

# Emergent Soft Skills Applying “Literature Circles”

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**Abstract:** *This examination explores the effect of the usage of 'Literature circles' in an Active Learning homeroom in relations to growing Soft Skills among college students. The utilization of Literature Circles is a notable procedure in showing the student to be progressively innovative, free and thoroughly consider of the container. A gathering of thirty three students was engaged with this seven weeks teaching and learning meeting. Towards the finish of the time of usage, the researcher found a bit by bit positive effect in growing soft skills and furthermore linguistic skills. This activity look into has given a colossal effect not exclusively to the language teaching and learning meeting yet additionally in elaboration a superior educational program structure for an improvement of the training framework.*

**Key words:** *Soft Skills utilizing, Literature Circles*

## 1. INTRODUCTION

This activity investigate joins one of the strategies in Reader Response Theory (RRT), which is called 'Literature circles' (LC) with Active Learning (AL) in learning writing in English as a Second Language (ESL) classroom. The examination is to research the jobs and impacts of actualizing LC in growing Soft Skills among college Students. Generally, literature in ESL homeroom in schools just spotlights on translation of the literary text called 'The Story Grammar' where students understudies are prepared to clarify how the piece functions and what it says (Basiga, 2009). Students are instructed to determine what a creator implies by a specific line, phrase, stanza, sentence or what something in the piece may symbolize or what the hidden significance of a scene or event may be. For cutting edge or high capability class, once in a while, understudies are approached to decipher pictures and occasions made by the creator. Be that as it may, in RRT students are prepared to welcome the literary text, remark about their own reactions to the piece and about how these reactions influence their reasoning or emotions. Moreover, students are instructed to evaluate the content and distinguish what they consider to be acceptable and not founded on very much acknowledged perspectives. In

RRT, students are given wide open door in giving reasons of their own preferences or aversions and set up explicit models of their recognition utilizing non-generalized ways.

AL is commonly characterized as any instructional strategy that connects with Students in the learning procedure. It expects Students to do significant learning exercises and consider what they are doing. For models class conversation, group discussion, debate, suggesting conversation starters to the class, think-pair-share exercises, and short composed activities and surveying the class in which strategies in AL are applied, for example, taking care of issues, addressing and defining inquiries of their own, talking about, clarifying, discussing, or conceptualizing during class. In the meantime, LC is bunch gatherings in which students are approached to get together to the readers, remember, reflect, and break down the allotted students materials. The genuine plan of LC is "to permit students to rehearse and build up the abilities and systems of good readers" (Hismanoglu, 2005). In LC, every student is dependable in completing his job and furthermore submits to the gathering's desire. The basic jobs in LC are:

- Discussion Facilitator who builds up a rundown of inquiries that the gathering may examine about the area of the scholarly content to be talked about for that gathering
- Passage Finder who finds a couple of critical entries or refrain of content those are intriguing, entertaining, fascinating, upsetting, or ground-breaking.
- Illustrator, who draws, portrays or paints an image, picture or scene identifying with the suitable area of the novel.
- Connector is an individual who finds a few critical entries or verse in the novel or sonnet and associating these sections to reality.
- Summarizer is responsible for setting up a short synopsis of the perusing that was appointed for that day's gathering. The synopsis ought to incorporate the fundamental thoughts or occasions to recall, significant characters, images or other noteworthy features of the content.
- Vocabulary Enriched who is additionally called the Word Master or Word Wizard, records significant words for that day's perusing. Words that are strange, obscure, or that hang out here and there are generally picked by the students.
- Travel Tracer records where the significant moves in real life or area happen in the novel or sonnet. Monitoring shifts set up, time, and characters assists students with monitoring significant moves in the content.
- Investigator works where foundation data should be found on any theme identifying with the book. Authentic, land, social, melodic or other data that would assist per users with interfacing with the content is regularly looked into and imparted to the gathering
- Figurative Language Finder who distinguishes different kinds of metaphorical language, including yet not constrained to analogy, illustration, embodiment, exaggeration, and expression.

Clearly, LC trains the students not exclusively to be autonomous and dynamic in ESL study hall yet in addition offer opportunity to the students to investigate their inventiveness, thoughts and discernment with no limit or negative recognitions toward literature or language learning.

### **Research problem**

Showing writing for ESLs may be a difficult assignment if the encouraging procedure is

obsolete or unsurprising (SitiNorliana, (2008). It follows a repetitive procedure particularly if the educator just uses the equivalent obsolete writings where students may have been uncovered before by their teachers. Regularly rehearsed, the educator peruses so anyone might hear the section or the sonnet and deciphers it in local language. At that point, the students are asked to answer the inquiries given at the rear of each section or verse. The inquiries are typically data based. In the process students begin losing enthusiasm for literature and the language itself. In this way, literature has been made only an account of the social examinations, or an assemblage of records representing moral focuses or sociological speculations. In the long run, the outcome will give an awful effect on students' character, social alterations and language advancement. Gunakumaran (2003) calls attention to that writing ought to be intended for pleasure in the students, so students ought to be presented to wide types of writing and different kinds of types.

In any showing circumstance, educator's point is to assist students with accepting the full erotic, scholarly and enthusiastic effect of the work (Davis, 1992 and Ghosn, 2001). The classroom condition ought to be favorable so students can deliver their own translations of a given work dependent on their comprehension, and the teacher ought to abstain from placing the suggestion in the psyches of youthful readers. Thus, the stylish feeling of the readers will be created. The teacher ought to urge students to peruse freely and keeping in mind that giving students the understanding material, their degree of comprehension ought to be remembered (Basiga, 2009).

Hismanoglu, M (2005) stresses that disappointment in a learning procedure of students is an aftereffect of them being avoided from active interest. Then again, when students are active members in the procedures of adapting instead of uninvolved beneficiaries of moved information, learning is upgraded. With everything taken into account, this examination identifies with three significant components in college teaching which are literature(language), active learning and soft skills.

### **Research objectives**

1. To recognize the viability of utilizing literature circle in a second language class from TWO linguistic angles in learning literature: semantics determinism and linguistic relativity in building up students soft skills.
2. To investigate the connection between literature circle and active learning in ESL class room.

### **Research questions**

1. On building up students Soft Skills, what is the effect of executing 'literature Circles' on the students ' active gaining from the part of?
2. How do Literature Circles contribute in active learning of ESL homeroom?

As per Gumperz (1996) semantic determinism is the possibility that language and its structures confine and decide human information or thought. Determinism itself alludes to the perspective that all occasions are brought about by past occasions, and linguistic determinism can be utilized comprehensively to allude to various explicit perspectives.

While, he likewise calls attention to that the standard of linguistic relativity holds that the structure of a language influences the manners by which its student or speakers can conceptualize their reality, for example their reality see.

### **Literature review**

As indicated by Ghosn (2001) and Davis (1992) literature is a decent medium for basic intuition improvement among language students. SitiNorliana (2008) likewise focuses on that

literature can achieve changes in the perspectives of the students. She features that literature permits students to think about their lives, learning, and language. In the interim Vethamani. (2003) presumes that writing can open more extensive skylines of plausibility, permitting students to address, decipher, associate, and investigate. Teacher assumes extremely huge jobs in creating higher-request thinking skills.

A literature enhanced educational plan not just assists students with improving their perusing and composing aptitudes however more significantly encourages them disguise syntax and jargon. The numerous advantages of literature saw the usage of the Contemporary Children's Literature (CCL) program in all upper essential ESL homerooms in Malaysia (Vethamani, 2003). Primer discoveries on the CCL program uncovered that educators invested a great deal of energy in singular perception work with little accentuation given to appreciation guidance and higher request thinking aptitudes. The coordination of literature components in the literature class room was likewise negligible and instructors needed imagination most definitely. By and by, the CCL program offers extraordinary potential for English language improvement aptitudes among students.

The new worldview of RRT which is very old in west is still exceptionally new to our nation. An endeavor ought to be made by all language teachers to make literature showing intriguing and exploratory by utilizing the suggestions from this new worldview which depends on constructivism. In the expressions of Rosenblatt, through literature, the readers tries to go into another's understanding, to see the excellence and power that the world offers, to comprehend the assets of the human soul, to increase understanding that will make his own encounters increasingly intelligible and to discover molds into which to pour his own apparently riotous encounters( SitiNorliana, 2008)

To abridge, RRT weights on the significance of teaching literature to students and give them Chances to investigate different features of literature. The magnificence, interest and aestheticism associated with writing ought not to be lost during students-teacher exchanges. The primary point of teaching is to get ready students legitimately for living; he should have the option to carry on with a cheerful life by creating passionate and scholarly capacities. As language teachers, this is our prime obligation and target for which literature can be utilized as an apparatus.

Soft skills are fundamental for all alumni to procure, paying little heed to their field of study. These skills, for example, communication skills, analytical, basic and critical thinking skills, long lasting learning capacity, business and the board skills are the ones that businesses esteem as significant skills for potential workers to have. Getting Soft skills has been recognized as significant in the midst of the hardened rivalry for employments in the business today and the huge number of graduates delivered locally and abroad (Abang Abdullah, 2005).

Henceforth, the exploration centers around how students manage connections; comprehension of human conduct; encouraging the decrease of social hindrances in cooperating; and building limit with regards to individuals to manage unpredictable, dynamic, and frequently clashing gathering or network forms. This requires a profound comprehension of what spurs individuals, of their desires, their qualities, and their standards throughout everyday life, and how improvement is connected to the individual and aggregate possibilities of individuals. In the act of improvement, it is tied in with unblocking and making social vitality through help. Establishing improvement in social vitality created through cooperation can be viewed as a hypothesis of base up advancement. Consequently, LC which incorporates exceedingly significant components in educating and learning condition is relied upon to have the option to build up students Soft skills. This is on the

grounds that the study hall is a perfect learning ground, where one can rehearse elective methods for managing individuals, and encouraging learning and moving information in an intuitive instead of prescriptive structure.

## 2. FINDINGS

In view of the 4 open-finished inquiries, the entirety of the understudies concurred that LC helped end the pattern of quietness and talk in the class room where once they used to hush up (during optional school understanding), gave a chance to second language students and students who don't peruse or compose well to take an interest effectively. They additionally felt that LC supports commitment with course materials particularly with the materials that are difficult to be processed, for example, John Donne's poems. It is additionally viewed as 100% students focused realizing where the literature class has gotten livelier and energizing. According to other perspective, weakstudents didn't feel they were forgotten about in light of the fact that everyone had been given an uncommon errand and the most significant thing was there was no set in stone answer in review the thoughts! Subsequently, language for certifiable motivations behind correspondence inside the ESL class had been accomplished. The following are the synopsis of the subjects of the findings:

### Open-ended Questionnaire

Question 1: Students answered that Literature Circles

- It is exceptionally rousing since it doesn't weight on right or wrong answers.
- It is valid material since it is taken from settled scholarly messages.
- It has general instructive worth (in light of understudy's observations)
- It is found in numerous subjects.
- It causes understudies to comprehend another culture.
- It is an improvement for language procurement.
- It builds up understudies' basic reasoning
- Students appreciate it
- It is fun since understudy has his own job.
- It is exceptionally esteemed as everyone has his own thinking.
- It grows understudies' language mindfulness.
- They feel like they are reworking/rethinking the content
- It urges understudies to discuss their suppositions and sentiments.

For the most part, the profoundly positive findings of the poll were in accordance with Vethamani, (2003) where she advocates the utilization of literature will create "a wide scope of develop ESL students ." In her article, Vethamani looks at literature "as far as present ESL hypothesis (talk examination, setting and contextualization, pattern hypothesis, and class-social mindfulness)."

Question 2: Roles in LC explore student's proficiency in:

- Reading activities: essential background information and vocabulary
- Analyzing views related to WH questions
- Analyzing aspects of structure, theme and style
- Extending activities: in-class activities that extend the ideas or situations encountered in the text. Almost all of the students agreed that LC helped them have a deep

understanding on the text where it was one of the major purposes of learning literature in ESL.

Question 3: Learners approve that LC participates language and their thinking skills by

- Recognizing the importance or linguistic and non-linguistic criteria in text selection
- Using 'language-based approaches' as prior to stylistic analysis
- Recognizing that some areas of language organization can create greater problems than others, especially in the case of second language learners
- Better understanding, due to contextualization to social, historical, biographical, and political background to text study
- Recognizing the contrasting methodological problems this can produce.
- By developing student's thinking skills, the findings show that LC has an alternative technique in promoting AC strategies in a classroom (Bornwell, 1991).

Question 4: Pupils approve that

- Learning literature contributes to the EFL/ESL students' intellectual, social and moral development.
- Reading a genuine, imaginative work assists the students' internalization of the linguistic points already learned.
- Literature increases the level of motivation and interest in students' linguistic acquisition.
- Employment of a genuine text contributes to the students' efforts at natural communication and enhances their degree of linguistic competence.
- Constant exposure and re-reading of literary texts provide the students with the necessary intuitive awareness about language in use and can promote relevant oral and written responses.

This inquiry has reaffirmed the past findings where other than investigating student's linguistic comprehension, LC has likewise expanded student's mindfulness on investigating their own insight dependent on their insight into the world.

The findings show that the gradual advancement of soft skills utilizing LC has improved the instruments at subjective, passionate, and social level. The thought in LC was to utilize consultancy as the 'motor' since everyone might want to improve as a specialist. Numerous consultancy skills that are sought after are identified with assistance skills, for example supporting change in conversations; presenting thoughts in conversations through learning forms as opposed to through outer suggestions. The greater part of these abilities are additionally required when doing activity look into equipped towards critical thinking. Consequently, the arrangement of skills required is comparative in real life research, consultancy, and teaching/learning in an intelligent way. So as to get these, one needs to have a decent learning stage, where one can commit errors without losing face and losing the following employment. The class room is a perfect learning ground, where one can rehearse elective methods for managing individuals, and encouraging learning and moving information in an intuitive as opposed to prescriptive structure. Utilizing the class room as a learning ground for these skills is significantly improving the nature of teaching just as connection with students – an average success win arrangement.

### **Investigating progress test**

The initial segment of the test which managed linguistic determinism shows that 27 students

figured out how to answer accurately and 6 found incompletely right solutions. This part centered on the Linguistic determinism where students need to clarify his phonetic information in breaking down the content. Linguistic determinism is the possibility that language and its structures constrain and decide human information or thought. Determinism itself alludes to the perspective that all occasions are brought about by past occasions, and phonetic determinism can be utilized comprehensively to indicate to various explicit perspectives. From a progressed linguistic, the Sapir–Whorf speculation contends that people experience the world dependent on the linguistic structures they constantly use. For instance, students had the option to assess Shakespeare's Sonnet 5 in basic manners and furthermore associated the Sonnets with the male's body portrayal. Despite the fact that the conversations were very questionable, students' capacity to interface the linguistic things was astounding. According to another perspective, despite the fact that neither Edward Sapir nor his understudy Benjamin Lee Whorf ever composed a "theory" of this nature, compositions, for example, "Whorf's The Relation of Thought and Behavior to Language" (1956), students had the option to make contentions dependent on an adaptation of semantic determinism. In this manner, students figured out how to connect the content with hypothesis.

The second piece of the test which identified with linguistic relativity shows that practically the entirety of the students had the option to relate the substance of the literature content with 'true circumstance'. For instance students had the option to decipher and assess characters in Golding's "Lord of the Flies" with political pioneers during World War II. All things considered, because of the viability of LC in the AL systems, students had the option to interface the content with their day by day lives and genuine or current circumstances.

All in all, obviously students had the option to investigate their linguistic determinism and semantic relativity agreeing their reactions in addressing the test questions. 30 of the students figured out how to relate the two phonetic components with genuine models and reasons. The other three, had additionally effectively addressed the test despite the fact that they didn't give clear models. At the end of the day, the students were profoundly energetic to relate the writings doled out to them and astutely connected them to phonetic angles.

### **A twenty four-hours-observation**

The analyst found that students were effectively engaged with 'accomplishing' more than 'tuning in or composing'. This was on the grounds that the jobs in LC need the students to transmit the data in dynamic methods for procuring and inquisitive the realities and taking part in higher request thinking skills. The 'minds-on' exercises create significant cooperation among students and furthermore in finding their own capability of insight. Students were additionally incorporating their basic reasoning skills and synergistic learning techniques in their gathering clarification where they were addressed by different gatherings and effectively engaged with 'accomplishing' more than 'tuning in or composing'. This was on the grounds that the jobs in LC need the students to transmit the data in active methods for procuring and inquisitive the realities and taking part in higher request thinking skills. The 'minds-on' exercises create significant cooperation among students and furthermore in finding their own capability of insight. Students were additionally incorporating their basic reasoning skills and synergistic learning techniques in their gathering clarification where they were addressed by different gatherings.

### **3. CONCLUSION**

This activity explore researches and supports that literature in a second language homeroom gives enough space to the Students to remark, legitimize and reflect themselves by utilizing a

system called 'Literature circles'. Such a class can upgrade the basic thinking skills about the students and simultaneously keep up a student community condition, in the long run produce an AL domain. It was discovered that the utilization of Literature circles gave an extraordinary positive effect in building up students' phonetic as well as in active learning procedures of the subsequent language learning.

In any case, a couple of students imparted their insights in improving the methodology of utilizing LC where they felt that to show signs of improvement result, littler class sizes were increasingly appropriate regarding class the executives, that is, if the classes were littler, students support could have been exceptional observed. Likewise, students may be increasingly disposed to pose inquiries to the teacher in the event that they didn't hear her or on the off chance that they were befuddled; and the educator could concentrate on every students.

The students even proposed that LC were additionally fitting to be executed in any courses if the educator is inventive. In the long run, English won't be an 'exhausting and troublesome' course any longer particularly in ESL class.

As per Mills (2003), the quality of the activity investigate way to deal with proficient improvement settles upon an inventive and basic discourse between individuals from a network, which incorporates teachers, scholastics, guardians, industrialists, and government officials. We push forward through inventive jumps of creative mind. We gain from our errors from reactions. So all things considered, students recommended that additionally showing procedures such LC ought to be executed in ESL class room. This profoundly positive reaction from the students truly inspired the educator/researcher.

The analyst found that LC which centers on placing the pursuer's job as a functioning member in the production of importance while perusing a book, and portraying the complexities of the pursuer's contribution with the content is without a doubt in accordance with AL where the pursue student is given more opportunity to pick up information.

This investigation, consequently, suggests that there is a solid case for utilizing Literature as a piece of language encouraging prospectus utilizing both LC and AL in building up pursuer's soft skills. The two methodologies (LC and AL) can encourage the utilization of Literature messages in language class room at ideal level. These methodologies concern content determination, content association, and orders for introducing material in class, evaluation process, active support and educator's help. The segments of soft skills which were effectively accomplished by the usage of LC in AL homeroom with bunch elements and assistance procedures; intuitive preparing/showing ideas and strategies/methods; interdisciplinary – an applied and group point of view; frameworks thinking with the end goal of evolving viewpoints; the board of progress (forms, administration, jobs, and capacities); authoritative turn of events; process the board, arranging, and quality affirmation; information the board (ideas and practice); arrangement situated and grateful methodologies and models (hypothesis and work on); encouraging learning forms among different partners and gatherings; 'enthusiastic knowledge' in self-improvement: mindfulness, compassion, basic self-reflection, social abilities; process counsel and teachingskills; group skills, group the executives, group building, criticism culture, learning society; exchange and peace promotion (ideas and practice/abilities) and communication skill.



### Activity Plan

Since the last phase of an activity investigate is having an activity plan or demonstrating the ramifications of the exploration, the specialist saw that LC was increasingly reasonable as completed in little gatherings; and the educator ought to be a piece of the gathering to offer help or screen the conversation; the teacher ought to urge the students to talk particularly the individuals who are peaceful or latent; the educator ought to give an unmistakable rubric with the goal that students won't invest a lot of energy in students the rubrics; students need express guidance on the most proficient method to share and convey their thoughts and in the event that it includes appraisal, educators need to have an away from or arrangement of score to maintain a strategic distance from discussion.

In conclusion, breaking down sonnet may make issues to a dominant part of the students because of the trouble of the content, the appropriateness of the substance and the exploitability of the content, so the teacher must ensure that the sonnet determination is reasonable to the LC action.

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