

LITERATURE IN THE EFL CLASSROOM: CREATIVE ACTIVITIES FOR ONLINE TEACHING TO YOUNG LEARNERS

Abstract: Using literature in young learners' EFL (English as a Foreign Language) classroom can be a motivating medium for language teaching and learning. Although with some difficulties in the application of literary texts in English language teaching, literature may contribute to the improvement of students' motivation for learning and could bring to more effective English language instruction. In line with the previously said, the paper will give an outline of how, when and why literature should be incorporated in EFL curriculum with the purpose of emphasizing the use of literature as a popular technique for teaching both basic language skills (i.e. reading, writing, listening and speaking) and language areas (i.e. vocabulary, grammar and pronunciation). This theoretical research aims at answering the following questions: 1) What is the role of literature in teaching and learning English as a foreign language?, 2) What are the approaches a language teacher can use online when teaching literary texts in young learners' EFL classroom? and 3) What are the benefits of using different genres of literature in teaching English online? As a conclusion, the paper will provide useful ideas and activities for creative English language teaching in online surrounding by using literature as a tool rather than an end in teaching English to young learners.

Keywords: teaching English online, use of literature in EFL classroom, young learners.

Introduction

Teaching English to young learners (YLS), and teaching overall, in the 21st century is constantly confronting new pressures and tensions. Tensions between curricular traditions often come from the various sources of power that on one hand, apply control upon teaching, and at the same time learning, and on the other hand, curriculum within a schooled space. The conflicts that teachers may

feel come from curricular tension but also from tension within the contexts in which they work (Hallman 2017). Last year, 2020, was particularly demanding and different in many aspects. The ongoing global pandemic of coronavirus disease (COVID-19) brought on stage many challenges both in education and life as well. The educational platforms, as the golden threads of the 21st century, have become for many teachers the 'safest' way to teach, while still posing many unsolved issues. In line with this, teachers faced with identity-building process as they were struggling to learn new methods of online teaching. The teacher became both agent and shape-shifter in the classroom and framed new teaching methodologies enriched with the new teaching competences. These new teaching competences were immediately in demand, especially in teaching young learners. Students from 7 to 11 and their teachers had to gradually replace the traditional in-person or face to face lectures in favour of electronically designed content delivery. It was especially difficult for the first graders to immediately switch to online lessons because they were not literate, they did not learn to read and write in their mother tongue, not to mention that they were not able to perform the tasks given for the purpose of learning English. These tasks were given rarely, depending on the teacher enthusiasm, and in Serbian language (primary school teachers of English provided this feedback). Moreover, students' motivation and interaction were "factors to be considered to keep students actively and effectively engaged in the learning process which was not an easy task to maintain during the on-line education" (Al-Mohair, Alwahaishi 2020: 102). Having this in mind, the paper aims to answer the following questions: 1) What is the role of literature in teaching and learning English as a foreign language?, 2) What are the approaches a language teacher can use online when teaching literary texts in young learners' EFL classroom? and 3) What are the benefits of using different genres of literature in teaching English online?

What is the role of literature in teaching and learning English as a foreign language?

Proliferation of studies of English as a foreign language (FL) teaching and learning in the last decade, especially in the field of young learner FL learning, witnessed a greater variety of course books and ideas of how to effectively teach English to YLs. In this sense, authentic literature texts appeared as a challenge and motivating source for expanding language knowledge in EFL, both as a model and as subject matter as well. Consequently, we may ask the following questions: What is the role of literature in teaching and learning English as a foreign language? and What are the possibilities of using literary texts for English language teaching to YLs in order to motivate students to learn that target language and to be more engaged during online lessons?

In order to get right to the point, we may refer to Gwin (1990: 7) who summarised the various roles of literature in EFL classroom as follows: “Literature provides learners with interesting and meaningful input in the written form, and it provides a means for meaningful output through writing and discussion”. It helps learners understand the cultural values of target language and its people, it encourages extensive reading and provides a basis for learners’ conversation, group work, and problem-solving activities (Ibid.).

According to Collie and Slater (1990: 3), the motives behind using literature in teaching English to young learners is that literature is considered as “valuable authentic material, cultural enrichment, language enrichment and personal involvement”. Literature gives students the broader picture of English vocabulary and the sense of language as it is spoken by the native speakers in real life situations. One other role is that it makes students familiar with various linguistic forms and expressions used by native speakers. Overall, literature serves as “valuable materials to enhance students’ learning process and to support their mastery of language and culture” (Much, Retnaningdyah 2011: 6).

Further, some authors believe that literature and literary texts seemed to have a better role in improving students’ competences than the non-literary texts (Isariyawat et al. 2020: 1329). However, the connection between teaching English as a foreign language and using literature for these purposes was not always smooth. In the YLs language classroom, literature nearly vanished from the language learning curriculum in the mid-twentieth century and methods based on linguistics were given priority (Ibid.). This was partially the result of curriculum design for young EFL learners which was focused on linguistic skills and special needed vocabulary. Young learners’ cognitive skills were put in the frame of concrete concepts and the language learning strategies were directed only in that way (Cirkovic-Miladinovic 2017a).

In her study, Savic (2016: 86) indicated that “children’s L2 reading experiences should match their cognitive levels and interests, involving them in reading a wide range of texts”. She also pointed out that “in Serbia, L2 reading as classroom activity mostly involves reading course book texts, and children are rarely exposed to narrative genres like authentic stories” (Savic, Shin 2013: 67-68 in Savic 2016). Exposing children to authentic stories would bring to greater preparation demand for teachers, meaning that teachers would need to carefully select a piece of literature, design a lesson plan incorporating proper language tasks, take into account learning outcomes, purposes and objectives of the lesson and carefully interweave adequate reading, writing and discussion tasks of the chosen piece of literature. In order to design such a lesson, the teacher needs more time than to use an already prepared text book. Not having enough pieces of a chosen book to bring into class is another difficulty. Therefore, “only 23 per cent of teachers in Serbian state schools had claimed using storybooks often in

regular classes” (Savic, Shin 2013: 67–68 in Savic 2016: 86). This point accounts for the fact that although teachers give credits to literature for its benefits to foreign language teaching, rarely they use it in the classroom.

Now that we are facing with the biggest change in educational landscape, we need to acknowledge that the idea of 21st century learning is dated. The coronavirus pandemic has moved the predominant site of literacy from page to screen, creating a new learning and teaching surrounding, virtual surrounding. Such a surrounding has constantly demanded new ideas in order to motivate students to participate and be productive during a lesson instead to hide behind ‘needed to be fixed’ cameras. One of the ideas was to use literature and corresponding videos for FL learning.

Therefore, “what and how students learn in an online education is an important variable to understand in terms of their satisfaction which in turn would be of great help to course instructors and designers when creating a learning environment that fits students’ needs” (Al-Mohair, Alwahaishi 2020: 103).

What are the approaches a language teacher can use online when teaching literary texts in young learners’ EFL classroom?

Working with YLs in the field of foreign language teaching is a pedagogical adventure. The special issue in this adventure is that in Serbia YLs learn to write Cyrillic letters in the first two grades of primary school and only then, in the third grade, they start to write Latin letters in their mother tongue and in English lessons too. Thus, in the first two grades, English curriculum is focused on listening and speaking. Last year, 2020, made literacy slide off the page and onto the screen, which was even more difficult for first two graders. The competences and processes needed by learners to become literate have been associatively transformed. In line with this, new concepts and approaches needed to be used in order to maintain the quality of teaching and learning English as a foreign language.

There are various approaches and activities that can be employed by teachers in the teaching of literature, both in person or online. For the purpose of this paper, we will focus on some of them, such as, “the information-based approach, language-based approach, personal response approach, periphrastic approach and stylistics approach” (Whitehead 1968: 164). These approaches could be adopted and used in online lessons as well.

The Information-Based Approach

The information-based approach is founded on the fact that literature is a source of information to the students (Hwang, Embi 2007). “This approach requires from students to have knowledge of the historical, political and cultural background of the literary text they study along with the necessary information given by the teacher” (Lazar 1993: 22). Using this approach online with YLs could be done through breakout room activities. One group could think and discuss about the historical background of the literary work, the other to take into account political situation and the third group could talk and analyse the cultural milieu of the country where the piece of literature was created. After this, in the main room, students share their ideas and information they found on the internet while researching. This approach is more suitable for advanced learners.

The Language-Based Approach

The language-based approach uses literature as an instrument to put language into practice through different activities rather than gaining information or facts (Lazar 1993). It is learner-centered approach which makes students become alert to the correct use of language. In this approach, language and literature are interconnected. The main premise, in this relationship, is that literature is carefully chosen language while the beauty of a language makes literature.

The activities that can be used by this approach are role play, prediction, poetry recital, debate and discussions. In online surrounding these activities need some adaptation. Role play can still be used in turns while the teacher can be the narrator and a moderator of a play. Poetry recital can be conducted as a contest where students can use a chat space and vote for the best performance. Predicting the end of a story or a poem could also be in the form of a quiz or a follow-up writing task. Debates and discussions could be triggered in the main room and then moved to the breakout rooms for the purpose of brainstorming and correlating the topics of a text with students’ life experience. Students can freely state their opinions on the text and share their thoughts with their peers without the presence of a teacher. On the other hand, the teacher has the possibility to move through breakout rooms and check the students’ interaction while discussing (when virtually appear in the breakout room, the teacher is visible and the students immediately become aware of his/her presence).

The Personal Response Approach

This approach teaches literature for its own sake, not for language learning and development purposes. For this reason, the mentioned approach is not much used in teaching English to YLs. Namely, it is focused on individual's interpretation of a certain text, not on learning a foreign language. Nevertheless, this approach could be used in online teaching in a form of an 'English reading club' which may occur as an extracurricular activity. For this approach, students can apply and share reading e-books, discuss about the topics, characters, plots and read together online while the screen is shared. An introductory video or background music would bring more positive atmosphere to learning and reading as an activity and, what is more, the motivation would be enhanced. Collaboration and communication would benefit the most from this approach and if the teacher is creative, more and more children would join the club.

The Periphrastic Approach

This approach suits the beginners of the target language, or to YLs whose language proficiency is on elementary level. The focus of this approach is to find the moral values in the text, discuss them and practice simple vocabulary or idioms specific for that context. Reflective sessions with students, online or in person, are possible with this approach. Also, making the connection between the stories students already know and finding similar moral messages could take these reflective sessions to the next level. As a way forward, two stories of the similar plot and similar title could be compared and their moral messages analysed. For example, students can compare the story "Three little pigs" and the story "The true story of the three little pigs". Before reading, students may look at the front cover presented in the screen and try to predict what they think the wolf will say about the situation and why he might be in jail. In the breakout rooms, students brainstorm what more they would like to know about A. Wolf. What questions they would like to ask him about what happened to the pigs. Discussion on what point of view is correct, the pigs' or the wolf's point of view, is a chance for debate and vocabulary exercise. As a homework, more proficient students may write a letter to A. Wolf who is in jail while weaker students can draw a picture of a chosen scene.

The Stylistics Approach

The stylistics approach advocates for the use of linguistic tools to analyse literary texts. This approach focus is on literature as 'text', therefore could be used

with YLs in EFL classroom. It gives learners full understanding and comprehension of literature in the light of linguistic analysis and literary interpretation. According to Lazar (1993: 23), there are two aims of this approach, „firstly, it enables students to make meaningful interpretations of the text. Secondly, it helps to expand students’ knowledge and awareness of the language” (Ibid). Also, the goal of the stylistic approach is to attract students’ attention to the linguistic features of literary texts. Short stories can be used with YLs in order to point out to some specific expressions and language structures (e.g. idioms or unusual tense usage). Poems are also very useful for these purposes because of their length.

Using imagination while reading poetry triggers the critical and creative thinking of students and this ascertains the significance of employing stylistic method for students who are meant to be imaginative, creative and independent interpreters of poetry. After explaining all unfamiliar words that came up in the poem, students together with the teacher in the main room, start identifying the literary features of the poem. For this knowledge level (YLs’ knowledge level), searching for adjectives and unusual connection with the nouns next to them would be a suitable identification and exploration stage. This exploration stage could be performed in the breakout rooms. The final stage is the concluding stage and it would bring back all students to the main room.

To sum up, any suggested method of teaching should not be inflexible and rigid. What gives positive atmosphere to any classroom instruction is the teacher’s creativity and originality to adjust the style of teaching to the specific class (live or online) and learners’ needs.

What are the benefits of using different genres of literature in teaching English online? Teaching ideas

”*Drama* is regarded as an ideal way to teach language whereby students are exposed to English as it is used in real conversations” (Goodwin 2001: 9). There are various benefits of using drama in teaching English to YLs in person and online as well. Drama can also be interactive and visual in the virtual classroom. Students may act in turns, see each other and experience fun while doing it. Even in virtual space, students develop their communicative skills in dynamic situations. Drama relieves tension of learning linguistic patterns and provides more space for learner autonomy and boosts students’ confidence to use the target language. For shy students, chat space is an option. In a more private space, opening breakout rooms, students have the opportunity to develop their imagination and express their own ideas. This is also the opportunity for speech exercises.

In addition, teacher may use the following online tools (www.dramanotebook.com) for teaching drama activities to young English learners:

- PBS Kids Story Games. Students can hear each page of the story online, and then act out what is happening in the story before going to the next page. Have students create a list of the stories they acted out and have them decide which one they liked best and why.

- Storyline Online. Famous actors read children's books. Every book has a teacher's guide with additional learning materials. This could be an introduction of a story that could be acted out later. Students may choose to act it out at home, make a video and then post it to the Google classroom.

- PBS Curtain up Game. Create a short online play. This free app/game allows students to choose backgrounds, props and characters, but not much else. After students create the basics online, ask them to tell a longer story that has the settings, props and characters they have chosen.

- PBS Kids - Simple Costume Game. This is a simple app/game that allows students to dress a character in a variety of costumes. Have students create a unique character based on the way he/she is dressed, and then tell a story about something that happened in that character's life.

- Simple Set Design Tutorial. This is an online tool that shows students the basic elements of putting together a set. This activity could be done during the online lesson when the students have the chance to explain their choices and share their ideas with peers.

- Simple Interactive Costume Page. Students have an opportunity to explore fashion in Shakespeare's time and dress the actors portraying Romeo and Juliet in costumes. Again, when sharing the screen, all the students can be part of this creative process. Weaker students can see this as a possibility to participate as well.

- Simple Tutorial on Playwriting. Students will understand the components that make up a script including characters, background, setting, acts, and scenes. This animated interactive job exploration experience connects school-work with real work and familiarizes students with some of the skills involved in playwriting.

To sum up, these very useful tools interconnected with drama could be used in YLs' online classroom with the purpose of making the learning more efficient and more directed towards improving the target language competences.

Short story is the most widely used literary genre in the YLs' foreign language classroom. It can be used, moreover, with all ages, all knowledge levels, and can be a good source to improve students' listening, speaking and reading skills and expands their stock of vocabulary as well (Ćirković-Miladinović 2017b). The educational benefit of short story lies in its being easy for students to understand, can be covered in one or two lessons, grabs students' attention, promotes students' critical thinking skills and helps them dive into native language culture (Ibid.). The online lesson of a short story may start with the picture

shared on screen and students' task would be to guess the title of the story. Interesting titles could be written in the chat box and saved for later usage. After this, students may be sent to breakout rooms to guess the plot and the main characters' personal traits. For this task they are given research questions. Coming back to the main room, students read the story (one paragraph is read by one student) and discuss it with the teacher. They share their answers to research questions from the breakout rooms. Making a poster for the story in Paint or Procreate, could be a follow-up activity. These two tools are both easy to use and navigate, so children gladly use them for drawing, designing and creating interesting layouts with text.

Additionally, short stories are very convenient for adapting so teachers may use some online tools (www.dramanotebook.com) in order to make the most of this genre for language learning purposes. For example:

- Make a Cardboard Puppet Theatre. Have students watch videos on YouTube about building a puppet theatre out of a shoebox or large cardboard box. Have them create one that is a good fit for the puppets they have chosen to make according to the characters of the short story they have read. These theatres could be presented in the next online lesson. Short discussion and evaluation of each puppet theatre would be very useful after the show.

- Write a Short Play and Put on a Puppet Show. Using puppet characters they have created, ask students to write a short play and perform it for their family or friends. This show could be recorded and posted in Google classroom for everyone to see it and give opinion about it. Again, this could be the follow-up activity for the short story that had been used in the lesson.

- Introduction to Shadow Puppetry. This is a short video tutorial with ideas and directions for students to make a Shadow Theatre and Shadow Puppets (<https://www.youtube.com/watch?v=CzRRP5mFeR0>). Teacher can present it to students in online lesson, then they can make this theatre with two or three puppets and act it out at home. A recording of this play can be presented by each student to his/her peers in the next lesson. For younger students, the task can be altered and designed for the groups of 3 to 5.

- Costume Drawing. Have students choose a character from a short story and design a costume for that character. For advanced students, have them design costumes for the entire cast, paying close attention to colour (how it relates to the theme of the show and the relationships between the characters).

- Create Show Posters. Have students find an article or photograph from the news and use it to create a story board for a story based on the event. For advanced students, ask them to look at show posters online, and then choose a story and design a poster for it. In this case, they would need to think on how to incorporate their ideas into the poster being careful to use proper words and spelling.

Hence, the ideas and tools presented here could be considered only as the starting point that could be used in YLs' classroom with short stories. Special attention to the adaptation of these activities must be also taken into account.

Poetry has various uses and benefits in the YLs' English language classroom. It contributes to analytical abilities of students in terms of language forms and functions, it is thought-provoking and help teachers to refine the boring routine of practicing grammar. The sensitive use of words and phrases by the poet gives students the chance to become familiar with its characteristic linguistic features (Llach 2007). Poetry for children is usually short in length and one poem can be analysed in a single classroom lesson. Many of the chosen poems have been composed, so now students are happy to listen to them from their earliest age. Further, nursery rhymes are catchy and many words stay in students' memory longer than those learned by heart. Developing correct pronunciation and intonation through rhythms and rhyming patterns is another very important benefit that can be highlighted here. What is more, using nursery rhymes in online surrounding is possible through web sources such as You Tube. Children love reading and singing nursery rhymes. They also enjoy rhyming, drawing, singing, and retelling the popular stories in their own words. Each online lesson should include step-by-step instructions and resources to guide young learners through the learning process.

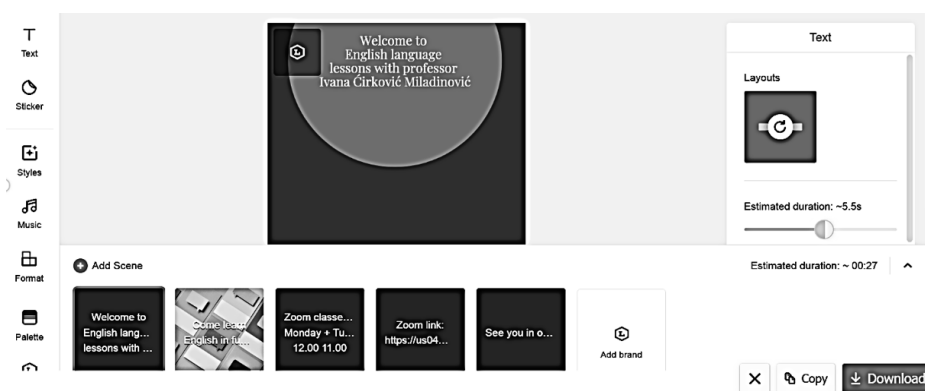
These are some additional examples that teachers might use for their YLs' language classroom (taken from <https://www.enchantedlearning.com/rhymes/Teachers.shtml>): 1) Many of the nursery rhymes contain common word families. The teacher can use these rhymes to teach letter combinations and how they are spelled and spoken, as well as to teach common words and phrases; 2) *Hickory Dickory Dock* can be used in a unit about telling time. Make a simple cardboard clock with movable cardboard hands that the children can move along with the rhyme (since the time changes in each verse of the rhyme). Combining this with stick puppets can make a really nice lesson on telling time even in online setting; 3) The rhyme *Ten Little Monkeys* can be used in a unit on numbers; 4) The rhyme *Monday's Child* can be used as a supplement to teaching the days of the week; 5) Teachers can use rhymes to introduce the young learners to the idea that languages and customs change over time. Some of the words used in rhymes are slightly archaic but have modern-day equivalents. For example, in the rhyme *Old Mother Cupboard*, tell the students what the modern equivalent of cupboard is - a cabinet. For more advanced learners, the task can be modified and they can get the research assignment. Namely, they would need to search the internet and find other archaic words and their modern equivalents.

All in all, poems and nursery rhymes are very rich in content and provide a lot of different approaches of teaching to young learners and many different lesson plans, both for online and in live classroom.

Novels, as extended works of fiction written in prose, could be used in FL classroom with special care directed to proficiency level of students, their age and interest in reading (it is very often reported by primary school teachers that students avoid reading tasks even in their mother tongue). A variety of classroom activities, ranging from extensive reading tasks to close textual analysis, could be of use after an adaptation by the teacher. Novel, with its extended plot, could be an interesting piece of literature to use in online surrounding (many novels are screened so it is easy for a teacher to play it to all students). Many Serbian classrooms lack the internet connection so the online lesson is a way to fulfil this gap.

Depending on the language focus of the lesson, video conferencing can be great for small group discussions (Hallman 2017). However, it can be challenging for a large class to share this way without using breakout rooms. Other tools like chat boards, Google Docs, and Google Classroom are alternatives for one-on-one discussions or monitoring participation and understanding in larger groups (Ibid.).

Take any lesson topic, any literary genre, or any activity in online setting, use either YouTube, Power Point or Vimeo and create your own video/lesson suitable for your learners' needs. This is only one short example for the purpose of presenting the idea that could be expanded with any age group of students:



The teacher is able to create a video by choosing the background music, text in slides and effects of item appearance. This is especially useful tool in online teaching with third and fourth graders because children can use it too and make their videos for the selected poem, rhyme or story. One lesson could be dedicated to explaining this procedure. The next lesson could be a way for students to try out some ideas together with the teacher and then the major task could be that students make a video in groups of 3 to 5. Posting these videos, accompanied by

a background music of selected nursery rhymes, in the Google classroom, would make them visible for the whole class and stay recorded for the future.

If we want to make our online lesson plans more tempting for our YLs, we may use activities that are already proved as motivating for students. For example, we may use different games, quizzes, competitions, flash-card activities etc. One very useful activity concerned with poems and rhymes is *Rhyme Race game*. We would need a set of cards with single words on them that do not rhyme with each other (say 10-20 cards). Divide the class into small groups (four students). Put the poster of words on the screen, choose those that appeared in the lesson and may rhyme with the words on the deck of cards. Shuffle the cards. Turn the first card. Read the card out. Students need to guess where the proper place for that word is and the teacher places it in the poster. The poster is presented to students by the option 'share screen'. The quickest student gets the point for his/her group.

| | |
|--------------|------------------|
| House | Mouse Spouse ... |
| Shoe | Do Blue ... |
| Bread | Had Said ... |
| Make | Take Break ... |
| Run | Gun Son ... |
| Wife | Knife Life ... |
| Snow | Go Throw ... |
| Cat | Hat Sat ... |
| Dog | Log Fog ... |
| Rice | Price Mice ... |
| Day | Play Grey ... |
| Rain | Cane Train ... |
| Fair | Hair Bear ... |

The follow-up task could be focused on writing improvement. Namely, these new words could be used for rhyming and creating new poems. For younger students, rhyming puzzles could be used for these purposes.

In addition to all the above, it must be pointed out that the activities need to have the purpose of learning a foreign language, their sequence need to be carefully planned by the teacher having in mind the objectives of a lesson. Games in EFL classroom should not be used merely for the purpose of having fun in the lesson, on the contrary, they need to be a means of learning the target language with a specific learning outcome. Thus, regardless of what the teacher chooses, it is important to consider how he/she will introduce the procedures, give clear

instructions and plan the lesson in details before get started. Clear instructions lead to productive learning outcomes.

Overall, literature provides good practice in which students not only develop language skills and broaden vocabulary knowledge, but also improve their language usage, add fun and vigour to the process. Teaching English to young learners by using literary texts promotes better and more effective individual expression in EFL classroom, online or in person, by exposing students to more challenging ways of learning.

Conclusion

Gray and Block (2012) and Loh and Hu (2014) recommend that teacher education programmes should not only provide beginning teachers with understanding of progressive pedagogies, but provide teachers with an understanding of how to operate productively within the context in which they live and within the context in which they teach. According to Loh and Hu (2014: 20), “the core responsibilities of teacher education programmes should not only include introducing progressive pedagogies to student teachers but also equipping them with strategies for enacting such pedagogies in the hostile ambience of educational changings”.

We may conclude on a cautionary note that understanding and teaching literature and literacy in the 21st century is a new ball game and this paper intention was only to tackle some ideas for using literature in the FL classroom.

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КЊИЖЕВНОСТ У НАСТАВИ ЕНГЛЕСКОГ ЈЕЗИКА КАО СТРАНОГ: КРЕАТИВНЕ АКТИВНОСТИ У ОНЛАЈН НАСТАВИ НА МЛАЂЕМ УЗРАСТУ

Резиме: Коришћење књижевних текстова у настави енглеског језика као страног на млађем узрасту може бити медиј који позитивно утиче на мотивацију за подучавање и учење страног језика. Иако постоје одређене потешкоће у примени књижевних текстова у настави енглеског језика, књижевност може допринети побољшању мотивације ученика за учење и могла би да допринесе ефикаснијој настави енглеског језика. У складу са претходно реченим, рад анализом садржаја као истраживачком техником даје преглед идеја како, када и зашто књижевне текстове треба уврстити у наставни план и програм. Циљ анализе садржаја је да се нагласи употреба књижевности као корисне технике за подучавање језичких вештина (читање, писање, слушање и говор), али и за побољшање вокабулара ученика, исправности у области граматике, као и што тачнијег изговора. Ово истраживање има за циљ да одговори на следећа питања: 1) Каква је улога књижевности у настави и учењу енглеског као страног језика?, 2) Које приступе наставник може користити приликом примене књижевних текстова у подучавању енглеског језика на млађем узрасту? и 3) Које су користи од употребе различитих књижевних жанрова у настави енглеског језика? Као закључак, рад пружа корисне идеје и активности за креативно подучавање енглеског језика на млађем узрасту.

Кључне речи: онлајн настава енглеског језика, књижевност у настави енглеског као страног језика, ученици млађег узраста.