social environment and wrest the means of life. Literature thus contains people's images of themselves in history and of their place in the universe. (Wa Thiong'o. 1986: 224.) Moody sees it in the similar way. Literature with its culture reflects some of the perennial antinomies of human life on this planet. But it has to be mentioned that its meaning does not remain static, a literary work can transcend both time and culture to speak directly to a reader in another country or a different period of history. (Moody. 1983:17-18.) At this point, it can be clear that the understanding of culture, historical and social background seems to be important for whatever language learner.

2. 3. Personal enrichment

Above all, personal involvement as well as enrichment is an important part of literature study. It can have beneficial effects upon the whole language learning process. It may enable learners to shift the focus of their attention beyond the more mechanical

aspects of the foreign language system. If the reader is well-motivated, and finds interest in the piece of literature, s/he wants to know what happens next and may share the emotional responses. The language becomes transparent. (Collie. Slater. 2000:5-6.) As Reeves says: “If a reader wants to find out what happens next, if it seems important to him personally, he will read on despite linguistic difficulties.” (Hill. 1986:9.) Therefore, it extends linguistic knowledge as well as knowledge about the surrounding world.

Moreover, meaningful and enjoyable reading is more likely to have a lasting and beneficial effect upon the learners’ linguistic and cultural knowledge. If a particular work is able to stimulate the kind of personal involvement, it provokes strong, positive reactions. It is important to choose books, which are relevant to the life experiences, emotions, or dreams of the learners. Matching a particular group of learners with the literary work in a suitable way is well-worth for the study of literature and the learner personally. (Collie. Slater. 2000:6-7.)

2. 4. Literature in English language classroom

As it might have been observed, there are many reasons for literature teaching and learning. There has been a high degree of uncertainty about it in a school foreign – language course recently. Past approaches to language teaching ignored literature teaching. However, as the new impulses come in the language classroom, it has gradually led to a more cautious approach. (Collie. Slater. 2000:6-7.) The language teaching has become increasingly guided by the dominant aim of promoting the learner’s communicative competence. Some teachers say the prime intention is to teach language, not literature, and they analyze the texts with no regard to the value of the work as literature. (Bassnett. Grundy. 1993:1-2.) There is, of course, much focus put on language teaching, but there is a number of contributions brought about by the literature teaching within the English lesson. The study of literature involves an approach to texts as cultural artefacts and cultural awareness carrying and using literature as a linguistic and social resource. When considering the linguistic contributions, literature can be said a language in use and can therefore be exploited for language learning purposes. (Carter. Walker. Brumfit. 1989:1.)

Nevertheless, besides that, there are many ways of literature employment within the English lesson and they will be observed from different points of view. Works of literature are verbal works of art, distinguished by their sophistication, subtlety, and complexity. For a true appreciation of these verbal artefacts the reader must bring linguistic, conceptual, and cultural understanding of a high order to the text as has been discussed in the previous section. (Vincent. 1986:208.) So for a literary pedagogy to be successful, the teaching must develop the literary awareness which is implicit in the learners' ability to use language at all, and sensitize learners to the conventions of the literary tradition. To attempt this in a foreign language is a demanding task, students must gain experience and acquire certain literary abilities. (Brumfit. 1986:186.)

3. LITERARY COMPETENCE AND ABILITIES CONNECTED

3.1. Literariness and literary competence

The crucial point for non-native speakers is the under-investigation of literariness of a text and the notion of literary competence, which is very closely connected. It is important to keep an open mind about these issues. The definition of literariness is a complex and problematic one. However, the core of literariness is placed in the specific way the language is used in the piece of a literary text. Reading of a literary text involves some sort of engagement by the reader beyond being able to understand the meanings of the utterances in the text. (Littlewood. 1986:177.) In Košťálová's words,

“when reading a text, it is not only the request for the cryptanalysis of the single letters or understanding the individual words, but also a necessity to see the point in unexplicit meanings of the sentences or the whole sections of the text built up of individually intelligible words, which consequently, based on their position in the sentences, communicate something more complex than a mere integrate of their meanings.“ (Košťálová. 2001:112.)

Then, it may be said students deal with the literariness of the text. Students must be able to handle thoughts and underlying messages hidden in the literature.

As a result, recognition of literariness is one of the most fundamental components in literary competence. In order to get on well with the literariness of the texts, students need to acquire along with other abilities literary competence. It is a convenient umbrella

phrase, which denotes the remarkable capacity that any language user needs to have for understanding utterances of a literary work. (Rodger. 1983:43.) Students then can proceed to say what a literary text means to them, find reasons for it and decide if they like or dislike the text and why.

Furthermore, it means that the linguistic organization and stylistic analysis cannot be ignored. The case for linguistic-stylistic analysis, which is an important constituent of literary competence, has been well put by Pearce:

“Linguistic analysis becomes an integral aspect of the process of understanding literature, a means of formulating intuition, a means of objectifying it and rendering it susceptible to investigation and, in so doing, a means of feeling out and revising our initial interpretation.” (Brumfit. Carter. 1986:4.)

Linguistic analysis and analysis of the text in the whole serve as a student's tool in approaching the literary text. The fact, that learners can repeat the information from the text, does not necessarily mean, they understand it. The real comprehension of the text takes place, when the information are explained, interconnected with the previous knowledge and implemented as Košťálová alleges. (Košťálová. 2001:12.) In that way, learners acquire literary competence, and they open a door for the full understanding and positive personal experience.

In the previous section we explored the operation of language in a literary context. It can be concluded that it is productive to talk about literariness in language where some uses of language are more or less literary than others. However, a natural concomitant of language study and literary study would be an approach to the teaching of literature. It creates integrated and harmonized literature lesson, which brings many contributions from different fields. (Brumfit. Carter. 1986:10.)

3. 2. Literary abilities

It should be clear from the discussion so far the teaching of literature cannot involve an extension of ordinary reading skills. Students need to acquire certain abilities

before they are able to inhabit and internalise all the contributions. Consequently, a set of necessary abilities will be mentioned at this place.

3. 2. 1. Ability to understand linguistic utterances and language authenticity

Firstly, one of the elementary ability students are expected to handle is the ability connected with linguistics. Students should be able to understand the meaning of linguistic units as such. It is very much related to the prior knowledge of language. Students are required to have their language competence on a certain level as literature is an authentic material. At this point a note about communicative language teaching appears to have its relevance.

Communicative language teaching has invited in the use of authentic materials, in other words, materials which have not been designed for language learners especially. Hedge points out that the classroom can provide supported conditions of learning in which authentic texts can gradually be introduced and exploited in ways, which build confidence. (Hedge. 2000:67.) Literature reaches the fulfillment of such intentions and desires, because of its linguistic as well as emotional authenticity. From this angle of observation, not only see the readers the operation of language and vocabulary in use, but it may provoke an equally authentic and individual response from the reader. It is used in the specific ways, and it can also involve students in authentic discussions and negotiation. Nevertheless, the language of literary works, though authentic, is not more or less typical of the language of daily life. (Maley. 1990:107.) Therefore, the language of literature can be different from the students' experience with the target language. Widdowson argues that authenticity can only be achieved when the reader can interpret the intentions of the writer and respond appropriately to them. His argument has implications not only for the language level of the text, but also for the knowledge sufficiency of the successful interpretation. (Hedge. 2000:68.) Hence, if students are to absorb all the benefits of literary work, they need to go through a process, in which they realize relevant steps. Apparently, in relation with the language authenticity, the communicative language classroom has a variety of authentic texts, and the choice depends on the linguistic knowledge of students. Authentic literary

texts can be chosen in the same way. Here are some points, which might help to choose an appropriate authentic literary text.

3. 2. 2. Choice of texts

Students must be skilled at language to some extent as they are required to understand the chosen text. However, texts should be chosen with the following points in mind. Vocabulary and text structure should be within the students' scope. Slang, dialect and highly idiomatic language would appear in the text at a minimum and vocabulary, in general, should not be archaic, overspecialised or technical. Students are expected to understand how one part of the text relates to another, both at sentence and paragraph level. As Carter points out, "the more linguistically principled the linguistic units are, the more systematic the approach to literary text study is." (Carter. 1986:126-7.) Based on the quotation, the chosen text should be organized as much as possible. It should be plausible for the students to infer the meaning of most of the unknown words from the context. Ideally, these should not occur more frequently than one or two in every hundred. Complex sentence structure also makes it difficult for students to infer the meaning of unknown words. Sentence structure must therefore be at a level that they can handle. In short, it should meet the students' linguistic level. It is expected students will gradually meet the increasing complexity from the very simple texts up to the proficient level. (Collie. Slater. 2000:15-6.) It should have been noted, that if students had to struggle with extremely difficult vocabulary and sentence structure, they would neither understand the text nor enjoy reading it. Students might become discouraged and there is a danger of their unwillingness to read in the target language, which is not the point in any case.

It may seem the language competence for literature study should achieve quite proficient level. However, literature study can already start at the earlier stage. Bassnett and Grundy support this perspective, when they say, that "the childlike state where the harmonies, the poetic structures, the "music" of a language, as Gattegno called it, are more obvious to us than at any other stage. At this time, more than at any other, we are receptive to literature." (Bassnett. Grundy. 1993:9.) It proves literature has its stable place in teaching and learning process at the early stage already. It is also worth mentioning, that although the texts chosen for the early stages need to be fairly simple, they should be appropriate to

the age, interests and goals of the students. Certain texts will appeal to younger children, others to teenagers, and it is a mistake to give adolescents material more suited to a younger child just because the language is simpler. (Hill. 1986:15.) Teacher has a choice of different analysis perspective of the text for a different group, which is an advantage. Every text is capable of analysis and commentary from a variety of different points of view, which means there can be different purposes for the choice of certain text for certain groups, and the analysis of them. (Moody. 1983:23.)

3. 2. 3. Native language in literature study

When discussing the students' linguistic level as well as the mental stage, the use and the relationship towards the text, the native language is timely to be described at once. One of the principles which fashions the communicative language classroom approach to literature is that of using the target language with the range of chosen activities. At the same time, literature to be studied is not in the students' mother tongue. The objective where the language learners should be heading is obvious. They ought to require a communicative competence in the foreign language which is as close as possible to that of a highly educated native user of it. (Rodger. 1983:45.)

Nevertheless, due to a fact, that students learn a foreign language, there may arise some troubles and entanglements in the target language. Even though, the target language should be used wherever feasible, and that is our attitude, in some cases the mother tongue may be a help. As Collie and Slater put it: "If, for example, the discussion following a shared activity is a reversed to the native language, in groups which have a common first language, then we feel that this is not a disaster." (Collie. Slater. 2000:10.) They continue to say that it usually indicates that the learners are enjoying the task and are engrossed in it. Then, too it shows that learners are bringing their knowledge and experience to bear on the new language, thus identifying with it and personalising it. (Collie. Slater. 2000:10.)

Also, students may use their knowledge from their literature study in their native language. It is supposed, everyone has an experience to some extent. Many of these means used in literature are not, therefore, new. They just need to be transferred into the target language and observed from the point of the foreign language. (Carter. 1986:112.) The

target language is, yet, preferable and it is not recommended native language occurs very often. Students would get used to the operation with the target language as much as possible.

3. 2. 4. Ability to read fluently

The language authenticity, choice of texts as well as native language have had to be included at the beginning as they are very closely connected with the linguistic utterances, language use and the prior requirement of the elementary understanding to the text. That is why they could not have been omitted. Nevertheless, it is timely to return to the abilities connected with the literary study. In order to understand the literary texts students do not only need to be able to understand the linguistic utterances, mentioned as the first elementary ability, but they also need to be able to read at a reasonable speed and for an extended period without fatigue. Students must learn to see a passage as a complete unit, not just a collection of sentences with individual meanings. One of the obstacles the teachers might face in the EFL classrooms is the low average reading speed of the learners. It is then preferable to start with very short texts. Short stories are an obvious choice at this stage. (Hill. 1986:16.)

Therefore, it is not only the reading speed students must cope with. In this sense, it is a broader ability of fluent reading and awareness of the nature of language. This can be termed as a next dimension, in which functional and notional knowledge is required. Therefore, students are expected to develop body of information, procedures and skills, which should be exploited in the target language. Then, reading becomes more autonomous and individualizable through the ability of fluent reading. (Brumfit. 1986:185.)

3. 2. 5. Ability to respond to a literary text

Thirdly, next step is based upon the response to a literary text. It is an ability of an extreme importance. Nonetheless, it also requires a mental maturity, experience with the texts and a very careful training of the learners. In all aspects, it must proceed simultaneously with the teaching of appropriate reading of literature. The response to a

literary work contains many abilities and a whole set of strategies successful readers are to master. Brumfit and Carter state as the fundamental ability of a good reader capable of responding, the ability to generalize from the given text, which requires students' connection to the personal and external world. They also name the ability to perceive and explore relationships between literary texts, other literary texts and a connection with the ordinary life. (Brumfit. 1986:188.) Hill describes the abilities of mental visualisation of what is described in words, emotional response to the text and understanding the characters' motives. (Hill. 1986:17.)

The realization and building of all these abilities might arise to be an entangled task and a long-term one, especially with the younger students. Nevertheless, one of the helpful tools in the response searching is a well-laid question. The question should be designed as a means to better observation. In other words, Long says, that

“...a single reading, supposing they know both the range of structures and the lexis, and the procedures for decoding them, does not do it justice. A good response to the questions, in their varied types, will be a fair indication of recognizing the extra something which is termed a delightful piece of prose, though there is no need for the reader/learner to agree with that phrase.” (Long. 1986:53.)

In more general terms, the keys for approaching the text successfully lie in the relevance of the text as well as in the appropriacy of the task required. Quite difficult texts can be made accessible through simple but appropriate tasks, to which learners are able to respond. (Hedge. 2000:69.)

3. 2. 6. Ability to interpret

The last but not least ability to be mentioned is very closely connected to the ability of response. It is the interpretative ability of the readers. That is the students' reaction to a text, which is mastered by all the necessary underlying abilities. Literary texts have a different relationship to external reality. The interpretative abilities detect a new portion of reality which exists only within the text. The reader is asked to recreate this reality in his/her mind, use the evidence from the language of the text and from his/her own knowledge of the world. The reader's creative role is engendered by the imaginative

involvement, which encourages a dynamic interaction between reader, text and external world. Then, it creates a coherent picture of the world of the text. (Brumfit. Carter. 1986:14-5.) Students are, hence, capable of making critical and moral judgements about the text and author's intent. They are able to supply analytical tools, which provide individual and personal interpretations. It allows students to gain confidence and become independent readers of a text free of teacher's judgements or books of criticism. (Widdowson. 1986:139.)

3. 2. 7. Set of strategies of a successful reader

Peason has rendered the whole set of strategies used by successful readers. They can serve as a comprehensive summary of what has been said in this chapter so far. There are nine strategies altogether and they are as following. Experienced and trained readers make connections between the information they know and the new information found in the text (Strategy 1: Searching the continuum), they lay questions to themselves, author or the text (Strategy 2: Questions), they make judgements during the reading process and afterwards (Strategy 3: Judging), they contradistinguish the important information from the less important one (Strategy 4: Evaluating the information), they synthesize information inside the text, which is based on their reading experience (Strategy 5: Synthesizing), they make self-correction of mistakes in their own process of understanding (Strategy 6: Correction), they monitor the process and comprehension of the text (Strategy 7: Monitoring). Keene and Zimmermann have joined another two strategies. Visualization (Strategy 8) and creating images through different senses (Strategy 9). (Košťálová. 2001:12.)

At school, students should be provided with the opportunity to use these strategies, develop their reading abilities and become thoughtful as well as conscious readers gradually. Such readers know when they understand the text and when they do not. Furthermore, if they do not understand, they are empowered by such procedures, which help bring them to the satisfactory understanding of the text. The reading process has a positive impact over the reader's current life situation, experiences, needs and questions they want to have answered. (Harvey. Goudvis. 2000:12.) It can be added that foreign language becomes a challenging task for the students. They discover new ways of the language use, personalise their experience with it. Learners can inhabit the new language

knowledge and as a result, they emerge to be productive bearers of the language studied. Literature is, then, a source of enjoyment and wisdom for them.

4. LITERARY GENRES

It is timely to move the attention to the literary genres. Prose – novel and short-story, drama and poetry will be analyzed and evaluated from the angle of literature and language teaching. First, the prose analysis will be presented through its application in the language classroom.

4. 1. Prose: Novel and short-story

Prose is a very wide literary genre and therefore there may be certain obstacles when teaching it. It appears to be relevant to focus on the novel and short-story as they are most commonly included in the literary syllabuses. First, novels will be discussed, then short-stories, and as a result, advantages and disadvantages of both will be compared.

4. 1. 1. Novel

Novel is an extensive work and teachers must be very careful when choosing a novel. They should adapt their choice according to the situation, particular group of learners, and teaching style. (Collie. Slater. 2000:93.) However, the text of a novel can be an explorational material, where the rich vocabulary from the context can be acquired and it appears to be relevant for the language enrichment of the students. Furthermore, novels often contain a strong plot. It may encourage students' will to read at home and by themselves. In that way, it motivates them and builds their reading potential and experience with the texts.

4. 1. 2. Short-story

Short stories are, nonetheless, often an ideal way of introducing students to literature in the foreign-language classroom. For the teacher they offer many immediate

and striking advantages. They offer a greater variety than longer texts as they can usually be read entirely within one or two class lessons, because they are simply shorter. Students get the feeling of coming to an end of the whole work. This moment can be very motivating, because it may provide a personal satisfaction of reading in the foreign language and the completion of the text. (Hill. 1986:19.) Also, short-stories provide a space for different choice of the texts. There emerges a greater chance of finding something, which appeals to individual taste and interests, and it can be involving for the students. This point is of much importance when reading whatever piece of a literary text.

On the other hand, it has been found that being creative in presenting and exploiting the text is even more important with the short-stories than with longer works. Short-stories are extremely compressed. This is of course what makes them such a delight. When a short story writer is successful, s/he encapsulates the experience with a masterly economy of language imagery. Short-story may be like to see the universe in a grain of sand. But this compression can make it difficult for the foreign readers to appreciate the quality of the work. In that way, they may be less involving for the foreign reader. Hence, students must be trained and helped to understand the surface meaning as well as perceive the universe within it, and respond to it on an emotional level in order to experience the universe of the grain of sand. (Collie. Slater. 2000:196.)

Moreover, students are assigned to a large and varied number of activities at school as well as at home. While reading a novel in the class, the amount of information is higher, because of the length of the novel. That is something, which teacher must be familiar with when planning a novel reading. There may, of course, be included homework activities with the short-stories, however, in comparison with the novels, it becomes easier for the readers as they have the opportunity to reread the text at home without tackling, instead of facing the text for the first time, which may be sometimes discouraging. (Collie. Slater. 2000:196.)

The classroom and homework activities should complement each other and form a suitable balance, for example between language enrichment and the students' understanding of the book. However, not too many activities should be selected, because it may harm the

simple involvement through reading that the individual builds. Reading is often a quiet, private activity and that is what should be strongly encouraged.

4. 1. 3. Extracts

Concerning the length of the literary works, novels in particular, literary extracts may be a choice sometimes. It has been actually argued they may be of little use to the foreign reader as Cook points out. Literary extracts are usually restricted to two or three pages. They are usually taken from the middle of a work. Yet, the excellence by which the choice of the extract is justified may not reside within the extract but in its relation to the preceding and following text from which it has been artificially isolated for pedagogic purposes. Also, the superiority of style can be destroyed by the very act of extraction. (Guy Cook. 1986:150-1.) That is perhaps the most crucial reason, why the study of literary extracts is not so much recommended. In other words, teachers had better choose such literary works, which can be completed and the story-line would be followed from the beginning to the end. Students, then, have a chance to reveal all the benefits, enrichments and charms of the piece of literature.

It should be noted at the end of the prose section, the principal aim of the whole operation is to foster enjoyment of reading in the learner. Reading and rereading always produces new insight, new perceptions, a deepened response and a good deal of imaginative involvement. An important gift we can give the student is the realisation that further reading can be enriching, contributory and amusing. (Collie. Slater. 2000:93-94.)

4. 2. Drama

Furthermore, our concentration moves to drama. The value of drama as an educational tool consists in the social, intellectual and linguistic development of the person. Heathcote has also isolated the following characteristics as being particularly significant. Drama demands the cooperation of the participants and it provides physical involvement and release. It is experiential, so it allows creativity and involves the whole person. (Dougill. 1987:3-4.)

4. 2. 1. Communicative approach in drama

In regard to the language enrichment, drama creates situations, which require the need for precise communication. The students can both see and hear the character speak and can thus identify him/her in a correct way. Present approach to language teaching puts emphasis on the communicative language teaching as it is said language is above all a means of communication. Students should be given a chance to employ language in a meaningful manner. The dialogues in the drama contain a series of meaningful personal exchanges. (Hill. 1986:42.) Drama activities can provide a framework in which students have a real need to communicate. As G. Bolton puts it, “Drama is a unique teaching tool, vital for language development.” (Dougill. 1987:4-5.)

Apart from the language and communication development, one of the many advantages in drama activities is that they are directly dependent on the roles, because no performance exists without them in whatever shape. Everyone in the group should be assigned some role, no matter how small. It provides an opportunity to join in a big number of participants in the communication process, and involve the act of personal involvement, which may evoke interest. It develops confidence in one’s performing and language skills. (Hill. 1986:42.) Furthermore, a small role may allow the weaker students to join in. They can compensate the lack of language ability by the use of paralinguistic communication, whereby the more able students will be free to use more sophisticated language. In that way, they help cater for mixed-ability and large-number classes. (Dougill. 1987:7-8.) In short, drama simulates reality, develops self-expression and allows for experiments with language. For all these benefits, drama can become really exciting and valuable activity in the language lesson.

4. 3. Poetry

Poetry is another branch of literature. Poetry offers a varied repertoire and is a source of much enjoyment for the teacher and learner alike in the literature teaching. It is also a rich resource of the language learning input. Poetry is at least as relevant as the more commonly accepted types of input, e. g. dialogues, isolated texts for reading

comprehension, simulations, etc. So it should be given an equal weight. (Maley. Duff. 1989:7.)

There is the initial advantage of length. Inevitably, poetry proves easier to work from than prose, mainly because the context is more condensed. As Maley and Duff mention it.

“ poetry may be a romantic outpouring of the soul, but it also may be witty, informative, critical, impressionistic, factual, reflective, or descriptive. A suitably chosen poem, can often suggest more in a concentrated space than a lengthy prose text as it suggests ideas.“ (Maley. Duff. 1986:4.)

The themes it explores prove to be very much appealing. They deal with universal concern and embody life experiences, observations and the feelings evoked by them.

4. 3. 1. Figurative language

The language of poetry, thus, includes the brilliant concision and strong imagery, which combine to powerful overall effect. (Collie. Slater. 2000:226.) There are, of course, barriers, but they can be overcome. It is the language of literary texts, which goes beyond the use of everyday language. A special type of language and its use is very much significant in poetry. It is the figurative language, which is relevant mostly in the poetic works. It is commonly assumed that figurative language will be too difficult for foreign learners to cope with. However, while it is true in some instances that figurative language is beyond the scope of foreign learners it is not true in all. Some short poems and figurative works can safely be included early on. Language of poems has been defined as every day things in unusual juxtaposition, or the comparison of dissimilars. Metaphorical language will cause the reader to see some object or event in a new light, especially when used by a great writer. (Hill. 1986:96.) Students need to acquire the ability to speculate about the author's intentions when s/he uses figurative language, and the connotations and allusions contained in the figures should be explored in depth. (Widdowson. 1986:136.) It is the teacher's task to instruct students in the field of poetic expressions.

As time goes on and the students develop in their ability to respond to texts in a more sophisticated way, they will be able to study figurative works in more detail. They can be given examples of the most important figures of speech and help to understand the ways in which they are used by writers to create their effects. (Hill. 1986:96-7.) Poetry should be integrated with other forms of language and students may come to an understanding of what is special about poetry as a mode of language use, and to the further understanding that it is no more special than other forms of language except its overt presentation. (Maley. Duff. 1989:7.)

4. 3. 2. Phonetics and phonology of the poems

One more aspect of poetry is worth noting. In comparison with the prose, there are two of the major differences between poetry and prose. First, it is the rhyme and metre. Students should be helped to get to know the various sound devices used by the poets to be able to perceive the emotional appeal of the work, but also the whole understanding of the poem. Not only that, the second one is a correct intonation and stress. They are usually the most difficult aspects of a foreign language to acquire. Inadequacy in those areas can confuse far more than mispronunciation. (Hill. 1986:100-1.) The perception of rhythm and cadences of the poetic language help students to develop and inhabit the rhythm, stress and cadences of the foreign language, which is as important as any other language study. Poems are sensitively tuned for language learners to what are the vital areas of stress, rhythm and similarities of sound. (Collie. Slater. 2000:226.)

Finally, the teacher should not be too hesitant about working with more challenging poems, especially ones s/he particularly likes. They uncover a wide range of positive attributes as language observation, phonetic and phonological practical study and carry strong emotional appeal. Students' confidence, personal involvement as well as interest in reading poetry grows with experience. (Hill. 1986:96.)

4. 4. Film in literature teaching and learning

Moreover, films in literature can be mentioned too as the video tapes of films based in novels and plays are widely available. They are used fairly frequently in the classrooms nowadays and they seem to be valuable as well. (Ross. 1991:147.)

The video or film in literature can stimulate interest in reading for pleasure and personal improvement. It would help broaden language awareness and it may be a useful springboard towards fluency practice as students perceive the language in the action. Also, the less interested students in studying literature may find the film analysis stimulating. It may become more amusing for them. (Collie. Slater. 2000:163.) On the contrary, one complaint about the film version of literary works can be made. A film version in comparison with the reading for pleasure may in some way spoil the writer's or filmmaker's art. This may be true, however on the other hand, when a film version is available, the contrast between the two versions can be very thought-provoking. Furthermore, a discussion of the author's true objective and the student's interpretation of the text can follow. It is very much vital for the language fluency development as well as thinking and thought expressing invocation. (Ross. 1991:153-4.)

5. GROUP WORK METHOD

As far as the necessary literary abilities, genres and employment of literature in the English lesson have been discussed, literature seems to extend its value in the group work method. It may elevate the literary study into more interactive, communicative as well as socially-orientated dimension. Group work method appears to be fairly effective in the teaching process especially in a communicative approach to teaching and learning. First, group work method will be analyzed in a broader sense in the following chapter and later it will be observed on the background of literature teaching. The aspects which will be mentioned may seem to go beyond the literature teaching, however, they prove to be significant in any kind of syllabus.

The group work method has invaluable benefits in any class. A modern man of 21st century is and will be subjected to the chaos in the existence, because the amount of

information grows. A man will be faced to the constant searching of solutions. It does not, however, mean, that people will stay alone, contrariwise, they will be required to communicate in order to be able to understand each other. That is what Kjaergaard and Martineniene say. They also state some important values of 21st century, which in concordance with the scientists are building bridges between people as a way of content life achievement, social and ecological responsibility, desire to behave correctly, enthusiasm for achieving personal objectives, ability to seize the life opportunities as well as togetherness and a will to explore unknown and new things. (Kjaergaard. Martineniene. 1997:56-7.)

5. 1. Cooperative learning, group work and benefits

School emerges to be very important in that way. Concerning the above mentioned values, the emphasis will not only be put on the knowledge in the educational process. The area of existence and education to being will become very important. Therefore, social skills, very closely connected with the development and success in our lives, will have to be developed and practised as they appear to be an essential tool in human communication. (Fontana. 1997:307.) At school it can be cooperative learning, or group work, based on the cooperative learning, which trains and prepares people for outside classroom communication. It provides students with plenty of significant values. Skalková defines that “cooperative educational process reaches positive results in the development of social relationships – acceptance of other people, declension of rasism and segregation, better self-examination, ability to cooperate with the others.” (Skalková. 1999:212.) These are the many contributions, carried too in the group work method, relevant for the future in the modern world. It can be said with no hesitations, there is a worldwide call for such education. Group work in this paper will be analyzed as a teaching method in its own right as it contains many invaluable aspects in the social and educational accomplishment as well as personal development.

Skalková defines the group eduaction as “an organizational form, which covers groups of pupils (3 – 5), who cooperate in order to solve common tasks.” (Skalková. 1999:208.) It can be added that all members of the group are supposed to have the same portion of responsibility and the final outcome should be based on the necessity of all members active interaction and participation. The active participation is the foremost

strength of collaborative learning. When students are required to contribute, they are forced to think and have an opinion. They must learn to express and support that opinion. Also, if students are to present a common solution of the task, they must learn to listen to each other, negotiate, be tolerant and accept other people's opinions. (Hausenblas. 2001:31.) It seems that students are more likely to work well on a group work task if they can see that cooperation is necessary for successful completion of the task and that they will learn something valuable by contributing. Teachers need to ensure that tasks are designed purposefully and they enable all students to contribute effectively. It is also important that all students perceive that they can contribute. (www.clt.uts.edu.au/Student.Groupwork.html)

Furthermore, group work can encourage a quality learning through greater student autonomy. As they are invited to collaborate with the peers, a safe environment is created. In such conditions, students can test new ideas. Their opinions get immediate feedback from their peers as well as they have the opportunity to critique their own understanding. And, students have an excellent opportunity to identify their own and the groups learning process. (www.clt.uts.edu.au/Student.Groupwork.html) It is another benefit students are offered to get of the group work.

Also, group work in the collaborative learning can be successfully used to overcome learners' anxiety and may encourage the shy students to join in. Such students tend to share their thoughts more openly. As one of the students confesses:

“...but I have found that once I join a small group, I tend to open up more. In the absence of a seemingly ominous presence of looming over me and expecting the right answer, I suddenly possess the freedom of speech.” (www.psu.edu/celt/newsletter/ID_March95.html)

Bruffee formulated it in his concept of “a community of knowledgeable peers“. Students in the groups, as they are charged with the same task and equipped with more or less the same skills, become more powerful, because they share some new knowledge between themselves. The defences go down and they feel more inclined to think and speak. In that way their learning becomes more effective. (Di Pietro. 1987:70.)

5. 2. Social learning

From the psychological point of view, group work contains invaluable elements supporting social learning which develops social skills. Social learning, whose one of the main founders is Bandura, is defined as

“the forms of human learning, in which a person in the contact with other people – small social group or individuals – adopts the prerequisites to social behaviour and acting, to social communication, interaction and common actiony performance.“ (Čáp. 1990:52-3.)

The contact with other people in the groups seems to be much worthy. In the class, the child within the group influences the group by his/her behaviour, emotional demonstration, action and the consequent reactions. As a result, this kind of performance “influences external conditions of his/her development, emotional climate in the group, or the realization of the actions and achieving goals. It strenghtens the influence of the external conditions, or it iniciates the change of the external conditions.“ (Čáp. 1990:119.) In that way, the individuals in the group are very strongly influenced and formed, and the social learning is in the process. All these noted phenomena operate in the groups and can be successfully deepened through it. (Fontana. 1997:289.) Teacher’s position and behaviour is very important here as Hedge alleges. S/he will need to consider carefully the demands made on the learners by participation in this type of interaction, and to be aware of all socio-psychological factors which influence learner responses to those demands. (Hedge. 2000:62.)

5. 3. Creativity and divergent thinking

The group work is also very beneficial in the development of thinking, creativity and independent acquisition of knowledge. Creativity is possible to put down as one of the elementary character of the group work. According to Fontana, the creativity is in its keystone a special way of thinking, which is characterized by its originality, quick-wittedness and at the same time brings something new. The creative output is very closely connected with the concept of the divergent thinking, first used in the early works of J. P. Guilford. According to him, the divergent thinking is an ability to suggest a number of

possible solutions to a certain problem, to which one correct solution does not exist. (Fontana. 1997:132.) In that way, the integration of group work learning helps develop critical thinking as well. (www.psu.edu/celt/newsletter/ID_March95.html)

5. 4. Challenges

Collaborative learning has many advantages, but it offers also many challenges. In order to avoid or lessen the negative impacts at a minimum. One of the obstacles in implementing the collaborative activities is that students are accustomed to work competitively, not cooperatively. Students need to learn some of the collaborative, interactional and social skills, which group work offers. (www.cte.uncwil.edu/deskpress/classdiscuss/clbib.htm) An inappropriate choice of the tasks, which are not enough purposeful, may cause low motivation of the participants. Therefore, teachers should be very careful when choosing themes and tasks. Next, monitoring seems to contribute in the successful group work achievement. Even the most advanced students need monitoring. Some of the monitoring methods in the group work include frequent, but informal meetings with each group, scheduling oral presentations and requiring groups to assess their own progress as well as the contributions of each group member. (www.psu.edu/celt/newsletter/ID_March95.html)

An exclusion or marginalisation of individual group members may also spoil the group work success. Such situation may especially occur with the less skilled groups of learners. Therefore, quieter students should be strongly encouraged by the teacher to join in and as the other students experience grows, they might try it too. Yet, go-getters should be also taught to manage their temper and provide space for the others. (www.psu.edu/celt/newsletter/ID_March95.html) When the groups become working more naturally, effectively and in a pleasant manner, it can be an indicator of their social skills acquirement.

Another major challenge is deciding how to evaluate students performance. Students involve in the group work could reasonably expect to get some feedback on the quality of the groups' working and submitted project, and should also receive some feedback on the quality of their individual contribution. Each group work should bring out

a final product, which can be a written or oral report, exhibition or presentation. The outcomes should lead to the individual and group presentation of the work in front of the others. (Hausenblas. 2001:31.)

Kjaergaard and Martineniene consider the reflections to a factor of extreme importance as it lays out the feedback for the students. They say it is useful to talk about mutual cooperation, relationships, atmosphere in the groups, existing results, possible problems, their solutions and support discussions between groups. These reflections can be realized during the group work and in the final evaluation. During the final evaluation, students have a chance to show, what they have learnt, which social skills they have acquired and to what extent. (Kjaergaard. Martineniene. 1997:62.)

5. 5. Rules for the group work

In order to fulfill the challenges mentioned above, there may be followed certain rules, which group work education presupposes. It is necessary to organize the classroom suitably for cooperation and effective work as Skalková and Kjaergaard and Martineniene agree. Before the group work is applied in the language classroom, learners are instructed in two areas, language use and the method of work. Nevertheless, they have to reveal most of the group work characteristics and requirements by themselves during the whole group activity. Participants have to create a discourse among each other and interact. (Byrne. 1986:58.) The children should prepare a program and make a plan. The rules for successful group work usually consists in the self-reflections of each person's behaviour, caution when making categorical judges, acceptance of constructive criticism and self-criticism. All these points should end in a well-being work, effectiveness, achievement of the tasks and social education. A well-organized work should provide a feeling, that everyone has a place in the group. (Kjaergaard. Martineniene. 1997:60.)

5. 6. Stages of the group work

Group work is mostly divided into four phases, forming, storming, norming, performing, as Hedge mentions Tuckman and Jense. (Hedge. 2000:63.) Skalková describes the stages followingly. Forming deals with formulation of the problem, storming brings

new ideas, norming is connected with the analysis of the situation, explanation of the opinions, evaluation of the opinions and common solution-search of the tasks. In the following phase, performing, the whole class cooperates and evaluates the results, solutions and the acquired knowledge is subjugated by the synthesis. (Skalková. 1999:208-9.) All four stages are very much invited to take place as they end up in effectiveness and have a positive impact above the group work.

5. 7. Group formations

The composition of groups is another consideration. Here, the teacher needs to make decisions about the allocation of the roles within the group such as scribe, spokesperson, and timekeeper, or if the members of the group decide these roles among themselves. (Hedge. 2000:62.) If the project is small, a random allocation of students may be possible or students may be allowed to choose their own groups. But, if one of the aims is to develop students' capacity to work as part of a diverse team, then more care must be taken and the formation of the groups must be done accordingly. (www.clt.uts.edu.au/Student.Groupwork.html)

It may be helpful to divide students into the groups according to their abilities. Each group may contain an organizer, a person who brings new ideas and a student who supports solidarity between the members. Nevertheless, each member of the group should have own task providing involvement, participation and responsibility within the group. The members may interchange the roles in order to experience different positions and extend knowledge from different areas. (Hausenblas. 2001:31.)

5. 8. Teacher's role

Teacher's role in the group work is different to traditional approach. According to Průcha's definition teacher is "such subject in the educational process, whose prior activity is aimed at the transmission of knowledge to the receivers – pupils and it necessarily results in his/her high activity in the communication in the educational process." (Průcha. 1997:321.) Teacher observes the process and is expected to interrupt only if the group does not function. The role of teacher is similar to catalyzator helping to move things forward.

Group work provides teacher with an outstanding opportunity to involve new teaching methods and observe each learner individual process. (Kjaergaard. Martineniene. 1997:58.) This kind of teacher's attitude can be viewed in the terms of J. A. Komenský's concept. He recommended education, which might be called social-integrational style in the modern terminology. Social-integrational teacher acknowledges rights to students, respects their personality, trusts them. S/he organizes activities in groups, chooses suitable materials as a vehicle for the action, lets the learners speak. (Čáp. 1996:160.) Such teacher is a bearer of authority, however, in the social-integrational style of education, pupils perceive it as natural, and they behave accordingly. The communication with the teacher is natural. In this way, teacher encourages individual divergent thinking and leaves a space for consequent considerations. Social-integrational teacher establishes the best conditions for successful group works. (Fontana. 1997:141-2.)

In practice in the communicative language classroom, it means that the teacher provides in a wide range of roles beyond that of providing and presenting new language. A good deal of time is spent on planning, managing learning, setting up activities, organizing material resources, guiding students in the group work, encouraging contributions, monitoring activities, and diagnosing the further needs of students. (Hedge. 2000:63.) The teacher remains the ultimate organizer of the activity, the one who must ensure positive learning outcomes for the students, and the arbiter of standards. (Hedge. 2000:67.)

Group work teaches pupils how to behave in society, establish relationships and communicate effectively. Students learn to accept different opinions, work of other people and have responsibility for the accomplishment of their own work. The process also encourages pupils to make the work pleasant and amusing by creating positive atmosphere in their small group communities. Group works prepare students for school activities as well as life in general, because the situations pupils undergo may be similar to those in life. (Kjaergaard. Martineniene. 1997:58.)

6. GROUP WORK IN LITERATURE TEACHING AND LEARNING

Important points about the group work have been made. Group work builds conditions for the communication among people. Its nature opens wide opportunities in

the language classroom as well. Consequently, it is timely to concentrate on the statement of the paper, which is:

The effect of teaching and learning literature in the groups as a way of English language learning as well as social-interactive skills improving.

As a result, group work will be put into the context of literature teaching and learning as it may be proved all the benefits of literature discussed earlier may take place along with all the benefits of the group work. It can be said literature becomes empowered by the group work strategies. Nevertheless, language enrichment as we are in the EFL classroom, communication based on the literary text study and communicative abilities will be followed as well as the function of the group work as an arena for social skills development and improvement, and the literature value exploration. Group work from its natural concomitment of language, communication, cooperation and collaboration, social skills learning and common task-solving has relevance to be applied in the literary lesson.

The chapter is divided into two sections, operation of the group work in literature teaching and learning, and group work in literary genres. The first section analyzes more general principles of the group work within the literary text. The second section concentrates on the different branches of literature and considers some possible teaching/learning situations of the literature in groups.

6. 1. Operation of the group work in literature teaching and learning

6. 1. 1. Student-centred approach

In this section we would like to examine more general principles of the student-centred approach, which establishes outstanding conditions for the group work. Traditional approach to language teaching was based on the teacher-centredness, but it has gradually changed over the years. The opportunities for language use occur in the most varied forms and these may also include suitably inventive presentations done by the teacher. Hence, teacher's role encounters the balanced selection and their presentation with confidence.

(Littlewood. 1986:177.) Student-centred approach puts emphasis on the students and its main interest is directed to the student's development through active learning, participation and individual effort.

Group work, consequently, provides opportunities, in which students may acquire much of the knowledge independently, and in the cooperation with others at the same time. Pair and group work are now well established as a means of both increasing learners' confidence within the foreign language and also of personalising their contact with it. The activities held in groups help students to acquire the confidence in developing, expressing and evaluating their own response in the target language. The same way, it explores the students' own reactions to literature. (Carter. 1986:126.)

Interactive language activities held in groups can provide a way in approaching the literary text, they help raise questions about its meaning, and can begin to sensitize students to its linguistic-structural organization. Such teaching strategies, based on student-centredness, involve students in the production and generation of problems, questions and lay bases for interpretation. (Carter. 1986:126.) Students may become less dependent on received opinion, therefore more interested and able to assess other perspectives. Students who had to accomplish a range of tasks and activities centred on a literary text, as a shared activity in groups, may become more personally familiar with that text. (Collie. Slater. 2000:9.)

6. 1. 1. 1. Student-centred activities

There are varying involving activities carefully prepared by the teacher, which can be applied to a literary lessons. They, for example, consists in role-play of various kind, games, watching a film based on the novel or play, planning a film, open discussion of a set theme, improvisation, creative writing, discussions, questionnaires, visuals. The activities can be also classified according to their availability and timing in the lesson, and it must be emphasized many of them are suitable for the group work management. Apparently, the activities can be termed accordingly.

These are first encounters, which introduce the literary work and establish atmosphere and maintaining momentum activities, which can be used at almost any point

in a literary work. These include, for example, questionnaires, worksheets, comparisons of different kinds suitable for the learning situations. Next, exploiting highlights are activities selected from an additional range of imaginative activities in order to exploit the highlights of the work. These activities will further encourage the students to explore and express their own response to the literary work. The last activities mentioned are endings. These activities should reflect a wish to keep each student's own sense of the literary work alive, and aim to involve students in sharing views and reviews as well as encourage the continuing process of appreciation and understanding. (Collie. Slater. 2000:16-78.)

The organization of the suitable activities proves to be effective and there is not any set border for the teacher when planning a lesson and the activities included. Activities of this nature are invaluable to the teacher and the student as well. They provide a break in the lesson format, intensive practice for the students in a relatively free and creative way giving them the opportunity to develop their communicative competence, opportunity for shier pupils to express themselves, focal point for practising particular language functions, stimulus for reading and writing exercises and much more. (Hill. 1986:38-9.) It has to be noted that the activities need a very careful organization and planning. Also, the activities can be designed for both a group of students, in which they reach a great success, or individuals.

Finally, it has to be noted that student-centred approach develops students' growth. It has been found that an array of enjoyable student-centered activities is particularly important when working with students who are not literature specialists and who may not as yet have developed a wish to read literature in the target language in their own initiative. (Collie. Slater. 2000:8.) Shared classroom activities, which are contained in the group work method, can help learners overcome the difficulties in approaching the work of literature in the target language. (Collie. Slater. 2000:11-5.) The decisive factor in the group work is the opportunity to learn and active learning time. It shows, that during the group work a big amount of time in the lesson is dedicated to the contract of pupils with the knowledge and operations with it. (Průcha. 1997:329-30.)

6. 1. 2. Task-solving

The class behaviour, class interactions and activities running during the group works change the dynamics of the lesson and knowledge acquisition. It is actually raised by the active involvement of all members in the action, and educational process also becomes more effective. (Průcha. 1997:327.) The active participation and involvement is, actually, one of the many reasons for the exploration of literary work in the group works when analysing a literary text. As Průcha says, “group works bring high active learning time, when pupils are engaged in solving a task.” (Průcha. 1997:329-30.) The group work establishes such conditions, in which students may share their opinions, find solutions and share their knowledge. Many issues and questions are raised and learners are required to solve them during such sessions. (Průcha. 1997:124.)

The necessity of the task-solving is of crucial importance in the group work. Students' on task behaviour promotes the requirement to produce thoughts, and the ideas seem to flow best when they are exchanged. This helps to keep ideas on the move and prevent the group from getting stuck. On a more practical level, working in a group can lessen the difficulties presented by the number of unknowns on a page of literary text. Group work learning reaches even a higher quality, when students solve more difficult tasks, in which certain mental labour is required. Therefore, literature in the target authentic language seems to be fairly appropriate as some of the tasks in literature analysis may arise to be rather difficult and challenging.

Shifting attention away from the literary text to such shared activity is often conducive to the creation of a risk-taking atmosphere. With the group support and control, the individual has greater freedom to explore own reactions and interpretations. (Collie. Slater. 2000:9.) The general benefits from collaborative learning engage both the task-solving and the course of their learning with one another.

6. 1. 3. Language: Communicative competence and literature

Moreover, interaction in the group work provides the communication between the participants, and it establishes a basis for language acquisition. Literary texts not only develop the feeling for language and language skills, they also give students

“practice in communicating and negotiating meanings in establishing positive rapport, in maintaining a conversation with appropriate turntaking conventions and, at the same time, allows them to establish how well they can understand and make themselves understood“ (Hedge. 2000:62.)

as Hedge alleges.

A literary text is a real language in context, to which readers can respond directly. The exploration and discussion of the content leads on naturally to the examination of language. The reader is placed in an active interactional role in working with and making sense of this language. The open, questioning spirit with which students might face a literary text helps learners to explore the nature of the object itself and learn about it as a communication. Analysis of the literary texts extends students' language into the more abstract domains associated with increasingly advanced language competence. (Brumfit. Carter. 1986:15.)

Furthermore, literary study in groups also deepens people's perception of each other, each other's feelings and thoughts. Consequently, it provokes a response and thinking of the readers. It is a communication in its own right strengthened by the fact, that reading is deeply personal experiment, which may form the character of the readers and in broader terms, the human society.

6. 1. 4. Critical thinking approach

Hence, it could have been observed so far that a classroom should be held open as a space for the critical and creative thought. A further aim that the group work may help realise is to foster a dialogic atmosphere in classes. It realizes pedagogical goals of self-directed, collaborative and flexible learning. A literary text, here, is an outstanding material,

from which participants may inhabit the critical thinking techniques. The students in the groups are expected to develop their critical faculties, not only for their own benefit, but for their classmates. Working in the groups of three to five, students would be also asked to provide a critical annotation to some part of the text. Students are required to comment upon the materials and links they find, to suggest new ones, and to add materials. (www.tedi.uq.edu.au/conferences/flex_deliverz/Davis.html)

Initially, the tutor would set a series of practical and content-related questions to trigger discussion and students themselves would evaluate their responses. Again, groups appear to be fairly effective when evaluating their responses. Nevertheless, it has to be noted that when analysing some extract, it does not follow that by taking learners through the series of questions they will come to a similar assessment. (Long. 1986:53.) They may have different opinions and that is apparently an outstanding case, in which critical and divergent thinking and creativity emerge to be highly effective.

Also, the students are displayed in the situations when they are asked to communicate and respect their thoughts. They develop their social skills, and they explore the nature of literary text in an open-minded way simultaneously. (Brumfit. Carter. 1986:6.) As a result, learners should develop critical thinking and consequently, their own creative and intellectual endeavors.

4. 2. Group work in literary genres

Furthermore, we shall outline some of the employments of the group work method in certain branches of literature and the way they become highly effective in literature teaching. Therefore, activities, which may appear in the prose, drama and poetry applied to the group work will be explored in this section.

6. 2. 1. Prose

6. 2. 1. 1. Prediction

One of the beneficial activity, which is suitable for the group work is prediction. Prediction has a wide range of operation. Therefore, it may work in the prose, poetry and

drama genre as well. Nevertheless, it will be analyzed in the prose mainly, because, for example, most lyric poems, or texts where descriptive states are evoked do not seem to be suitable. But texts with a strong plot component, where the next step in the action can be significant, do force readers to predict and that is why predictions are mostly suitable in the prose analysis. (Carter. 1986:112.) A heightened degree of attentiveness to the story can be brought about by prediction. Prediction and topics on or around a text seem to develop naturally out of the literary text. They actively assist the process of understanding and appreciating the text in questions. Students learn how to make own decisions and judgements about the read text. Prediction also invites students to go under the surface of the text and employ all they possess in the language as well as their life experience. It encourages the real considerations of the work. (Carter. 1986:111.) Prediction exercises may be very beneficial when organized in the groups. Each learner, then, has a chance to express his/her own prediction and readers are forced to read back as well as project forward in such a process.

Students' projections in the group works contain the seeds of their own development, because readers have a chance to make their decisions about a text, compare the ideas, evaluate and reflect. The individuals within the group are being invited to justify their own or the group's verbal prediction by close reference to the foregoing text and to their own individual experiences of human behaviour. Such activities can be the basis for stimulating and motivating class oral work as well as they can promote discussion in the target language. (Long. 1986:58.)

As with the story-based prediction, such lexical prediction can lead to the kind of individual and group involvement in the text as well as to the kind of oral language practice. Structural and lexical prediction can be employed jointly. Also, interesting oral and group language can emerge from asking students in the groups to delete words for other classes to predict. (Carter. 1986:113.)

6. 2. 1. 2. Rereading

Next, reading as a fundamental part of literary study is just valuable to be mentioned here. Rereading is an elementary tool in approaching every literary texts. It will be again put into the frame of prose analysis, next to the poetry and drama, as it is

extremely important for the full understanding of the plot in the short-stories and novels. Anyway, the features mentioned here have the same value for poetry and drama. Rereading is a key element in the full appreciation of the literary work. “The diversified classroom procedures should encourage students to go back over the pages read, look more closely at the detail, mull over what is happening.” (Collie. Slater. 2000:196.) That is why rereading is so important. Group work can stimulate the second reading and more detailed consciousness of certain features in the text. There may be laid some questions connected with the text by the teacher and discussed in the groups. Groups provide an outstanding opportunity of finding out the highest number of opinions, and self-correction of the predictions and interpretations. (Collie. Slater. 2000:196-7.)

Also, students might be required to read the story previously on their own, and a discussion in the groups can follow at school. Students have a chance to think of the possible meanings and predict on their own. Consequently, they can compare their ideas with their class-mates. Finally, it can be said that the reading, then, should become more enjoyable, because the story’s full richness is hardly ever revealed in a first reading. (Collie. Slater. 2000:197.)

Reading and rereading are the basic components for the interpretations of the text. Students, furthermore, must be equipped with the interpretative abilities, which have been discussed earlier in chapter 3. The interpretative abilities can be extended in an easier way through the group work. Not only the learning process becomes meaningful, but while the students work on the common task in groups, it provides more opportunities for the mutual contacts with the texts. Interpretation in groups provide more intensive work and personal activity of the participants and as Cangelosi alleges, “in the group-work solving students have a chance to learn from each other.” (Cangelosi. 1994:155.) They may share the interpretative abilities acquisition through the discussions with each other, communicative abilities as well as certain communication models and conversational routines.

6. 2. 1. 3. Forum/ discussion

The operation of interpretation and interpretative abilities stem from a specifically literary-textual viewpoint, in which students learn that texts of any kind do not easily allow

a singular or unitary interpretation. Forum organized in the classroom may be a very stimulating activity for the diverse nature of the interpretations. “Forum is not a technical term but suggests the inherent potentiality of literature to mobilize among students discussion and debate with each other.” (Carter. 1986:115.) The exercise is the one, which lends itself to a small group-based activity with the groups being allocated to defence of either one of the propositions, even if this may not be their own personal view. The group adduces evidence from a combination of the world knowledge and the text in question to support points relevant to the argument. The other groups listen and try to provide counter-examples. Either the whole class can participate or section of the class can be assigned the task of judging and then voting for which propositions they consider to have been most persuasively argued. The whole exercise is a stimulus to oral language work and critical techniques employment. (Carter. 1986:115.)

6. 2. 2. Drama in the group work

6. 2. 2. 1. Drama and communicative abilities

It is timely to concentrate on the drama genre and its methodological relation with the group work. Drama from its nature is based on the group work organization. Actors get some roles and they must cooperate and interact among each other. A wide range of drama activities reaches a high effectiveness in engendering student participation and activation. First, it has to be emphasized that it is the communication, that lies at the core of drama activities. Drama held in the target language develops communicative abilities too as drama activities are a natural vehicle for language in use. An added element in the plays is its particular dramatic quality, which is important to bring out as much as possible in the classroom. They can inject life into what might otherwise be sterile language trapped within the confines of a printed page. That is why the dramatic situations are preferred when helping students deepen their understanding of the text. (Collie. Slater. 2000:163.)

But, it is not only the language, the potency in both educational and language terms derives from the fact that they are articulated through concrete action and as such appeal to the whole person. The learner becomes not only a thinker but an emotional and imaginative person as well. (Dougill. 1987:145.) In that sense, drama can be a help for those learners, who have problems with learning. Drama through its imaginative and emotional

component can employ a different kind of literacy, and can, for example, involve children otherwise incompetent in reading and writing as Janice Clark describes. Here, again the group, which can support the individual performance through the cooperation, appears to be invaluable. Togetherness and closeness of the participants is an important factor. (Clark. 2001:14-15.)

6. 2. 2. 2. Group togetherness and trust exercises

Students, who study drama, have to work together in situations that can demand close and sometimes physical collaboration. For this reason they need to build up a secure and trusting relationship with one another. Trust exercises, which are very much contained in the drama activities, help to foster such group togetherness. In the communicative language classroom such a relationship is equally important and on a more general level, it is also important for the educational process as such as Moskowitz says. “Advocates of humanistic education would state that building trusting relationships and sharing oneself with others is the basis of the educational process and that having healthy relationships with other classmates is more conducive to learning.” (Dougill. 1987:11-2.)

Therefore, such exercises help next to the language communicative abilities raise students’ awareness of themselves, each other and the world around them. They help establish the necessary mood for creativity and self-improvement of their language acquisition as well as social-interactive skills. The value of trust and sensitivity exercises lies in the atmosphere they help create and with the groups that respond well to drama activities can be both enjoyable and rewarding. (Dougill. 1987:12.) Consequently, drama activities let students grow correspondingly in self-confidence, increase language ability and provide deeply personal experience with the literary text. It can be followed based on all the mentioned reasons, that drama activities are extremely invaluable in the group work and literature employment.

6. 2. 3. Poetry

6. 2. 3. 1. Poetry reading and interactive analysis

Poetry can be also organized through such activities, which encourage a sort of productive exploration and feed the confidence of the learners both in developing their

own responses. Such objectives are again accessible in the group work management. The aim, ultimately, is to individualise each student's experience of literature and promote reading and enjoying poetry in the target language on their own. (Dougill. 1987:226.)

In regard to communicative language approach it should be emphasized that poetry can involve a combination of skills. Students are forced to use all their resources in the interactive, involving activities. Even though, the language of the poems has some typical features, that are often contained in the unusual organization of the words and their employment, the language used to agree and disagree about the meaning of a poem is not fundamentally different from the discussion in the target language integral to any interactional activity. The group work can function as a space for the discussion and searches the meanings through the genuine interaction and communication. (Maley. Duff. 1989:3.) Furthermore, many activities arisen from the poem are, in fact, only particular forms of problem-solving or information-gap activities, which are fundamental to successful group work. (Maley. Duff. 1989:7.)

In this respect, poetry in the groups may achieve goals offered in the hypothesis. It promotes reading and analysis of the texts, students' discussion in the groups and negotiation of the meanings. Moreover, students must deal with a very special language, which develops their abstract thinking. Interpretative abilities are significantly developed, because students must go very often beyond the meaning of the single words.

6. 2. 3. 2. Poems writing

Next, writing of the poems can be very much rewarding and interactive as well. The writing is, in fact, an anchor for the discussion. When students come to make their poem, they are actually re-shaping, condensing their own prose, and reformulating their ideas. In other words, it is writing down thoughts in the form of a poem. It can be said students improve their writing skills.

Furthermore, the reading and speaking skills are encouraged as well. Learners can read their own poems in the groups and discuss possible meanings, ideas and the reasons for using the expressions and poetic turns. (Maley. Duff. 1989:3-4.) The important point is that their writing develops in the company of their peers. It can be also interesting to invite

some poet or someone who can write poems to let guide the writing, join in the discussions and make comments. It brings students an active literary life in reading, writing and discussing works in the groups. Such activities in the groups help develop intellectual and creative labour done for its inherent value. (www.mason.gmu.edu/~cforchem/statement.html)

6. 2. 4. Literature Circles

Finally, it is also worth mentioning the literature circles, which are one of the hottest trends in language arts teaching. They operate on the same principle as the group work organization and the approach of the literature works through it. It should be also noted that they are usually an after-school activity, however, the aims, objectives and benefits are the same as discussed in this paper.

Literature circles are small discussion groups of students who read the same work of literature. The most central factor of literature circle is the students' choice of the book. Thence, they have more personal response and build deeper understanding through selecting the books that each student wants to read. (www.educationworld.com/a_curr/curr259.shtml/) The whole purpose of a literature circle is for students to discuss literature with their peers. The collaboration of the group can be a powerful part of the comprehension process. Students also need to acquire literary abilities in order to be able to enjoy fairly sophisticated discussions, because they must be able to think beyond the words on the page. (www.educationworld.com/a_curr/curr259.shtml/) During literature circles the groups are formed and each member agrees to take specific responsibilities during discussion sessions. The discussion roles change at each meeting. When the circle finishes a book, the members decide to showcase their literary work for the rest of the class. (www.educationworld.com/a_curr/curr259.shtml/)

Literature circles should be an arena for students to explore literature together. As Noe says, "one of the most important benefit in literature circles is building the personal connection with and deeper understanding of literature in collaboration with others as students can talk about the books they are reading."

(www.educationworld.com/a_curr/curr259.shtml/) Literature circles may be said a motivating and encouraging way for literature reading and analysis. Their power is achieved through the groups, discussions about the pieces of literature and genuine communication between the readers. All these mentioned attributes are very closely connected with the statement of this work and they may serve as an example of it in practice.

7. CONCLUSION OF THE THEORETICAL STUDY

To sum up the theoretical section, it should be noted that literature and literary study adapted for the group and interactive activities overcome the restrictive element of language teaching. (Long. 1987:59.) Not only literary text study makes the language richer and more powerful, but it also extends students' views about the world and life of people. Furthermore, a literary text can serve as an excellent prompt for oral work and development of reading and speaking skills as well as communicative abilities. (Collie. Slater S. 2000:5.) Both literature and language teaching involve the development of a feeling for language, of responses to texts and in broader terms, in both written and spoken discourse. All these mentioned courses of development can be very much encouraged by the group work method. In groups, students should learn cooperation, practise team-building, human relations and verbal and written communication skills. The process of literature study in groups should guide the students through the in-class learning experiences to analysis of the problem, structuring their thoughts and effective evaluation. They should also learn to negotiate, make decisions and have responsibility for their solutions and decisions. (www.psu.edu/celt/newsletter/ID_March95.html)

Furthermore, the whole procedure and included actions mirror the real world. Participants are expected to solve tasks, use their social-interactive skills, which they might use in every-day life. Moreover, the tasks based on the literary texts may implement human issues, which invite students to enter a new reality and experience through the perspective of the text. Students are given an opportunity to learn from different perspectives that others bring to group. It can emphasize student's autonomy and allow greater flexibility in all – communication in the target language, reading, interpreting, judging, decision-making and self-confidence building. (Hausenblas. 2001:31.)

All these mentioned attributes can be stated as the objectives observed in the practical study of the diploma thesis and that is where the focus will be put at this point.

II. PRACTICAL STUDY

The purpose in the practical study is to set up conditions whereby students can infer their own presentation of literature to indicate the kind of enquiry into the meaning that is needed to counter the so what reaction and explore the students' social-interactive skills as well as communicative competence development realized through the group work organization. It should have been emphasized once again that the intended aims of the research are stated in the statement of the diploma thesis: *The effect of teaching and learning literature in the groups as a way of English language learning as well as social-interactive skills improving*. Therefore, there were three areas focused on. Firstly, group work method was analyzed, secondly, language development and thirdly, literature knowledge acquirement.

The practical section was designed to evaluate the group work effectiveness within the literature and language teaching. Four literary lessons with such aims were organized at four different secondary schools, Gymnázium prof. Jana Patočky¹, Střední zdravotnická škola², Střední průmyslová škola elektrotechnická³, Obchodní akademie⁴, which encountered 52 respondents together. Students were aged between 16 to 18 years, which means they attended 2nd or 3rd grade at the secondary school. The schools were chosen in order to provide a greater variety of results according to students' specialization each school offers and develops.

The research evaluation was based on the questionnaires designed for the students and observation sheets filled in by the teacher. Students were required to participate in the prepared lesson and fill in the questionnaires connected with the lesson and aims of the research. Also, observation sheets were prepared and filled in by the teacher immediately after the lesson. One of the lessons was observed by the author and taught by a different teacher.

¹ Jindřišská 36, Praha 1, 2nd grade

² Alšovo nábřeží 6, Praha 1, 2nd grade

³ Ječná 30, Praha 2, 3rd grade

⁴ Resslova 5, Praha 2, 3rd grade

8. SAMPLE LESSON

First of all, the lesson organization and its management will be described. The lesson was designed according to Čaňková's book *Open Channels*. The approach of literature teaching and learning contained in the hypothesis seems to be supported by Čaňková's book and that is why the choice was done accordingly. The approach of the book can be stated as the use and development of language as a means of communication achieved through literary texts and discussions related to them. The included materials and the way teachers and students deal with them should provide enough space for thought. The groups in this case can be highly suitable, especially in the interpretations and discussions. (Čaňková. 1997:8.)

Consequently, the lesson was set up on George Orwell's novel *1984* based on the Čaňková's material in the book *Open Channels*. (Čaňková. 1997:82-94.) The choice of the Orwell's book appeared to be purposeful and some of the reasons might be worth noting. Students might have been familiar with the author, the book and the topic, which could have been an advantage for the research lesson. Also, there was a big variety of activities manageable during the lesson. At the same time, topic of the book is not as easy to achieve and interpret, therefore, the design of the lesson invited students to think and negotiate about their thoughts, and it emerged to be very suitable for the group work method and critical thinking approach. On the other hand, students might have decided if they wanted to work by themselves, then in pairs and groups, and could have compared the effect and achieved goals in some activities during the lesson.

8. 1. Lesson phases

Each lesson consisted of six phases and they will be presented as follows. The materials designed for the students participating in the lesson are enclosed in Appendix 3 .

Phase 1 - Introduction

Phase 1 was an introduction, in which some important dates of the period when the book originated were discussed. Students were asked to make notes and write some ideas by themselves at first, and then check their answers in pairs.

Phase 2 – Quotation analysis

Phase 2 and 3 focused on the author of the book. A quotation by George Orwell was read and students were supposed to interpret the quotation at first and as a result, think of the personality of the author. It was a whole-class activity, in which brainstorming technique was employed and critical evaluation of the thoughts followed.

Phase 3 – Orwell's life/ fill in the gaps activity

Phase 3 was accuracy-directed. Students completed the story of George Orwell's life with the appropriate words. They might have chosen, if they wanted to work by themselves or in pairs. Moreover, students found out some background information about the author.

Phase 4 – Literary extract

Phase 4 concentrated on the study of the book. It can be divided into 3 parts, pre-reading activity, listening to the part of the extract and reading the next part of the text, and reading comprehension, text analyses and interpretations of the extract.

- **Pre-reading**

First, a short introduction of the topic and main characters of the novel was made by the teacher. Then, the pre-reading activity took a place. Terms and slogans from the book were written on the board and students divided into the groups of three or four members brainstormed their ideas, solved meanings and possible functions of them in the novel. Such activity served also as an introduction of the novel itself, the theme, setting, atmosphere and nature of the book. Unknown vocabulary was presented before the listening and reading activity. Each student got a printed list of vocabulary.

- Listening/ reading

Followingly, students listened to a piece of the original text on a cassette player and read the text for themselves simultaneously. Students read the rest of the extract aloud for the class.

- Reading comprehension/ text analyses/ interpretations

Then, students worked in the groups and were required to answer questions designed for the reading comprehension. Furthermore, the reading comprehension could have helped learners to think of the topic of the book in more detail, analyze the text and interpret message and ideas incorporated in the text. The whole procedure was based on the comprehensive questions related to a text. Moreover, students prepared presentations of their answers and possible interpretations.

Phase 5 - Presentations

Presentations, in which students presented their answers to the questions and thoughts connected, followed. There was also a little space for the discussions between the groups allowed, and final negotiation and evaluation of collected information controlled by the teacher took a place.

Phase 6 - Summary

Phase 6 was a closing part of the lesson, in which some revising questions were laid as well as students would have shared their impression, feelings and ideas.

Questionnaires

Finally, students received questionnaires and were asked to fill them in according to their experience from the lesson as well as experience with the group work, language and literature from their previous English lessons.

9. QUESTIONNAIRES - EVALUATION

The questionnaire included in Appendix ... consists of 14 questions, which can be divided into 3 sections:

group work method - questions 1, 2, 3, 4, 5, 6, 7 and 11c
language teaching and learning - questions 8, 9 and 11a
literature teaching and learning - questions 10, 11b, 12, 13, 14

Students could have ticked more possibilities according to their opinions and experience in questions 1, 3, 4, 6, 8, 9 and 10. Questions 2, 5, 7 and 12 required one choice only and in questions 11, 13, 14 students were expected to communicate answers in their own words.

multiple choice (possible to tick more options):	questions 1, 3, 4, 6, 8, 9 and 10
one choice only:	questions 2, 5, 7 and 12
own oral answer:	questions 11, 13, 14

Furthermore, almost all questions provided a space for students' own commentary. Question 11 can be divided into 3 separate parts: 11a – language impact, 11b – content impact, 11c – social communication impact. Students were free to respond in their own words, which provided more space for their own thoughts. Therefore, 11a belongs to the language teaching and learning section, 11b to the literature teaching and learning section, 11c to the group work method section.

The evaluation of the questionnaire was based on the amount of marked statements in each question. Therefore, questions with the multiple choice options were depicted in the pie charts, which demonstrate results based on the ticked answers collected from all four schools. The tables with the amount of marked answers as well as the total number of crossed answers accompany the pie charts, and they provide an easier overview in the evaluating system. Also, each question belonging to one of the three sections was sometimes commented by the participants, the oral answers were collected and disposed into the groups according to their frequency of appearance. Each section will be evaluated separately while the final evaluation of the three sections will follow in the end.

9. 1. Group work method

Questions 1, 2, 3, 4, 5, 6, 7 and 11c deal with the group work organization in the class and they explore students' inclination to the group work method, experience with it,

benefits they perceive as well as social, interactive and psychological aspects of the development of their own thinking. Students were required to mark answers, which they were offered in the questions. More possibilities could have been crossed and their own commentary was very much appreciated.

Question 1

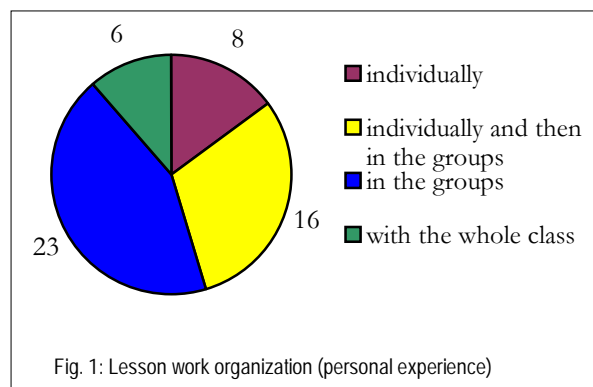
Question 1 was more generally directed. Students were asked to decide if they like to work individually, or individually at first and in the groups followingly, in the groups only or with the whole class. The Fig. 1 shows the division of the students' answers. It clearly proves that the highest amount of respondents prefers the group organization. Students actually argued in the questionnaire they can learn something new from the others. Their thoughts and opinions can be strengthened by the support of the group, and consequently, they can gain more self-confidence. Also, they feel it an appropriate way of finding solutions as groups provide a space for discussion. However, quite a big amount of students likes to consider the task individually, then present ideas in the groups and find a common solution.

Table 1 - *question 1*

Lesson work organization (personal experience)			
individually	individually and then in the groups	in the groups	with the whole class
8	16	23	6

Total no. of ticked possibilities: 53

No. of respondents: 52



Question 2

Question 2 reports a case when students might have chosen between individual and pair work. It is important to note this question was based on an accuracy-directed activity, in which students filled in the information according to the context (George Orwell's life). It seems more students chose to work in pairs, nevertheless, there was not a very big difference among the two possibilities as demonstrated in Fig. 2. The connection between the accuracy-directed activities and the preferability of the work organization might be at a hand. Students like to try by themselves as there is usually one, rarely two correct answers

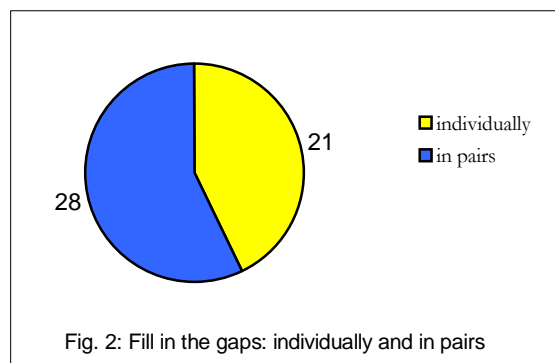
in such exercises. Therefore, many students prefer to find out the answer by themselves as there is not such a variety of solutions.

Tab. 2 - question 2

Fill in the gaps: individually and in pairs	
individually	in pairs
21	28

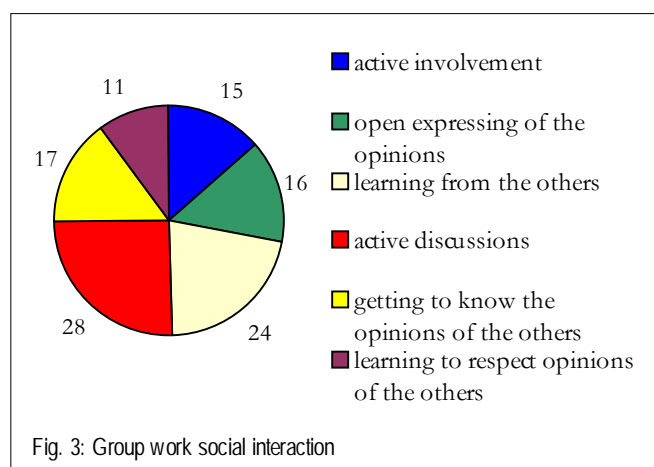
Total no. of ticked possibilities: 49

No. Of respondents: 52



Question 3

Questions 3 – 5 were directed to social and psychological aspect of the group work. Question 3 depicted in Fig. 3 followed social interaction of the group work. Students consider as one of the greatest benefit of the group work the opportunity to find out opinions of the other participants, discuss ideas and possible solutions. Moreover, it can be said that students also have a chance to learn from each other as they find out the opinions of the other participants. These two options reached fairly high score.



Tab. 3 – question 3

Group work social interaction					
active involvement	open expressing the opinions	learning from the others	active discussions	getting to know the opinions of the others	learning to respect opinions of the others
15	16	24	28	17	11

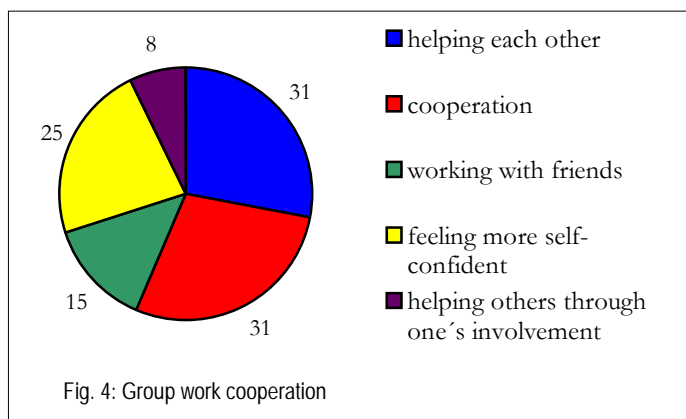
Total no. of ticked possibilities: 111

No. of respondents: 52

Question 4

Question 4 demonstrated in Fig. 4 concentrated on the cooperation and all connected components, which are reflected in the social aspect. Respondents perceive as

an important part of the group work that they can cooperate and help each other. Furthermore, such a process of cooperation seems to give them more self-confidence.



Tab. 4 – question 4

Group work cooperation				
helping each other	cooperation	working with friends	feeling more self-confident	helping others through one's involvement
31	31	15	25	8

Total no. of ticked possibilities: 110

No. of respondents: 52

Question 5

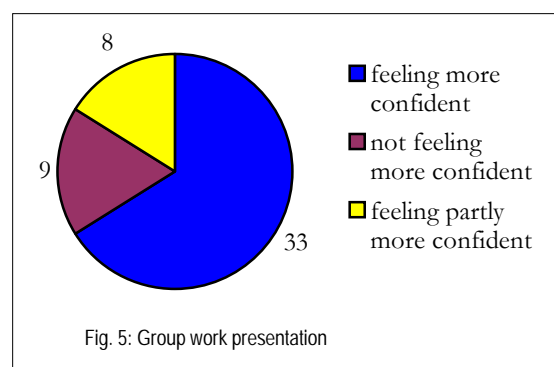
Question 5 illustrated in Fig. 5 is very closely connected with question 4, the self-confidence aspect especially. It focused on the group work presentations and students' autonomy, which may be provided by the group. It is not only the social aspect, but psychological as well. Fig. 5 shows that students gain more self-confidence in performing their outcomes if the presentations are organized in the groups. Psychologically, they are empowered by the group decisions and being a part of the group they feel more equipped with the knowledge and prepared in a better way.

Tab. 5 – question 5

Group work presentation		
Feeling more confident	Not feeling more confident	Feeling partly more confident
33	9	8

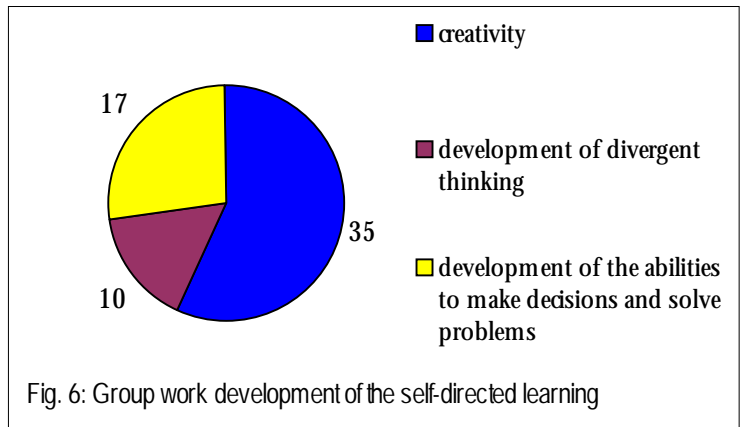
Total no. of ticked possibilities: 50

No. of respondents: 52



Question 6

Question 6 is psychologically directed and it considered the development of self-contained thinking as a part of the self-directed learning shown in Fig. 6. Students marked creativity the most often as well as they perceive the group work supports the



ability to solve problems and decide about certain steps to be taken. It means the group work with its interactive participants offers a large scale of solutions, in which students search for different opinions, negotiate and make decisions.

Tab. 6 – question 6

Group work development of the self-directed learning		
creativity	development of divergent thinking	development of the abilities to make solutions and decide
35	10	17

Total no. of ticked possibilities: 50

No. of respondents: 52

Question 7

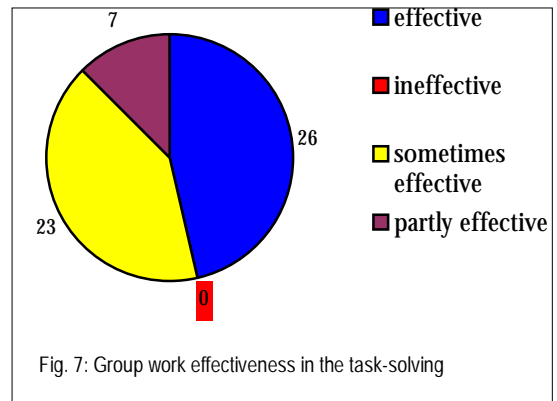
Furthermore, question 7 in Fig. 7 supports questions 6, because it investigates the

group work effectiveness in the task-solving. The highest amount of respondents confirmed they think group work is effective in such an area, or it can be said effective in some cases. It proves they are able to solve problems in the groups and they feel it an effective way. It might be also worth mentioning, none of the respondents marked that it is ineffective, which signalizes the relevance of the group work in the problem-solving tasks.

Tab. 7 – question 7

Group work effectiveness in the task-solving			
Effective	Ineffective	Sometimes effective	Partly effective
26	0	23	7

Total no. of ticked possibilities: 56
No. of respondents: 52



Question 11c

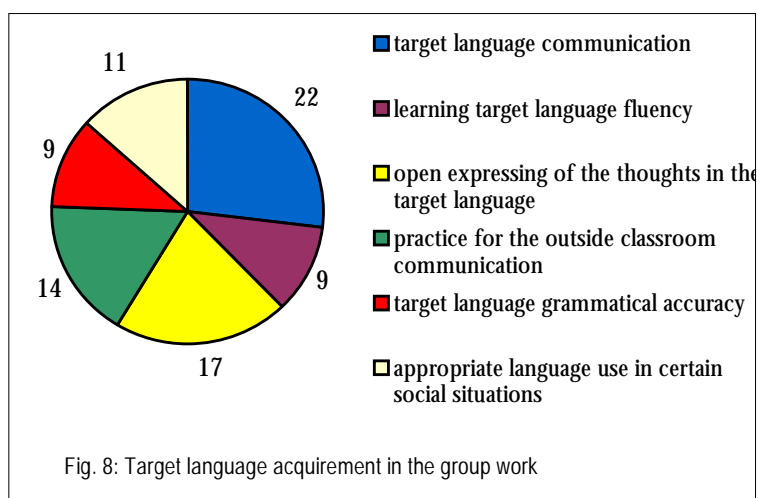
The social aspect of the lesson directed to the social communication, interaction and cooperation between students in the group work was focused on in question 11c. Students were asked to define the strongest influence of the mentioned aspect as they felt it during the lesson. Many students noted they mostly cooperated in the group work organization, because they could have found out the opinions of the others (12 students) and practise their outside classroom communication in the groups and through cooperation (11 students). They also considered the cooperation important when finding solutions and making decisions about them, e.g. terms and slogans (13 students).

9. 2. Language teaching and learning

Next section – question 8, 9 and 11 a – was designed to collect information about the target language acquisition within the group work on the background of literature-based lesson. Even though, there were prepared three questions only, students had a fairly extended choice of options, all of them having their own relevance.

Question 8

Question 8 explored the effect of the group work and language development supported by the group work organization. It also observed the application of the fluency and accuracy aspects in the group work. It appeared, demonstrated in Fig. 8, students take the group work as an opportunity to communicate in the target language as well as they can express themselves and share their opinions in the target language. Furthermore, some students find the group work as a useful preparation for the outside classroom communication. It is very important to note that students marked such options, which are fluency-directed focusing on the communication practice.



Tab. 8 – question 8

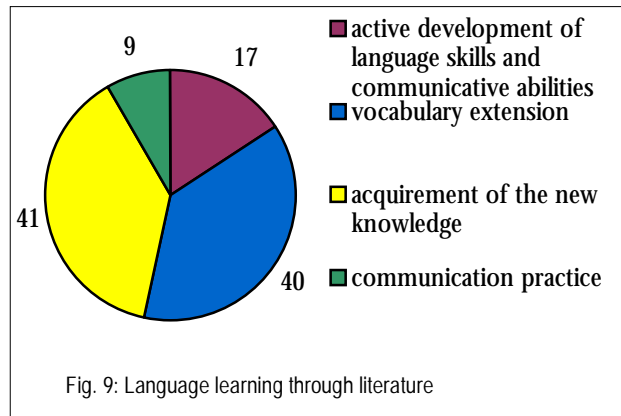
Target language acquirement in the group work					
target language communication	learning target language fluency	expressing thoughts in the target language	practice for the outside classroom communication	target language grammatical accuracy	appropriate language use in certain social situations
22	9	17	14	9	11

Total no. of ticked possibilities: 82

No. of respondents: 52

Question 9

Question 9 outlined in Fig. 9 concentrated on the literature teaching and learning and target language acquisition through it. It looked for the information concentrating on the literature education and language acquired from the literary texts and activities connected.



Tab. 9 – question 9

Language learning through literature			
active development of language skills and communicative abilities	vocabulary extension	acquirement of the new knowledge	communication practice
17	40	41	9

Total no. of ticked possibilities: 107

No. of respondents: 52

Most students feel that they acquire new knowledge while studying and analysing foreign literary texts and all background information covered in the literary study. Also, literary study as the pie chart shows broadens students' vocabulary awareness. Students were again questioned about the communication practice and language skills development, which in comparison with the other two options mentioned did not meet students' approval to such extent. However, the objective of the question was directed to the literary study and its linguistic benefit, not its interactive analysis.

Question 11a

Question 11a was dependent on students' own commentary while students were asked to mention the most effective acquisition of the target language and describe the situation. According to students' answers they felt that the applied literary lesson helped to develop their reading skills (35 students) as well as their vocabulary acquisition (35 students). From the linguistic point of view, students also found filling in the gaps exercise (George Orwell's life) effective, in which they extended their grammatical accuracy and correct choice of the vocabulary in the context (15 students). Nevertheless, students also appreciated they had a chance to lead discussions in the target language when discussing the topic and solving the tasks (12 students).

9. 3. Literature teaching and learning

Next section has aimed to find out information about cultural enrichment of the literary study and students' perception of it. Students were also required to consider the topic, the book and the lesson taught. Therefore, students personal involvement, which emerges to be extremely important, was explored at this point as well. Question 10, 11b, 12, 13 and 14 were included accordingly.

Question 10

Question 10 tried to collect information about literature teaching and learning benefits and students' each benefit they seem to be enriched by after the lesson. It was discovered in question 10 as Fig. 10 shows that students seem to acquire some

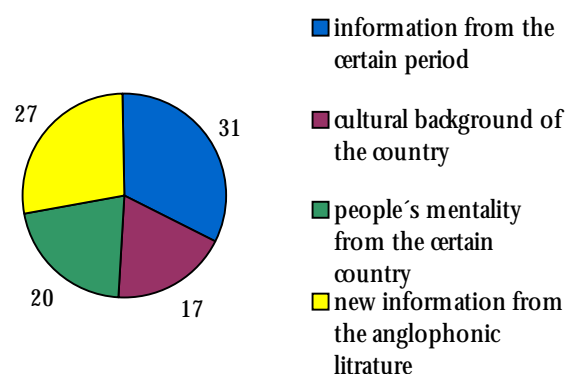


Fig. 10: Literature teaching and learning benefits

information about the certain period of the time when the book originated and the book itself, and they may also become more familiar with the cultural studies of the anglophonic literature. Moreover, many students seem to learn about the mentality of certain country as well as cultural background of the country, which bears the social conventions, customs and special manners of behaviour. All of the required possibilities achieved a relatively high score, which signalizes that when learners read a piece of literary text, not only explore they the language, but the literary context, to which it is put as well. This point appears to be of crucial importance in teaching/ learning literature.

Tab. 10 – question 10

Literature teaching and learning benefits			
information from the certain period	cultural background of the country	people's mentality from the certain country	new information from the anglophonic literature
31	17	20	27

Total no. of ticked possibilities: 95
No. of respondents: 52

Question 11b

Question 11b based on an oral comment only searched for students' strongest impact of the literary study during the lesson. When considering the topic, content and cultural background of the book, students found the information about George Orwell's life valuable (34 students). Then, an introductory activity introducing students time, in which the book appeared and possible connection with the book (16 students) as well as reading the extract and its interpretations (15 students) appeared to be contributonal to the

students' extension of literature knowledge. Learners also mentioned time of the book (14 students) and terms and slogans connected with the book (10 students) as relevant for their literary enrichment. Furthermore, some of the students also adduced the discussion of the novel, which emerged to be beneficial for the literary study (7 students).

Question 12

In question 12, students were required to say if the lesson encouraged them to think of the theme of the book and some basic concepts of it. Fig. 11 shows that the literary lesson made students consider it, or in some parts of the lesson. The pie chart shows, that 38 students were involved to think of the book to some extent.

Tab. 11 – question 12

Lesson impact		
consideration of the topic	No influence	Partly (cosideration of the topic)
16	11	22

Total no. of ticked possibilities: 49

No. of respondents: 52

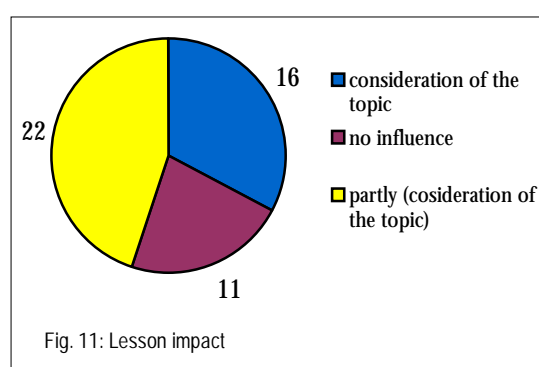


Fig. 11: Lesson impact

Question 13

Consequently, question 13 brings question 12 to a closer instantiation. Students were expected to note the most beneficial part of the lesson from the point of students' highest involvement. The most often answers are put in the order of their appearance.

Reading of the extract	16 students
Terms and slogans	13 students
George Orwell's life	11 students
Consideration of the book	9 students
Consideration of the topic	8 students

It seems students are mostly involved in the literary study when they are in the contact with the actual material connected with the piece of a literary work they are studying. Also, the analyses of the extract, and terms and slogans phase were managed in the groups. Therefore, it could have been stated the students' highest contract with the knowledge and their active involvement was very closely connected with the group work and its active learning time.

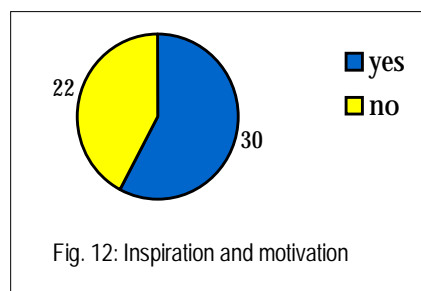
Question 14

Hence, question 14 depicted in Fig. 12 provides a brief overview of the students' motivation and willingness to read the book. More than half of the students were inspired to read the book. Nonetheless, it has to be noted some students have already read the book as it has been noted in the questionnaire – around 10 students.

Tab. 12 – question 14

Inspiration and motivation	
Yes	No
30	22

Total no. of ticked possibilities: 49
No. of respondents: 52



10. OBSERVATIONS - EVALUATION

Observations were held in all classes. The observation sheet, enclosed in Appendix 2, was designed accordingly. The observations were realized by the teacher concurrently with the teaching process, except one of the lesson which was taught by a different teacher. The aim of the observation was marked out to support or refute the information and data collected in the questionnaires. It may serve as a supplementing component of the research. Furthermore, the observation sheet is divided into 6 phases the same way as the sample lesson. There were certain objectives contemplated in each phase and each phase of the lesson was evaluated in the consistence with these objectives.

Phase 1 – Introduction (Dates)

Effectivity of the individual and pair work

The effectiveness of the individual and pair work was investigated in the first phase. A scale of 10 – 100% was designed in order to peg out the fullfilment of the introductory activity while 100% marked an outstanding accomplishment of the task. Most of the students began to complete the dates by themselves, and they compared the answers in pairs later on. However, they became more successful when they worked in pairs, which based on the observation technique, reached around 80% on the scale whereas the

individual accomplishment scored around 50% only. It appears pair work together with cooperation and the employment of mutual delivery of the knowledge from the peers proves to be more effective and productive in the learning process than the individual work. It especially occurs when some factual information are needed and missing gaps can be completed by the pair work cooperation successfully.

Interaction patterns

Furthermore, interaction patterns between the students were observed. As the pair work, and the cooperation preconditioned by it, requires P-P interaction pattern, it was very much adhered. Cooperation between the pairs appeared as well, PP-PP interaction pattern, and it might be said it empowered students with more self-confidence and information in some cases. The interaction pattern of P-T and T-P took a place, nevertheless, in the situations when something unclear had to be figured out.

Phase 2 – Author/ quotation interpretation

Number of participating students

Interpretation of the quotation by George Orwell was a whole-class activity, in which students' active participation was observed. It can be said that about 8 – 10 students in each class debated the possible meanings of the quotation, which was around half or a bit higher amount of students in each class. It could have been also observed students developed their interpretations with the perception of other students' thought sharing. The negotiation and thought analyses took place with the interpretations. It could have been noticed students might have become more active if they had been organized in the groups and the silent ones could have joined in. However, as the group work task-solving was to come in the next phase, this stage of the lesson served as a gate for the interpretations of the text itself. It was managed by the teacher and therefore, students were helped to examine the relevant interpretations. It can be actually said it was a practice for the text analysis.

Phase 3 – Author/ fill in the gaps activity

Effectivity and choice between the individual and pair work

Next phase was accuracy-directed based on the George Orwell's life story. The teacher investigated the choice and effect of the individual and pair work and students' choice of them. It could have been seen that most of the students tried by themselves and later almost all of them checked their answers in pairs. Some students worked in pairs from the beginning, however, they seemed to be very close friends as well as their level of the target language seemed to reach a similar standard of development.

Phase 4 – Listening/ Reading

Pre-reading Terms and slogans – interaction patterns

Students worked in the groups of three or four participants and discussed the possible meanings of the terms used in the book. It became one of the most interesting part of the lesson. The interaction patterns of the students were followed in this phase. Generally speaking, P-P interaction pattern appeared the most frequently and almost all students participated in the task-solving. Nevertheless, the most interesting point of this phase was the involvement of students. Students became really eager to solve the task and find the correct meanings of the slogans. They had a real problem to be solved, something they did not know one correct answer to, and they had to think, analyse the information and negotiate. Therefore, their interpretations were based on the real purposeful character of the task. It proves the problem task-solving becomes really motivating for the students and it encourages the group-work mechanism with its all components and aspects.

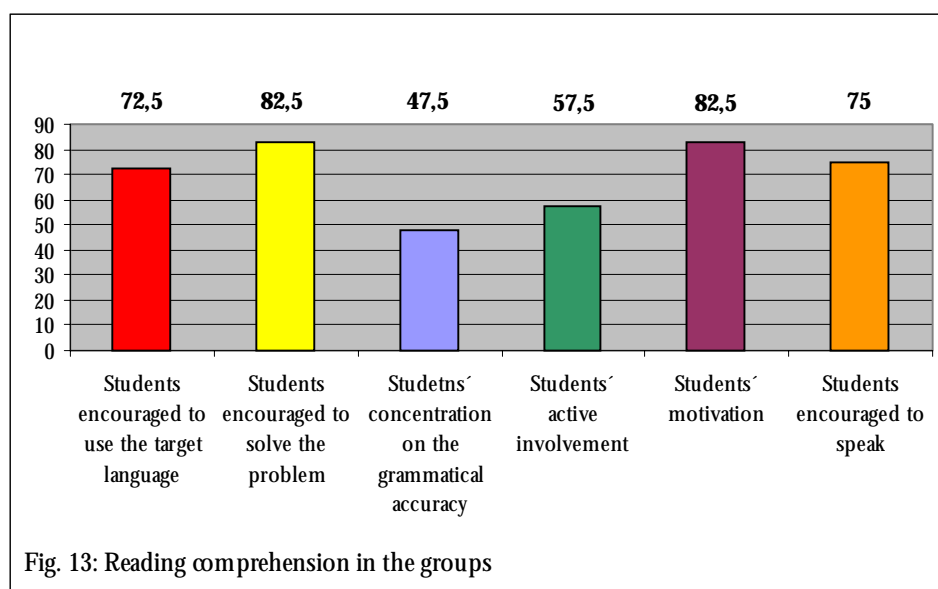
Listening/ Reading – students' attentiveness

Students listened to a part of the extract and read it for themselves. Next part of the extract was read aloud for the class. All students seemed to pay attention. However, the

extent of their involvement could not have been measured at this point. It was then checked in the reading comprehension, analyses and interpretations of the extract.

Reading comprehension/ text analyses/ interpretations – fluency-accuracy patterns

Next stage was based on the reading comprehension and the actual interpretation of the text. At this point, fluency – accuracy patterns and their employment in the group work organization were focused on. Six statements were prescribed and their accomplishment was enregistered on the scale of 10 – 100%. The following statements noted in the Fig. 13 were observed. The percents of each statement at the four schools were averaged and recorded in the chart.



Therefore, Fig. 13 demonstrates that students were really interested in the text, they wanted to find the correct answer and they were motivated to do so. Furthermore, they were encouraged to speak and use the target language, even though, it might have been sometimes difficult, because it was an original unabridged piece of text.

On the other hand, the accuracy was lowered. Students needed their grammatical competence to the extent of the necessity to express themselves and be understood at the same time. Generally speaking, students were involved, nonetheless, some of them were not as active. One of the most relevant reasons of it might have been the level of the language of the extract. It could have become rather difficult for some students and their active participation was reduced by that fact.

Phase 5 – Group presentations

Preparation of the presentations and responsibility division

Students prepared the collected information for the group presentations. Here, the preparation of the presentations and division of the responsibilities and roles were observed. The visited classes should be divided into two groups. Two classes were familiar with the organization of the group work and the presentations as well. However, the other two did not have much experience with it. It can be concluded that the more experienced students have less apprehensions to participate. Almost all students joined in and divided the responsibilities among them. Hence, the less experienced students had troubles when deciding about the presenting members. Therefore, their presentations were lead by one, or two people in some cases and the other participants were understated to join in. The presentations of these two classes were not organized and students would need more training. It can be said that students can learn it and it can become a natural part of their learning process. It is an invaluable point as it may prepare young people for the outside-school life.

Phase 6 – Summary

Number of participating students

In the last phase, some comprehensive questions were laid as well as students' opinions and feelings about the literary lesson were investigated. It was a fluency-directed session based on the whole-class activity. Number of students who participated actively was concentrated on. More than half of the class joined in the discussion in this phase. Students were able to answer most of the questions, or find them in the materials or notes. The whole session was held in the target language, and students sometimes implemented new vocabulary. Furthermore, it could have been observed some students were quite excited about their new knowledge and thanks to the students, the atmosphere in the class became learning-promoting and open. It should have been noticed the last phase was not developed into such detail as the time reserved for the lesson was getting short in all four classes.

11. RESEARCH EVALUATION

11. 1. Group work method

The group work benefits based on the social, social-interactive and psychological aspects which were mainly observed in the first section and they can be evaluated at this point. It can be concluded learners prefer the group work to the individual work. It seems the element of cooperation and opportunity to help each other proves to have the power and great influence upon the students' performance. Students feel more self-confident when they can work with their classmates, peers and friends very often. Also, students gain more self-confidence if they can present their outcomes of the work in the groups. They feel empowered by the group agreement, which might be enthroned if the students are skilled negotiators, cooperators, supporters, helpers and their own responsibility holders. This point was not mentioned in the questionnaire as such, however, it can be concluded from the students' answers as they appreciate the values of cooperation and mutual help, and as a result, these are the values of skilful, proficient, thinking and mentally-mature human beings.

Furthermore, the group presentations may be also significant for the preparation of students' outside-school life. All of them may find themselves in the situation when they

would have to communicate their opinion in front of a group of people. Group work enables outstanding conditions for such practice.

Moreover, according to students' responses the group work provides an open arena for finding out the opinions of other people and in fact, social interaction as well as knowledge transfer takes place at the same time. It means that students as they share the opinions and thoughts with each other, they also share the knowledge with their peers.

It is timely to mention the group work functions as an outstanding way of learning from each other, in all ways - social, psychological, factual. Such learning environment can be realized by the incorporation of the problem-solving tasks in the group works. Students adduced the task-solving, which includes cooperation as well as learners' opinions and thoughts sharing in the groups, emerges to be highly effective. In that way, students can develop the abilities to make decisions and become creative members of the task-solving process. The creativity, which is allowed through the act of the solution-search, brings a risk-taking atmosphere, which might be really thought-provoking. Next, students' critical evaluation of the collected information and solutions should have been included followingly. As the students stated they are aware of that fact, and that is why they tend to prefer cooperation and tolerance when evaluating the information, because they can discuss possible solutions together and come to an agreement.

However, cooperation in the task-solving requires not only tolerance, help and opinions sharing, but also the ability to argue for and against, defend each person's arguments as well as listen to other students' arguments. All of these attributes described above should lead students to the consciousness of themselves, the others and the world around them, which is very important for the communication with other people.

11. 2. Language teaching and learning

Secondly, language teaching and learning section will be evaluated from the point of its development in the group work and literary lesson. It can be said that students may have a really outstanding opportunity to practise the target language communication as they noted themselves. They can interact with each other more often as the groups provide an

active participation of more members simultaneously. Moreover, students stated that sharing of the thoughts in the target language appears to be suitable for the preparation of the outside classroom communication.

A comment about appropriate language use in certain social situations seems to have its relevance here as the social appropriacy of the language and its implementation in every-day communication cannot be neglected. It is a significant component of the communicative competence. As it might have been observed students put their attention to this point to some extent only (demonstrated in Fig. 8). However, it can be said social appropriacy is complementary to the target language communication. Group work carries not only the social aspect of the respect, perception of the others, the mastery of negotiation and thought-share, in the group of their peers, students also employ the social conventions and expressions they need for the communication in the foreign language they are learning. Even though, only some students are conscious of it, the target language communication, fluency and social appropriacy of the language use cannot be separate, and it can be said students acquire the communicative competence and social rules of the target language at the same time.

Next, when considering literature as a source of language, it should be noted that students seem to acquire new knowledge, which is contained in the literary study and which they gain by working with the text in the target language. Based on that recognition, which students chose as the most significant one, they build their vocabulary basis as they meet new words and the vocabulary operation in the context. Furthermore, students' reading skills are developed effectively as they are required to study the chosen text and understand it. Some of the students also mentioned grammatical rules they can learn by reading a foreign text. The important aspect of such component of reading is that they can see the grammatical structures and features in the context.

Moreover, the whole process of reading and vocabulary acquisition in the context prepares students for the communication too, because students deepen their linguistic knowledge. In that way, it supports students' ability to converse, as it is a pre-degree for its implementation into the communicative process. Students' linguistic knowledge is extended and can be further developed in the groups and the actual process of

communication. The operation of new linguistic knowledge can be, for example, realized in the interpretation of the read piece of text. That is when the group work emerges to be of extreme relevance for the target language communication and acquisition of the communicative competence, which contains all linguistic distinctions, and interactive subtlety as well as rules and accurately defined linguistic structures.

Finally, it seems to be relevant to mention the use of the target language and mother tongue at this stage, which was mainly notified in the observations. During the different phases students discussed many of the issues in their mother tongue while working in the groups. However, they made notes in the target language. The following checking with the whole class was mostly lead in the target language. In some cases, however, the native language was used in order to follow and understand the important points. The target language was used whereable feasible, but as the text was not as easy to understand, some vocabulary, word expressions as well as explanations (e.g. terms and slogans) were supported by the mother tongue. Sometimes the translation of some parts was a great help too. Nevertheless, the use of the mother tongue should not be considered as a negative feature of the lesson. It shows students' interest in the topic, thoughts and message, which are contained in the piece of literature along with the language benefit. Mother tongue can, in this respect, bring a support for the language understanding as well as the understanding of the literary work. Yet, a training, more experience and growing linguistic knowledge can lessen the use of the mother tongue onto the account of the target language acquisition.

11. 3. Literature teaching and learning

Literature teaching and learning is another section which was observed and evaluated. It can be summarized from the collected information in the questionnaires, that literature enriches learners with new information from the anglophonic literature as students read the texts, which can intercept certain period, in which the book takes place. Also, it appears students may get acquainted with the mentality of other country. Each country has certain conventions, habits and speciality, which are reflected in the literary texts. All these components are considerable for the target language study as mentioned above in the article about the social appropriacy of the language.

Furthermore, the impact and students' involvement in literature reading was investigated as it is one of the main components important for the literature understanding and perception of it. It should be emphasized that students became involved in the consideration of the topic, which could have been followed in the comprehensive phase of the lesson. Students participated and joined in the task-solving process as noted in the questionnaires. Also, that is where students were able to show their reading and interpretative abilities and apply the critical thinking approach. It can be supported by the results of the questionnaire, in which students confirmed their highest involvement in the extract reading, and terms and slogans phase. These two integrated parts were actually held in the groups and students were expected to employ their linguistic competence as well as reading, interpretative, critical thinking evaluation, interactive and communicative abilities at once. It may be said that the study of literature in the groups promoted students' language use and their communicative as well as literary abilities. The group work in that way, might have increased learners' confidence in language performance and literature as they had space for thought and discussions brought about by the literary study. It can be considered they had a chance to develop their own response and personalize with the text.

Moreover, it cannot be neglected to mention that the extract analysis was based on one reading session only. The second reading, or in other words, rereading, which allows more detailed consciousness of special features of the text, could not have taken place due to a time determination. Nevertheless, as students were required to answer certain comprehensive questions in the groups, they were forced to study some parts of the text in a more detailed way and reread the sections. It was very much stimulated by the questions and their answer-searching in the groups, because as the participants tried to solve the questions, they might have offered different responses and interpretations depending on each person's personality, experience and perception of the information. Consequently, discussions, negotiation and more conscious repeated reading was promoted at this point. It seems group work proves to be highly effective in this respect.

Hence, students also found themselves involved when the life of George Orwell was discussed. From the literary point of view, a lexical prediction was organized. The interest of George Orwell's life was increased by the introductory analysis of the Orwell's

quotation and consideration of his personality. It has to be noted students were keen on to find out the information about his life. As a result, it can be concluded the introductory and the around-book information appear to be highly motivating and involving, and its position in the literary study proves to be as distinguished as the literary work itself.

Lastly, students' inspiration and motivation to read the book were explored. Above all, literary lessons should stimulate students' reading and that is why the question was included to survey the lesson effectiveness as it should be the overall aim of the literary lessons. It seems more than half of the students became interested and they plan to continue reading of the book. Considering the diversity of the visited schools as well as students studying in each school, it can be perceived as a success.

It could be mentioned that most of the students were after all prepossessed by the literature itself. They were in the contact with the text as a piece of literary work, which comprises the language, the cultural background as well as the thoughts, messages and literary value of the book. It proves they were capable of the comprehension of the meanings and lay the basis for the interpretations as they were able to operate with the language and judge about certain steps and levels brought about by the book.

12. CONCLUSION

The conclusive part of the practical study should be framed by the meeting of the intended aims of the statement reflected in the theoretical study and practical research. It can be concluded group work appears to be productive in the English language classroom as well as in the literature lessons. Group work promotes the student-centred approach very much, which provides students' autonomy of learning. As the group work was explored from the point of literature lesson based on the target language growth as well as knowledge acquisition from the literary area it seems to have a really beneficial influence upon the students' learning process. At a practical level, students of literature may become more creative as they begin to appreciate the richness and variety of the language and they begin to use some of that potential themselves. Literature teaching/ learning in the foreign language extends the consciousness of the students' contingencies, which can be

developed. The awareness of students' self-capacities can be brought about by the group work.

Moreover, if the language of literature and literary study is designed for the group activities, it broadens the horizons of language teaching. Literature in the foreign language classroom can stimulate students' responses through its interpretations and text analyses. In fact, it can promote students' response in the target language, which builds not only the linguistic knowledge of students participating in the literary study, but it can also improve students' communicative abilities. That is when the group work shows its highest productivity.

Students in the groups can investigate the literary work as such. They can discuss certain interpretations and negotiate about the most appropriate ones. They can also develop their language capacity by seeing the operation of highly skilful language in the context. Consequently, as students work with the language of literature, they might begin to use some of the expressions for the communicative purpose in the groups as the group is expected to define some outcomes connected with the literary work. Observing the literary work from this perspective, students can use the language for communication and the literary text here can serve as an excellent delivery for oral participation. In that way, students also build their literary abilities connected with the literature exploration and communicative abilities directed to the every-day use of the language. These two elements can be integrated within the group work method.

Moreover, the group work principle is based on the implementation of social interaction and social communication as well. The participating students in the literary study need to be able to offer solutions, make decisions and critical evaluation of them, cooperate, listen to each other and respect other people's thoughts and personality. All these attributes can be examined in the group work and they all seem to be relevant for students' learning as well as self-directed learning guided by the awareness of themselves and others in the learning process.

Finally, it is considerable to note that group work, even though it has many benefits in the language class and literary study, it is not self-contained for the successful learning. It

becomes really flourishing when it is employed with other techniques and activities, which provide a variety in the lesson and prepare such learning environment, in which the effective group work may reach success. All the elements mentioned in the statement – literature teaching, English language learning, communicative abilities and social-interactive skills – are complementary in the group work method and prove to be contributory to students' growth and studying potential. Literature and group work should be a part of a complete language learning experience.