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THE ENGLISH CLASSROOM: SCOPE AND SPACE FOR MOTIVATION

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ABSTRACT

The globalized world has been witnessing the ubiquity of the English language and has made it mandatory that students be equipped with the required Communication and soft skills. For students and especially for students studying in technical streams, gaining command over the English language is only a part of the bigger challenges they will face in the future. Linguistic capabilities if blended with the right attitude and a positive personality would deliver better results in the present environment of the digitalized world.

An English classroom has that 'space'; a space if utilized well by the teacher can pay rich dividends. The prescribed syllabus for English in the process of adapting itself to the challenges of a more and more technical world has meted out an indifferent treatment in including 'literary' material in their curriculum. A debate has always existed regarding the same and diversified opinions have been given. When the student is motivated to reach Literature through intrinsic motivation, it may contribute to his/her personality-development. In the present paper, the element of focus is on the scope and space to motivate students by creating a specific space for herself/himself amidst the schedules of the teaching-learning processes by taking into consideration a few literary excerpts for the purpose.

KEYWORDS: English Language, Teaching and Learning Process, Reader Response Theory, Intrinsic, Motivation, Literary Texts

INTRODUCTION

A classroom is the most dynamic setting in any part of the world as it usually holds very special individuals namely children and youth. It pulsates with life and activity and the students' dynamism is coupled with impressionable minds. It is this potential that teachers can exploit especially, teachers who teach English language and literature. They have an added advantage in reaching and reaching out to the students.

The objectives of teaching-learning processes have been changing keeping in view the demands of the globalized world. The ubiquity of the English language has made it mandatory that students be equipped with the required communication and soft skills. The stress on the English language has also elevated the status of teaching English especially in non-native contexts. The fraternity of English teachers has been working towards these ever renewing goals with quite some success. Preparing students to face the challenges of the digital world is even more significant for the under-graduate students who wish to make their careers in multi-national companies.

The English language labs have been contributing to the students' performances with the efforts of the teacher/facilitator. The teachers have been trying to impart knowledge and preparing them in various areas which include LSRW skills, group discussions, time management, soft skills, technical writing and presentations and so on. For most of the students, studying the English language is part of a bigger challenge because many of them belong to the technical

streams. So, the pedagogy of teaching English in the present setting takes into consideration the need of the students to excel even in their future technical domains in terms of practical application of the linguistic concepts they have learnt during their study.

Today it is a known fact that technology has its sway on almost every zone of human existence. But the learned of the world have always felt that amidst this fast pace of life and living and technological wonders, there is a felt dearth of that quality in people; a quality which makes them more human and more adaptable to the changing world. Cutthroat competition and strategies to face it have made many an individual look at life from a highly materialistic perspective. Motivating students is an important consideration at a time when the world has become a global village and ironically, distances amidst people have increased. I think it is in this area that we as English teachers have been trying to make our teaching 'felt'.

In the present paper I wish to focus on this element of the scope that an English teacher has (the target audience being under-graduate students) to motivate students by creating a specific space for herself/himself amidst the schedules of the teaching-learning processes. I have taken into consideration a few literary excerpts for the purpose. I had tried this method, (in a non-native context) with a group of undergraduate students in an engineering college. It was a mixed ability group and also had students from vernacular backgrounds. As the entire process was not related to grades, it was not very difficult to involve the students. The result showed that most of the students had shown a slight improvement in their performances in other subjects. Most importantly, there was a marked change in the attitudes of the students. (1) The students with lower levels in language acquisition also showed improvement in their display of spoken and written skills.

Motivation has been described in more than one way. Motivation is a theoretical construct used to explain the initiation, direction, intensity, persistence, and quality of behavior, especially goal-directed behavior (Maehr& Meyer: 1997). It was also defined as the reasons underlying behavior which is characterized by willingness and choice (Guay, Chanal, Ratelle, Marsh, Larose &Boivin: 2010). Another definition shows it as the attribute that moves us to do or not to do something (Gredler, Broussard Garrison: 2004).

Motivation is intrinsic and extrinsic. Intrinsic motivation arises from one's interest in a particular activity which results in enjoyment and satisfaction. Extrinsic motivation is triggered by a desire for a result of earning a prize or avoiding punishment. In this process we have to reiterate the fact that motivation is subjective in terms of willingness of the student 'to be motivated' in a particular direction. Students in a general way, very naturally accept a 'classroom situation' that is, they consider it to be a necessary part of life or by some as an 'unavoidable' part of life. So this context is capable of producing another context where the students' minds can be influenced to some extent by exploiting the dynamics in and of a peer-group and socialization of motivation may be possible. Through co-operative learning and exploration, the students can focus on the core values of the text and also discuss messages both positive and negative and relate them to real –life situations. The motivation to be motivated towards a goal in life also is important and this platform can be used by the teacher through the use of authentic material.

DISCUSSIONS

The space created by the teacher/facilitator if utilized well both by the teacher and the taught, can pay off rich dividends. It's all about motivating and inspiring the students to perform well in their academics but more importantly in

the world outside the classroom. The prescribed syllabus for English in the process of adapting itself to the challenges of a more and more technical world has meted out an indifferent treatment in including 'literary' material in their curriculum. A debate has always existed regarding the same and diversified opinions have been given. But a major part of English teachers all over the world have opined that an inclusion of literature does benefit the student. But if such material is included, it is fixed in a specific framework of 'syllabus', 'examination' and 'marks' and an imposed curriculum. Thus studying literature in such a context has been with an extrinsic motivation. If the student is motivated to reach literature through intrinsic motivation, it may contribute to his/her over-all development. According to educators intrinsic motivation is more desirable and results in better learning outcomes than extrinsic motivation does (Deci, Koestner& Ryan :1999).

If the student is given a chance to enjoy this component outside this framework, then we can derive the expected result. As they say literature is life and life is literature, the students are exposed to different stories or points of view that are related to life in a stress-free environment. Literature is lasting and not transient. It transcends the boundaries of time and space and addresses human issues and so it displays the potential to build motivation. Elliott (1990) opines that literature is "motivationally effective if students can genuinely engage with its thoughts and emotions and appreciate its aesthetic qualities" (p. 197). Engaging effectively with a literary text thus is an 'intrinsic motivator' as it motivates the student in a consistent and sustainable way. Literature can attract a student, and has enough relevance to life and this relevance according to Chinua Achebe is "Once you allow yourself to identify with the people in a story, then you might begin to see yourself in that story even if on the surface it's far removed from your situation." (Achebe) The process of identification, catharsis and insight take place and as the process of reading and listening to it is happening in a group, it has the added advantage of sharing ideas and opinions and building better understandings. According to Pulverness, (2007) there is a secret formula in literature that literature reaches the parts of a person's feelings, dreams, fantasies, and experience that other texts can't reach. The student will experience a sense of achievement when he tries to relate the analysis to the world around him. This aspect needs to be tapped by the teacher.

Carter and Long (1991) have suggested the Cultural Model, the Language Model and the Personal Growth Model for teaching literature. The Cultural Model aims at imparting knowledge and information to the student, the Language model focuses on the aspect that language and literature are integrated and in this model, the student uses literature to gain language. The Personal Growth Model aims at growth of the student in terms of language, emotions and personality. An understanding of these models may guide the teacher/facilitator in maneuvering the literary texts accordingly.

Preparing them for bigger battles also includes helping them develop their personalities. In spite of not being a member of their family or a friend, the teacher is in a position to play a little of both the roles. Thus the role of the teacher plays a strategic role in the process. A literary component which makes them feel that "Yes, I have learnt something that might help me in my life" may be selected. It becomes a motivating medium for fostering the development of thinking skills. Literature also has the capacity to develop students' intercultural awareness. It nurtures empathy, provides a tolerance for diversity and improves emotional intelligence. This can be achieved through learner interest, persistence, attention, action, and enjoyment. Louis Rosenblatt ;the 'reader-response' theorist, "…placed all reading transactions on a continuum between "aesthetic" -or reading for pleasure, experiencing the poem-and "efferent" -or reading to gain meaning. Rosenblatt maintained that the act of reading was a dynamic '"transaction" between the reader and the text. She argued that the meaning of any text lay not in the work itself but in the reader's interaction with it". (Louise Rosenblatt http://en.wikipedia.org/wiki).

Most of the times, the students read textbooks with the method of 'efferent reading' in which they read the text for 'information'. They are not a part of 'aesthetic reading' that is "…reading to explore the work and oneself. Here, readers are engaged in the experience of reading, itself. Rosenblatt states, "In aesthetic reading, the reader's attention is centered directly on what he is living through during his relationship with that particular text" [1995:25]. An example would be reading Hemingway's The Old Man and the Sea to live through a deep sea fishing adventure, or the Grapes of Wrath to plumb the emotional depths of living through the Great Depression. One would not read The Old Man and the Sea to learn how to deep sea fish, nor the Grapes of Wrath to examine the economic factors that caused the Great Depression." (Varma: http://composing.org/digitalmedia/wp-content/themes/primepress-child/wrd320-4.jpg

Students can be both; aesthetic and efferent readers. But in terms of 'motivation', 'aesthetic reading' plays its own specific role. The 'reader-response theory' thus allows students to share their personal experience. It is also a student-centered process and sees the teacher as a 'facilitator' rather than as a 'fountain of knowledge'. Rosenblatt's emphasis is on students getting that "…vital personal experience" when they read literature (1995: 57). This element can further be explored and shared amidst the peer group and thus this also results in the processing of information. The strategy has the potential to be more inclusive. The students who are immediate and passionate to share and speak can also inspire the marginalized students and draw them in. There is a blend of teaching and education in such processes. Positive attitudes can bring about phenomenal changes in the performances of the students and also in their attitudes. The process comes with a promise of making students lifelong learners. The exchanges of dialogues and ideas develop the analytical capacity of the students which is in fact student empowerment.

Creating an aptitude for literary texts and lifelong learning results in better classrooms in which students are trained to understand the complex human situations and people outside the classroom. Whatever field of work the student may enter in the future, at the end of the day, the person has to mingle with 'people' who come with many shades of behavior and personality traits. Any business finally bases itself on the human mind and human nature with all its complications. Interestingly, they are very much like the characters that we encounter in literature. This is the power of literature to revisit us and so, we can always relate to the experiences that we have had while reading and understanding the characters. It broadens one's psychological perspective in trying to understand another. As Chinua Achebe said:

Imaginative literature doesn't enslave; it liberates the mind of man. Its truth is not like the canons of orthodoxy or the irrationality of prejudice and superstition. It begins as an adventure in self-discovery and ends in wisdom and humane conscience. (http://www.theguardian.com/books/2013/dec/28/literary-giants-died-2013)

At the same time, it does not mean that 'literature' becomes an instant guide. But a 'good' story definitely makes a mark on one's mind. It has this tendency to influence and enrich one's feelings, reactions and responses. Thus it contributes to the betterment of the individual's mind, who is almost always a team player, a leader or both.

As this exercise that is being discussed does not have set institutional procedures like syllabus completion and testing, the teachers can have a free hand in the selection of literary pieces with motivational value. They can discuss books and read out excerpts from the books. It will have a wide variety of learning experiences. At the same time the literature component need not be restricted to books alone.

Multimedia integration into this process can also be explored. It includes a combination of text, audio, still images, animation and video recording. The interactive and multi- sensory experience is sure to enhance the motivation of

the students.Through the use of multimedia (2) the teacher can show students movies with literary value or the element of motivation. It can also be a piece of music to stir their thought processes in a positive direction. This can be followed up by discussions. But at the same time motivating the students to participate in such an activity might be difficult but not impossible. According to JereBrophy "The degree to which a particular motivational disposition develops, as well as the qualitative nuances it takes on in the individual person, are influenced by the modeling and socialization (communication of expectations, direct instruction, corrective feedback, reward and punishment) provided by "significant others" in the person's social environment." (2004:23)

But many in the present generation of students are unable to develop the habit of book-reading for which the reasons could be various. At the same time there are students who make use of technology and download novels and read them on their I-Pads and so on. In the wake of such a situation, the teacher's role becomes even more pronounced. The student at times might read the text with the teacher, and the session may have more of a 'listening' component. May be we can call it the 'listener- response'. In this, the student listens to a story or an event and may be guided to read the book or some meaningful excerpts. The teacher playing the role of a facilitator may lead the class into talking and discussing so that the essence of the text reaches them as the plan of the teacher is to take the student as close as possible to the aesthetic and motivational value of the text. Most of the classes are 'mixed-ability' classes. There may be diverse reading and comprehension levels and in such a setting, the slow-learners can also be benefited as they learn in an inclusive environment without the pressure of 'performance'.

The student's cognitive and affective responses and developmental level will gradually improve with interaction and communication. Cognitive response includes interpretive, inferential, critical, emotional and evaluative analyses. The teacher encourages the student to judge and question providing a scaffold for deeper thinking through critical analysis. The classroom can be transformed into a learning community and motivation without 'control' can be an added advantage to the teacher. The students collaborate with the teacher and contribute to the goals of the process. The students should be convinced that the material being offered to them is significant and has the potential for application. Otherwise the motivational efforts of the teacher cannot really take off in the real sense. The teacher's role is crucial in class-management. As a manager, the teacher is expected to pave the way not through control but through understanding. The key is in leading students to believe and create situations which make them feel empowered.

The teacher's comprehension and inquiry are very important for valued student outcomes. It begins with 'what the students already know' and 'what the learning needs of the teacher are'. The next stage is taking into consideration the aspect of promoting better learner responses (retrieval and application) and assessing one's own knowledge and building upon the same to contribute to the students' results and after this it is the most significant stage of planning and designing the component with the required flexibility and then comes the plan of the teaching process (in this case, it's more a process of facilitation) and then the process of self-assessment about how effective the process has been in contributing to the students' learning, over-all personality development and well-being. Any educational reform requires dedication and clarity to make a better difference to education which is basically human and societal. So the investment for a good result is the teacher and the teacher's knowledge and his/her skills and attitudes are very crucial in shaping up the thinking processes of the students. Creation of such a space which allows the flex of schema and praxis is also important.

There are many learning strategies for the teacher and the meta-cognitive approach is one of them. 'Meta-cognition' refers to knowledge concerning one's own cognitive processes, and the active monitoring and consequent

regulation of these processes in the pursuit of goals or objectives (Flavell, Miller & Miller: 1993). (3) The idea is to make students conscious and aware of 'what is being imparted to them and why' and to try and help them take charge of learning.

Vygotsky, the psychologist has proposed the principles like 'zone of proximal development' and 'the more knowledgeable other 'as part of his theories on educational psychology. These may be considered even in the present setting in which the students are placed in a particular situation and can directly and indirectly gain support from their peer group. The process will engage them in sharing and transferring of information , ideas and opinions and the facilitator's involvement and engagement works as a 'scaffolding'.(4)

There are also books specifically written to enhance one's motivational levels to enlighten the human mind. This kind of discourse also can be brought in for discussions and debates. The instances that roll in can set students thinking. Henry David Thoreau's Walden is one such book that gives an individual scope to think and act. The ideas that the author presents about life definitely can influence the thought processes of young minds. There are sites on the WWW that are dedicated to publishing excerpts from inspiring books and these can be of immense help to the teacher. Thoreau says:

We must learn to reawaken and keep ourselves awake, not by mechanical aids, but by an infinite expectation of the dawn, which does not forsake us in our soundest sleep. I know of no more encouraging fact than the unquestionable ability of people to elevate their lives by conscious endeavor. It is something to be able to paint a particular picture, or to carve a statue, and so to make a few objects beautiful; but it is far more glorious to carve and paint the very atmosphere and medium through which we look, which morally we can do. To affect the quality of the day, that is the highest of arts. Every person is tasked to make his or her life, even in its details, worthy of the contemplation of their most elevated and critical hour. (http://www.livinglifefully.com/flo/flobewalden.htm)

Bringing Walden to the 'cool' generation might not be easy but as teachers we can mold the student and the message of the book by giving it a contemporary relevance. If there is a debate regarding the same, then this context also offers a scope to understand life and its situations better. There are also motivational books written in the present time that mirror the contemporary concerns. Books by Dale Carnegie (author of How To Win Friends and Influence People, The Quick and Easy Way to Effective Speaking and so on), Spenser Johnson (author of Who Moved My Cheese, The One Minute Manager and so on) are also good choices for the group. Stephen Covey's Seven Habits of Highly Effective People, First Things First and Principle Centered Leadership and Shiv K Khera's You Can Win can also be utilized for the purpose.

A book like The Old Man and the Sea by Ernest Hemingway, a book which celebrates the indomitable spirit of man is very inspiring. It has the capacity to make a student think. The teacher can narrate the story line and read out a few passages. Santiago, the octogenarian fisherman, the protagonist of the novella says "...I keep them with precision. Only I have no luck any more. But who knows? May be today. Every day is a new day. It is better to be lucky. But I would rather be exact. Then when luck comes you are ready" (1952:22). Such words can be tapped by the teacher for that extra benefit which might make them think critically about the importance of precision. Santiago struggles with the marlin for three days. And all through the process of gaining control over it, he refers to the marlin as 'my brother' showing that both he and the marlin are part of nature and he can't help but kill it. He accepts the greatness of his opponent with dignity. He fights one of his best fights but loses the marlin to the hungry sharks. He takes it in his stride and here lies Hemingway's exemplary treatment of his character in making him humane and human. The famous words will remain etched in our

memory when Santiago says: ' But man is not made for defeat….A man can be destroyed but not defeated" (1952:80). Such words make the reader understand life's challenges better. The novella has many more such nuggets of wisdom.

Paul Coelho's Flowing Like the River also has the capacity to make a student think. The insight and inspiration shared by the author can be successfully presented for a group discussion. Some excerpts may be given to the students and they may be asked to feel free to agree or even disagree and exchange ideas on the same. One of the stories he presents goes like this:

We all have a tendency to believe in 'Murphy's Law': that everything we do will turn out wrong. Jean Claude Carriere has an interesting story about precisely that feeling.

A man was quietly eating his breakfast. Suddenly, the piece of bread that he had just spread with butter fell to the ground

Imagine his surprise when he looked down and saw that it had landed buttered side up! The man thought he had witnessed a miracle. Excited, he went to tell his friends what had happened, and they were all amazed; because when a piece of bread falls on the floor, it nearly always lands buttered side down.

…… Soon the whole village knew and they all started animatedly discussing the incident: how was it that, against all expectations, the man's slice of bread had fallen on the floor buttered side up?

They finally go to a Teacher who reflects on the same and comes up with an answer. He says:

'It's quite simple really, said the Teacher. The fact is that the piece of bread fell exactly as it should have fallen, but the butter had been spread on the wrong side. (2011:59-60)

It is up to the reader to derive meaning from such stories. At the same time it can initiate a thought process regarding the way one looks at life. In one of the excerpts named "Manuel Goes to Paradise", Coelho quotes Shimon Peres' words: "The optimist and pessimist both die in the end, but each lives his life in a completely different way". (2011:49)

Autobiographies also can be a great source of inspiration. Analysis of excerpts from these can bring students closer to great people. Abdul Kalam's Wings of Fire is one such book that never fails to make a mark on the reader's mind. In the chapter "Expedients", Kalam elaborates on the concept of 'flow' when he discusses the SLV-3 project. He says:

What is this flow? And what are these joys? I could call them moments of magic. I see an analogy between these moments and the high that you experience when you play badminton or go jogging. Flow is a sensation we experience when we act with total involvement. During flow, action follows action according to an internal logic that seems to need to conscious intervention on the part of the worker….The past and the future disappear. So the distinction between self and the activity….How did it happen? Who had created this flow?

Flow is a by-product of controlled creativity. The first requirement is to work as hard as you can at something that presents a challenge and is approved by your heart. It may not be an overwhelming challenge but one that stretches you a little, something that makes you realize that you are performing a task better today than you did yesterday, or the last time you tried to do it. (1999:49-50)

Words have the power to transform. At the same time one has to be cautious of the perils of misinterpretation. If

understood well they can bring about the process of an internal re-engineering. Amidst the maze of career and life options, they can shed light on their paths.

It's interesting to note that many theorists and thinkers today are encouraging the idea of introducing philosophy into the modern classroom. Peter Worley in his article How to use the power of enduring Greek myths in your classroom opines that the story of Odysseus can lend itself to philosophical inquiry and critical thinking in the classroom. Sharing his experience, he says:

When we are exploring the existential angst facing Odysseus upon meeting with the monsters Scylla and Charybdis, one primary-aged boy said to me: "What have monsters got to do with real life?" A girl in the same class saved me the trouble of having to try to answer him: "It's not really about monsters, it's about difficult choices.

(http://www.theguardian.com/teacher-network/teacher-blog/2013/feb/28/teaching-greek-myths-odyssey-philosophy-lesson?INTCMP=ILCNETTXT3487)

It's very difficult to take the students to 'philosophy' and even more difficult to make them ponder about such issues. But when we can link ourselves to them through a story or a narrative or even an anecdote, we can discuss and help them explore such areas which finally speak to us about being 'human' and 'humane' and yet be ready to face the challenges of life.

Richard Bach's Jonathon Livingston Seagull a story has been one of the most read inspiring fables of our times. The story seems to be simple with its portrayal of interesting personalities who are seagulls. But the author makes the bird's flight a metaphor for 'real' growth and success in life. Jonathon Livingston shows how to transcend compromises in life through the choices he makes in his life. He breaks himself from the 'breakfast flock' to teach himself the higher and more complicated aspects of life. He says "His thought was triumph. Terminal velocity! A seagull at two hundred fourteen miles per hour! It was a breakthrough, the greatest single moment in the history of the Flock, and in that moment a new age opened for Jonathon Gull". (1972:17)

The process can also include poems or excerpts from them. Poems like Robert Frost's The Road Not Taken, Rudyard Kipling's If, Emily Dickinson's "Hope" is the Thing with Feathers, and Tennyson's Ulysses …the list is endless as there are so many more like this which stir a reader's or student's consciousness.

The most interesting part of the process is interactivity and such sessions have a scope for better retention. Sessions with space for entertainment and humor are recommended as they will contribute to a stress-free environment. In this age of internet, the process gives a chance for real communication that is a small shift from 'chatting' to 'talking'. Goal setting as such is not a very easy task but in this case the goal of the teacher is to affect the personalities of the students in a positive way and the students' goal is to orient themselves towards their intellectual endeavors by constructing critical and creative understandings. Feedback from the students especially from the low achievers will help the teacher reset her/his own strategies.

Reading Groups and book clubs are also effective means to enjoy the benefits of books and it's so encouraging to find people getting together to share the joys of reading. Teachers can also think on similar lines and introduce the concept in schools. To some extent it could also have the component of guided reading. There may be one group or more than that. Two or more books can also be introduced with each group reading a different book. Then one of the sessions could be devoted to sharing their thoughts, feelings and observations thus providing opportunities for participation and extend

learning. Written responses may also be encouraged for students who opt to write. This helps transforming bored readers to passionate readers. This is easier in groups that don't vary much in terms of linguistic abilities.

CONCLUSIONS

Ongoing research also states that reading literary texts adds on to one's personality. Psychologists David Comer Kidd and Emanuele Castano, at the New School for Social Research in New York, have proved that reading literary fiction enhances the ability to detect and understand other people's emotions, a crucial skill in navigating complex social relationships. According to Kidd :

Transferring the experience of reading fiction into real-world situations was a natural leap, Kidd argued, because "the same psychological processes are used to navigate fiction and real relationships. Fiction is not just a simulator of a social experience, it is a social experience.

(5) (http://www.theguardian.com/books/booksblog/2013/oct/08/literary-fiction-improves-empathy-study)

This special space created by the teacher that complements curriculum is very dynamic and it offers the teacher liberty to make choices that have a positive impact. Short stories, novels, autobiographies, poems, prose, anecdotes, all these and more (meaningful literature in any form; be it songs, jingles, advertisement slogans) find a place to be explored to lend strength to individuals to help them face the rough and tumble of their own life's situation and also to chisel their thinking processes and increase their sense of empathy and emotional intelligence.

Finally all attempts are to kindle that flame of curiosity and aspiration in the students because aspiring to learn and inspiring ourselves as teachers and our students remains at the heart of all education. As Kalam said:

Beautiful are hands are those that do

Work that is earnest and brave and true

Moment by moment

The long day through (1999:41)

Notes

1. The English subject was part of the Department of Humanities, and the teachers were given the responsibility of the 'Counseling' students. It was observed that the set of students who were involved in the process of being motivated, displayed betterment in their attitudes and aspirations.

2. The new literacy in the 21st century to compete in the global community is computer literacy. As Lai states, 'It is teachers' attitudes towards technology, their beliefs in teaching and learning and their styles of teaching that determine how students use the Web and what sort of learning experience will be acquired'.(1999: 12) So the role of ICT also contributes to the process of motivating self and also the student

3. An important characteristic of the meta-cognitive approach to ICT professional development is that, rather than specific computer learning objectives or outcomes being 'imposed' on learners, participants are encouraged to identify, articulate and pursue personally relevant goals. Focus is placed on assisting participants to identify individual goals, including those related to skills, attitudes, confidence, values and understandings; integration or

practice and/or school leadership. Participants were encouraged to state their initial aspirations at the first workshop and then to continually revisit these goals while engaging metacognitively with the learning process and content.

(Renata Phelps, Anne GrahamTeachers and ICT: Exploring a metacognitive approach to professional development. Australasian Journal of Educational Technology 2004, 20(1), 49-68.)

4. According to Vygotsky; the Russian psychologist's 'Social Development Theory' and it is one of the foundations of constructivism. It argues that social interaction precedes development and consciousness and cognitive development are the end product of socialization and social behavior. The MKO (more knowledgeable other refers to anybody who has a higher ability to learn and comprehend. This could be the teacher and coach but could also include peers, a younger person or even computers. 'Zone of Proximal Development' says Vygotsky is the diference in the performance level of the students with help and support and independently without support. He believes that learning occurs in this zone.

(http://www.learning-theories.com/vygotskys-social-learning-theory.html)

5. In a series of five experiments, 1,000 participants were randomly assigned texts to read, either extracts of popular fiction such as bestseller Danielle Steel's The Sins of the Mother and Gone Girl by Gillian Flynn, or more literary texts, such as Orange-winner The Tiger's Wife by Téa Obreht, Don DeLillo's "The Runner", from his collection The Angel Esmeralda, or work by Anton Chekhov.

The pair then used a variety of Theory of Mind techniques to measure how accurately the participants could identify emotions in others. Scores were consistently higher for those who had read literary fiction than for those with popular fiction or non-fiction texts.

"What great writers do is to turn you into the writer. In literary fiction, the incompleteness of the characters turns your mind to trying to understand the minds of others," said Kidd.

Kidd and Castano, who have published their paper in Science, make a similar distinction between "writerly" writing and "readerly" writing to that made by Roland Barthes in his book on literary theory, The Pleasure of the Text. Mindful of the difficulties of determining what is literary fiction and what is not, certain of the literary extracts were chosen from the PEN/O Henry prize 2012 winners' anthology and the US National book awards finalists.

"Some writing is what you call 'writerly', you fill in the gaps and participate, and some is 'readerly', and you're entertained. We tend to see 'readerly' more in genre fiction like adventure, romance and thrillers, where the author dictates your experience as a reader. Literary [writerly] fiction lets you go into a new environment and you have to find your own way," Kidd said.

Transferring the experience of reading fiction into real-world situations was a natural leap, Kidd argued, because "the same psychological processes are used to navigate fiction and real relationships. Fiction is not just a simulator of a social experience, it is a social experience."

(http://www.theguardian.com/books/booksblog/2013/oct/08/literary-fiction-improves-empathy-study)

This reference is taken from an article "Can reading make you smarter?" by Dan Hurley in "The Guardian" (http://www.theguardian.com/books/2014/jan/23/can-reading-make-you-smarter)

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