CHAPTER II

LITERATURE REVIEW

A. Literature in ELT Course

Literature in English Language Teaching (ELT) course is designed to raise the awareness of students regarding theories and practices of the integration of literary works into ELT contexts. The course departs from a close analysis of different definitions of the terms of literature and ELT, moves on to an exploration of the preliminary terms, notions, and concepts, turns to discussions about the roles and approaches as well as critical issues in utilising literary works in ELT context, and wraps with appreciation of literature in a real context through a live show.

This course enables student-teachers to learn the concept of literature in ELT, to critically analyse the integration of literature genres such as poetry, short stories, drama, theater and film into EFL classroom and to appreciate literary works through live performances. In other words, they will learn the concept of major literary works, to think critically on the selection of appropriate literary works for language learning, and to appreciate literary works in the actual context. This needs to be evident in their assessments such as in their reflection, presentation and live performance. Moreover, this course will also help them prepare for more focused courses such as Creative Writing and Digital Storytelling.

B. Concept and Classification of Gestures

Gestures are an important part of communication, not only in the gesticultural language of ordinary face-to-face communication, but also in the development of speech and the creation of written behavior and acts of typing, and many other ways of communication.

Rahmat (2015) stated that In a broad sense, it refers to particular body movements that have meaning; gestures are hand movements in a narrow sense that are closely related to, explained or complemented by speech. Purpose, desires, feelings and ideas are consciously and unconsciously exposed to gestures and words. Speech and gesture are created as an integrated, mutually complementary human behavior in the communication intention of the interlocutor. The sense that people make, both gestures and words, are different ways to think and communicate (Kendon, 2004).

Gestures are ubiquitous in both cultures. The writer studies people's movements when they talk in a kind of social sense (lecture talk). According to The Random House English Language Dictionary (1987, p. 802), the term gesture is described in everyday language as (a) "a hand, arm, body, head, or face movement or position expressing an idea, opinion, emotion, etc." and (b) "the use of such movements to express thoughts, emotions, etc." (as cited in Kusnagi, 2015, p. 19). The co-instantiation of language and gestures is to be seen as a process of resemiotization, a concept presented by Unsworth, L (2001), which defines it as "meaning-making shifts from context to context, from practice to practice , or from one stage of a practice to the next" (p.41).

By looking at the study of Kendon (2004), Lim (2011) categorizes actions as communication and non-contamination (or performance). According to the Martinec (2000) picture performers are not used as semiotic functions and are not loaded semantically or intentionally, such as collecting a pen or writing a whiteboard, etc. As far as language interaction is concerned, Lim (2011) classifies communicative gestures into linguistic gestures that coincide with language, but which do not require access to meanings that can be achieved by language. Three factors should be taken into account: methods, participants and circumstances of the corresponding language movement. Language-independent is a gesture that takes place without a language and makes sense of itself. While language-dependent gestures have meanings that call for meanings to be understood in the accompanying language to be interpreted.

Martinec (2000) categorizes gestures into presenting actions, representing actions and indexical actions (p.243). Presenting action is equivalent to Lim's performative movements. According to Martinec (2000), the representation of actions is a means of representation with a conventional signifying function recognized either universally or within a semiotic community (p.244). Compared to Lim's (2011) types of gestures, they can be seen as communicative and subdividing gestures based on their relationship to the accompanying language; indexical actions co-occur with the language and can only be interpreted by access to the meanings of the accompanying language. It is classified as communicative and described as a language-based gesture.

C.   Teachers' Hand Gesture

As mentioned above, gestures help people have better understanding in the speech process because gesture and speech are intimately related, and they are considered products of a single cognitive process (Kusnagi, 2015). Gestures could be particularly important in classroom settings because students' comprehension is typically challenged by instructional discourse that presents new concepts and uses unfamiliar terms. In addition, classrooms are often noisy, with multiple individuals speaking directly. Under such circumstances, gestures may play a very important role in comprehension.

Teacher's hand gestures help in conveying information as well as make the audience get the point of what the speaker says. If teachers are sensitive to the present grounding function of gesture, they ought to vary their use of gesture, using more gestures during parts of the lesson that students need. Alibali and Nathan (2007) mentioned three specific predictions about gestures: "First, teachers should use gestures more frequently when they introduce new material than when they cover familiar material. Second, teachers should use gestures more frequently when they speak about material that is more complex. Third, teachers should use gestures more frequently in response to students' utterances than prior to students' utterances."(p.2). As far as hand gestures are concerned, few researches have examined that hand gestures are more than just shaking hands. According to Martin and White (2005) there are several types of natural

hand gesture which usually used by the teacher such as waving hands, shaking, lifting, pointing etc

D.   Students Engagement

Students engagement has traditionally focused on increasing achievement, positive attitudes, and a sense of belonging in students in order for them to stay in school. Over time, student engagement techniques have been introduced and become more widely used as a method of monitoring classroom activity. Bond, Buntins, Bedenlier, Zawacki, & Kerres, (2020) claims that:

Students engagement is described as the amount of effort and commitment students put into their learning community, as measured by a variety of behavioral, cognitive, and affective indicators. It is the product of a dynamic interaction of relationships, learning experiences, and the learning environment, among other structural and internal forces. Students who are more involved and inspired in the classroom are more likely to channel their motivation back into their studies, leading to a range of short and long-term results that can also drive participation.

Students engagement plays a crucial role in the teaching learning process. Teachers need to ensure that their students are actively engaged in learning in order to maximize learning and development for each student and avoid gradual disengagement, failure, or disengagement in school. When the students are engaged, the teachers can clearly identify which concepts and subjects are understood by the students and which are more in-depth and explanatory (Havik & Westergard, 2020). This shows how the students' engagement becomes very essential in the classroom as it also shows their quality of learning (Arguello, 2018).

In addition, according to Fedrick et al. (2004) there are three types of students engagements (behavioral, emotional, and cognitive). Behavioral engagement occurs when students actively participate in the learning process. They arrive on time, complete their assignments, and bring all necessary supplies to class. They also take part in class debates, listen to their teacher's instructions, and always give it their all. Emotional engagement occurs when they have a positive attitude toward their educational experience. Cognitive

engagement is when they are trying to learn as much as they can. They not only pay attention in class, but also ask thoughtful questions and go above and beyond what is expected of them.

E.   Systemic Functional Multimodal Discourse Analysis (SFMDA)

Multimodality is realized based on social semiotics (Van Leeuwen, 2005). Kress (2009) argued that social semiotics can be used to determine the role of each mode, the relationship between different modes and important entities in the multimodal text. Multimodal research shows the importance of all modes of communication, both verbally and non-verbally, in the production of meaning because the material is informative. O'Halloran (2008) suggested that a multimodal study involving the analysis and incorporation of two or more semiotic sources or communications to perform the communicative functions of the text included any form of communication with the text of the interaction.

Systemic Functional Multimodal Discourse Analysis (SFMDA) is a tool to analyze social semiotic discourse. O'Halloran (2008) stated that "The systemic functional (SF) approach to multimodal discourse analysis (MDA) involves developing theoretical and practical approaches for analysing written, printed and electronic texts, three-dimensional sites and other realms of activity where semiotic resources combine to make meaning" (p. 444). Lim (2017) said that the SFMDA Study Gesture Approach is a thorough examination of the decisions taken in speech from an idealistic, interpersonal and textual metafunctional network of meaning choices. Behavior, based on formal measurable requirements, realizes metafunctional meanings. Martinec (2000) indicates that it is possible to classify actions into Presenting Action, Representing Action, and Indexial Action.

- Presenting Action

According to Martinec (2000, cited in Lim, 2017), presenting action is defined as a gesture that does not serve as a semiotic or a signifying function and does not embody a semantic meaning. It's known as the Performing Movements. Picking up a pad, writing on a whiteboard, distributing notes, and scratching one's head are examples of this kind of behavior in the classroom. The different types of Presenting Behavior are characterized by the transitivity

processes in the Systemic Functional Theory. These are the material process, the behavioral process, the state process, the verbal system and the mental process.
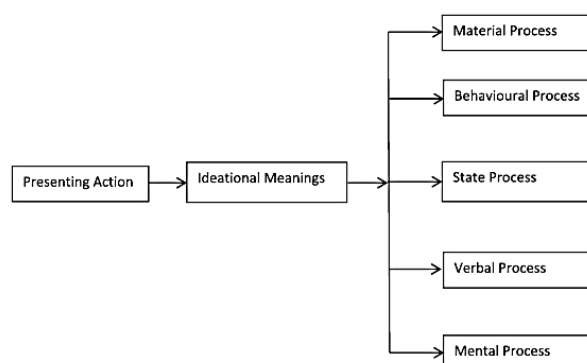
Figure 6.6.1. Ideational meanings in presenting action.

● Representing Action

Representing action is a gesture with a classical signifying function (Martinec, 2000). They have been classified as communicative gestures. Lim (2017) claims that "These gestures are either recognisable universally or within a semiotic community. The ideational meanings made by representing action are classified as participants, processes and circumstances" (p.12).
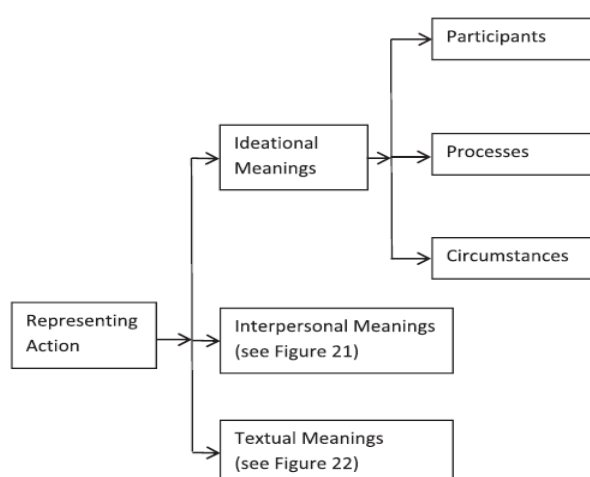
Figure 6.6.2. Ideational meanings in representing action.

- Indexical Action

  Indexical action is communicative gestures and language dependent gestures, since they must complement and interpret the language. Although language dependent gestures co-contextualize with language, the exact meanings are not repeated. Intersemiotic interaction rather gives the senses of gestural realization an additional layer of ideal dimensions.
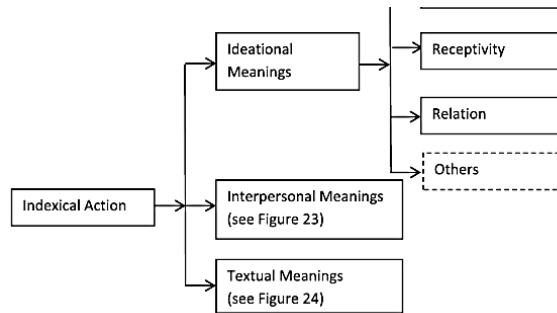
  Figure 6.5.2. Ideational meanings in indexical action.