

Towards Achieving the Aims of their Literature Program: Activating EFL Prospective Teachers' Learning Styles through Literature Circles

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Abstract

This study aimed at investigating the effect of activating EFL pre-service teachers' learning styles through literature circles on their creative reading skills and attitudes towards the study of literature. The subjects of the study were eighty students enrolled in the second year English Department, Faculty of Education, Cairo University, Fayoum Branch. They were randomly assigned to either the experimental or control group; each consisted of forty students. The experimental group was exposed to the program designed by the researcher and through which literature circles were used in teaching the novel "Tom Sawyer". The control group was also taught the same novel but through a whole class discussion. The experiment lasted for two months and a half. The subjects' learning styles were pre- and post-tested using a scale of learning styles designed by the researcher. Their creative reading skills were pre- and post-tested using a test of creative reading skills and an assessment checklist of creative reading skills prepared by the researcher. Their attitudes towards the study of literature were also pre- and post-tested using a scale for identifying the EFL prospective teachers' attitudes towards the study of literature prepared by the researcher. Findings of the study showed there were statistically significant differences between the means of scores obtained by the subjects of the treatment group and those of the control group in learning styles, creative reading skills and attitudes towards the study of literature in favor of the treatment group. This indicates the contribution of literature circles in activating the treatment group subjects' learning styles and highlights their effect on improving their creative reading skills and attitudes towards the study of literature. The study presented some recommendations in the light of the results and suggested some topics for further research.