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The Effectiveness of Using REACT Model for Teaching Literary Texts to EFL Preparatory School Students

ABSTRACT

Literature is generally used in English language teaching for the development of knowledge about the language . REACT (Relating, Experiencing, Applying, Cooperating and Transferring) model has been used as a model in teaching English literary texts . This study aims at investigating its effectiveness for teaching literary texts to EFL preparatory school students through:

- 1-assessing the average level of the 5th year preparatory school students' achievement in English literary texts.
- 2-finding out whether there is any significant difference between students' achievement of the experimental group and that of the control group in the posttest.
- 3- finding out whether there is any significant difference between the students' achievement at the recognition level and that at the production level of the posttest.
- 4- finding out whether there is any significant difference between the experimental group's achievement in the pretest and posttest.

A sample of ninety EFL fifth year preparatory school students have been randomly selected from Al-Kansaa Preparatory School for Girls during the academic year(2021-2022), that represents (73.17) of its original population and divided into two equal groups, i.e. experimental and control groups. Both groups have been equalized in their age, their parents' educational achievement, and their previous year achievement in English.

The required data has been collected and analyzed statistically. The obtained results indicates that REACT model is more effective than using the conventional method for teaching literary texts. Finally, the study ends up with some conclusions and recommendations.

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فاعلية استخدام نموذج REACT لتعليم نصوص اللغة الانكليزية لطلاب المرحلة الإعدادية

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الخلاصة:

يستخدم الأدب بشكل عام في تدريس اللغة الإنجليزية لتنمية المعرفة حول اللغة. تم استخدام نموذج REACT (الارتباط والتجربة والتطبيق والتعاون والتحويل) كنموذج في تدريس النصوص الأدبية

الإنجليزية. تهدف هذه الدراسة إلى التحقق من فعاليتها في تدريس النصوص الأدبية لطلاب المرحلة الإعدادية للغة الإنجليزية كلغة أجنبية من خلال:

- 1- تقييم متوسط مستوى تحصيل طلاب الصف الخامس الاعدادي في النصوص الأدبية الإنجليزية.
 - 2- معرفة ما إذا كان هناك فرق معنوي بين تحصيل طلاب المجموعة التجريبية وتحصيل المجموعة الضابطة في الاختبار البعدي.
 - 3- معرفة ما إذا كان هناك فرق معنوي بين تحصيل الطلاب على مستوى الاعتراف وتلك على مستوى الإنتاج في الاختبار البعدي.
 - 4- معرفة ما إذا كان هناك فرق معنوي بين تحصيل المجموعة التجريبية في الاختبار القبلي والبعدي.
- تم اختيار عينة من تسعين طالباً وطالبة في الصف الخامس الاعدادي بشكل عشوائي من مدرسة الكنساء الاعدادية للبنات خلال العام الدراسي (2021-2022) والتي تمثل (73.17) من سكانها الأصليين وتم تقسيمهم إلى مجموعتين متساويتين أي تجريبية. ومجموعات المراقبة. تم تساوي كلتا المجموعتين في العمر ، والإنجاز التعليمي لوالديهما ، وإنجاز العام السابق باللغة الإنجليزية. تم جمع البيانات المطلوبة وتحليلها إحصائياً. تشير النتائج التي تم الحصول عليها إلى أن نموذج REACT أكثر فعالية من استخدام الطريقة التقليدية لتدريس النصوص الأدبية. أخيراً ، تنتهي الدراسة ببعض الاستنتاجات والتوصيات. خلاصة

الكلمات المفتاحية: موديل , فاعلية , تدريس , ادب , نصوص REACT

Section One :Introduction

1.1 Statement of the Problem

Language is one of the most important things in communication and it is used as a communication tool among the nations around the world. As an international language, English is very significant and has many interconnections with diverse aspects of life that are owned by human beings (White, 1988: 9).

Learning a new language means learning " a new culture, a new way to think, feel and act" (Brown, 2000:12). In Iraq, English is regarded as a foreign language and taught formally from primary school to the university level.

Many scholars have argued the effectiveness of the use of literature in English as a Foreign Language (EFL) classrooms (Kay,1982:529-536).

Khatib, Derakhshan and Rezaei, (2011:213-218) believe that, despite its potential weaknesses, literature can serve as a motivating force for language learning and teaching as it provides a range of contrasting styles and registers that are difficult to come across in different text types.

Literature has been a subject of study in many countries ; unfortunately, until recently it has not been given much emphasis in the EFL classroom. Despite this deficiency , there have been a few studies on teaching literature to EFL students(Mujumdar,2010:210-216).Moreover, Mujumdar (2020:210-216) states when teaching English literature in non-native contexts, both teachers and learners face difficulties due to historical, cultural, racial, and linguistic differences. Teaching literature can be difficult due to its use of formal language, complex vocabulary , and unusual grammatical constructions (Khatib, Derakhshan & Rezaei, 2011:213-218). Furthermore, the main reason behind the low English language proficiency of Arabic speaking students is poor teaching methods, insufficient exposure to the target language and students' classes mostly, tend to be crowded (Al-Khairy ,2013:83).

Marshall(as cited in Bernhardt, 2001:60) notes that there are no systematic studies on how literature teaching to EFL students at the university level proceeds. However, some studies have revealed that teachers' knowledge and skills in applying context-based learning (CBL, for short) approach in real classroom settings are insufficient(Ayvaci, Ultay&Mert,2013:242-263). In order to achieve the aims of CBL approach, one of the models used in learning environments is the REACT model. Learning with the REACT model students are free to find out the concept of the material being discussed from various references and sources. (Nagari &Nuris,2019:35).

This reveals the necessity of carrying out a further study to shed light on the effectiveness of using REACT model for teaching literary texts to EFL preparatory school students.

1.2Aims of the Study

This study aims at investigating the effectiveness of using REACT model for teaching literary texts to EFL preparatory school students through:

1- assessing the average level of the 5th year preparatory school students' achievement in English literary texts.

2-Finding out whether there is any significant difference between the experimental group's achievement and that of the control group in the posttest.

3- Finding out whether there is any significant difference between the students' achievement at the recognition level and that at the production level of the posttest.

4- Finding out whether there is any significant difference between students' achievement of the experimental group in the pretest and posttest.

1.3Hypotheses the Study

The following hypotheses are put forward in order to be verified :

1-There is no significant difference between the average level of the students' achievement and the theoretical level of achievement in the posttest.

2. There is no significant difference between the mean scores of control group's achievement and that of the experimental group in the posttest.

3. There is no significant difference between the mean scores of the experimental group's achievement at the recognition level and that at the production level of the posttest.

4. There is no significant difference between the mean scores of the experimental group's achievement in the pretest and that in the posttest.

1.4 Limits of the Study

This study is limited to Iraqi fifth -year preparatory school students who are studying **English for Iraq** ,5th preparatory at Al-Khansaa' Preparatory School for Girls in the city of Tikrit during the academic year 2021-2022 .

1.5 Definitions of the Basic Terms

- **Effectiveness** It refers to the degree to which objectives are achieved and the extent to which targeted problems are solved. Effectiveness means "doing the right thing" (Business Dictionary,2019:1).

"It is the capacity to persuade or the power to produce a desired result" (Webster, 2005:42).

- **REACT Model**

It refers to the model of learning that involves the following five steps (Ultay et al,2015,n.d.):

Relating :learning in the context of one's life experiences or pre existing knowledge.

Experiencing: learning by doing or through exploration ,discovery, and invention.

Applying: learning by putting the concepts to use.

Cooperating : learning in the context of sharing , responding , and communicating with other learners.

Transferring: using knowledge in a new context or novel situation- one that has not been covered in class.

According to Crawford (2001: 44)REACT is a context learning strategy that is based on research on how students learn to gain understanding and how teachers teach to provide understanding.

- Literary Texts

A literary text is a piece of written materials such as, a book or poem, that has the purpose of telling a story or entertaining, as in a fictional novel. Its primary function as a text is usually aesthetic, but it may also contain political messages or beliefs (<https://www.quora.com/What-is-a-literary-text>).

Rivers (1987: 5) and Hedge (2000: 120) argue that a literary text helps pupils interact with the teacher inside the class and through interaction, students can increase their language store as they listen or read authentic linguistic material.

Section Two: Theoretical Background and Previous Studies

2.1Theoretical Background

2.1.1 Context- Based Learning Approach

2.1.1.1Concept of Context- Based Learning Approach

Context-based learning approach which foresees using familiar contexts in relating students' experiences to new knowledge is built on the basis of the constructivist learning theory . However, new knowledge begins to make sense when these knowledge are associated with events in people's environment and then appears useful to people.

In traditional teaching design , students are overloaded with a tremendous amount of subject matter knowledge and they often do not see the relations between topics. Additionally, traditional teaching is insufficient in solving current problems of subject teaching and learning such as, usefulness of the topic being taught in daily life and excess of topics without relating them with each other . Therefore , knowledge should be placed in a need-to-know basis according to CBL approach. Thus, students could relate the topics with each other and see the usefulness of the new learning in daily life , increasing students' interest and motivation (Imel,2000:72; Crawford,2001:53) ,Cited in Alev &Ultay,(2017:174).

2.1.1.2 The Process of Context-Based Learning

Context-based learning provides an alternative to the more traditional lecture approach to teaching. It, previously called problem-based learning but changed due to the negative connotations of the word "problem" and the importance of utilizing context when teaching health care, is a learning concept that originated in Canada in the 1960s at Mc Masters University and used initially to prepare medical students for practice (Dochy et al, 2003: 533-568, Alexander et al ,2005: 109-123;).

The process of CBL involves students being provided with a scenario, and undertaking a student-led process of hypothesizing, which ultimately results in the development of the students' own learning needs. The identified learning needs are explored by the student group, who use current research and resources to consolidate a position and present this to their peers(Figure 1) . As a teaching tool CBL utilizes a group approach to learning – the process of working together creates discourse and leads students towards a solution focus(ibid).

Context-based learning is an inductive method of teaching and learning includes trial and error in the classroom, and group discussion is seen as powerful enhancer of learning .The role for educators who use CBL is to facilitate learning and to assist students to be creative, critical thinkers in an open environment(Prince and Felder,2007:14).

According to Alexander et al (2005:109-123), the main barrier to implementing CBL is the educator's hesitance to change practice from a content-driven process to a student-led process. The nature of CBL facilitation is probably the most difficult aspect of CBL to grasp as there is a change of roles from educator to facilitator. The facilitator's role is to guide, question and challenge; the concept of 'not being in control' is a challenge for some educators. Time needs to be taken to allow for brainstorming and evaluation of group processes.

Facilitators must be able to deal with issues as they come up and share their subject/non-subject expertise.

Scenario
Situations in Need of Improvement
Hypothesis
Learning Needs
Clinical Judgment
Action
Evaluation

Figure (1) The Context Based Learning Process

Planning CBL in the classroom setting requires educators to develop learning packages, ensuring that all content and learning outcomes are covered in the curriculum. In the development of learning packages educators consider instructional design; this includes mapping the content, selecting the media, developing the learning package, and ensuring openness to enquiry. As CBL scenarios are developed as an integral part of the learning package the CBL scenario, are clear about what background information is required, and ensure learning outcomes will be facilitated in a way that meets the need of the programme and the student(Alexander et al, ibid)

2.1.2 Concept of REACT Model

An organization named The Center of Occupational Research and Development (CORD) has created REACT model as a result of studies conducted due to problems encountered in different fields of science. This model takes its name from the initials of the English words in each step and consists of stages of R, E , A , C, and T, it consists of "Relating –Experiencing- Applying – Cooperating –Transferring" stages. It assists teachers and students to make associations between concepts regarding the subject and the context derived from real life experiences. It raises the interest and motivation towards course. Teachers may start the instruction by asking a question regarding a situation that may be encountered in daily life. The context or properties are brought into classroom. Students experience laboratory activities such as, finding, discovering and researching. After experiencing the association between context and concept, the professional aspect of the context is emphasized. Students communicate with their friends, share what they learn and discuss in a process. Transferring refers to a student's implementation of what s/he learn in a new context or a situation

(Crawford & Witte,1999:34-38; Hull,1999:88; Crawford,2001:60 ;and Navarra,2006:34).

REACT model is a learning model that starts with associating the contexts based on daily life with the subjects, continues with the students' experience and practise the knowledge cooperating and ends with transferring what they have learned (Yildirim and Gultekin, 2017:81-101).

2.1.3 Steps of REACT Model

The Center for Occupational Research and Development (1999a, 1999b) describe the REACT Model and its steps, as shown in Table (2.1)

Table (2.1)The Steps of the REACT Model

Relating	Contextualization knowledge by establishing relationships with prior knowledge and past experience.
Experiencing	Learning by experiencing , discovering and inventing.
Applying	Data applications in learning environments such as classes and laboratories , and learning by introducing concepts that will be used.
Cooperating	Learning by sharing and communicating knowledge with others
Transferring	Using the gained knowledge in a new context, unusual situations or environments outside the classroom.

According to the REACT model, a selected topic which is related to daily life context(s) is taught in accordance with the steps of the relating, experiencing, applying, cooperating, and transferring (Costu,2009:62 and Ultay,2012:84).

In the REACT model, discussion and explanation parts are missing because teachers used to make explanations after each teaching activities and students got used to listen to their teachers' explanation which were made for summarizing the activity; lacking of explanation part is obvious. Discussion part is needed in the implementation of the REACT model. Class discussions may have guided students to think the subject from different viewpoints. Thus, discussion may also be add to the REACT model (Costu,2009:62).

Crawford (2001: 61 , cited in Oktafiani ,2021:23)Classifies REACT model into five contextual teaching stages:

1-Relating is the first stage of contextual teaching and learning methodology. The students are stimulated by connecting the material with their experience or their prior knowledge, and the teacher relates the concept of material which completely familiar to the students in this stage.

Demircioglu, Vural and Demircioglu (2012:77) state that learning in the context of life experience everyday sights, events, and conditions—allows learners to then relate those familiar situations to new information to be processed or problems to be solved.

2-Experiencing step is the second step of the REACT strategy which carries out the materials into the class in afford to give hand-on experience. This strategy helps the students with no relevant experience explore and understand the subject materials that are going to be taught(Crawford , ibid , cited in Oktafiani ,ibid).

Learning in the context of exploration, discovery, and invention—is the heart of contextual learning. However, motivated or tuned-in learners may become as a result of other instructional strategies such as video- or text-based activities, these remain relatively passive forms of learning. Learning appears to "take" far more quickly when learners are able to manipulate equipment and materials (Demircioglu, Vural and Demircioglu ,ibid).

3-Applying step refers to the stage which allows the teachers to create the relevant exercise , and let the students learn by putting the concept to use in the real activity such as, solving the problem. For example, the teacher gives a task to the groups to work by applying the material that has been learned to solve problems(Crawford ,2001: 61 , cited in Oktafiani ,2021:23).

2.2 Literary Text

2.2.1 Concept of Literature and Literary Text

Literature is intrinsically connected with our language and culture and reflects a mirror image of real-life situations and social contexts. They believe that literature fosters an understanding and appreciation of cultures and ideologies, which are different from a learners' native culture. The inclusion of reading in the classroom would therefore help educate students on different cultures and worldviews so that they can approach global issues from a different perspective. Literature is often said to be "the window to the world"(Sidhu and Fook and Kaur, 2010:144).

Literary text is a piece of written material such as, a book or poem, that has the purpose of telling a story or entertaining, as in a fictional novel. Its primary function as a text is usually aesthetic, but it may also contain political messages or beliefs (<https://www.quora.com/What-is-a-literary-text>).

In teaching of English as a foreign language, literary texts are instrumental in engaging students' minds and feelings in meaningful communication in English. They are rich sources of figurative language, beautiful sentences, idiomatic

expressions, interesting proverbs and suitable vocabulary items filled with connotative meanings (Sage, 1987: 227). According to Custodio and Sutton (1998: 19-23), a literary text provides motivation among learners to explore, to ask, or to criticize.

2.2.2 Importance of Literature in the Classroom

The success in the acquisition of a language is often determined by the students' interest and enthusiasm for the material used in the language classroom, the level of their persistence with the learning task, and the level of their concentration and enjoyment (Crook and Schmidt, 1991:469).

Literature can convert the future into a tangible concept that can be approached philosophically by forging a connection between the human dimension and the great idea that animate history. Literature can be simultaneously hyper-current and transcendental (Hulst,2017: 124). It can evoke many different dimensions and transport the reader back in time. It can also provide more of philosophical approach to learning with additional linguistic challenges compared to a more grammar focused approach. " Many high school students find it easier to relate to historical events and characters when they are introduced in a narrative form, instead of via the dry writing of a textbook".

During the Grammar Translation Method (GTM) era, literary texts were considered a vital source of linguistic input in foreign language classes. Since then, however, literature has been downgraded to more of a Communicative Language Teaching (CLT) approach. Khatib, Derakhan & Rezaei (2011:69) believe that the value of literature has been neglected due to a lack of empirical research.

The main focus is to question whether literature can foster improved communication in language classes. Language is a form of communication between the author and the reader, which conveys expressive meaning (Liach, 2007: 108). It could be argued that there are three main criteria that justify the use of literature as a L2 teaching tool. The first criterion defends the use of literature in the classroom as it provides students with authentic examples of language in use. Contrasting styles, text types and registers can also benefit students as they push them to broaden their perspectives and question the concept of language.

The second criterion takes more of an interaction based approach as it perceives literature as being open to interpretation and debate. This generates more communicative approaches to language teaching which is the ultimate goal of an EFL teacher as it results in active and motivated learners.

The third criterion is motivational, and it relies on the personal motivations and experiences of the reader. Activities that include the student in the learning process and provide additional cultural context help the reader identify with the text. Students are more motivated to learn if they can relate a literary text to their own personal feelings and experiences.

2.2.3 Types of Literary Texts

There are Two essential types of literary texts:

1-Prose

Prose is constructed of sentences and paragraphs without any metrical structure.

There are two types of prose:

a-Fiction such as:

-Novel: a long narrative divided into chapters. Example, "The Picture of Dorian Grey" by Oscar Wilde.

-Short Story: a narrative involves one plot and one single impression. Example, " A Christmas Carol" by Charles Dickens.

-Plays: consist of acts and each act has many scenes that can be performed on stage. Example, "Romeo and Juliet" by William Shakespeare.

-Legends: they are fictitious, narrative and usually about origins, Example, "Robin Hood"

-Fables: they are fictitious , Animals are their main characters and they can speak and interact like human beings, Example, "The Ants and the Grasshopper"

b-Non-fiction such as:

-Essay: a developed viewpoint by a writer. Example, The editorial page of a newspaper.

-Biography: an account of a particular person's life. "Eat, Pray, Love" by Elizabeth Gilbert.

-Autobiography: a history of a person's life, written by the same person. Example, "the autobiography of Malcolm X", "Becoming Michelle Obama".

(<https://fr.scribd.com/doi/308197644/2-Types-of-Literature>)

2-Poetry

Poetry is literary work that focuses on the expression on feelings and ideas through the use of distinctive styles and rhythm.

There are two types of poetry:

a-Narrative Poetry : a poem that tells a story such as

-Epic: a long narrative poem that is mainly about a hero. Example, "Odyssey".

-Metrical Tale: a narrative poem that consists of simple series of events without plot. Example, "The Lady of the Lake"

-Ballad: a simple, short, narrative poem that tells a single incident in simple meter and stanzas. It meant to be sung. Example, "Paradise" by Cold play.

b-Lyric Poetry: a personal poem that expresses writer's feelings and moods in a musical language (lyric poems), such as

-Ode: a serious poem that is written to praise some persons or things.

-Elegy: a poem written on the death of a friend , grief is its main theme. Example, Dylan Thomas wrote an elegy to his father.

-Song: a poem in a regular metrical pattern set to music.

-Sonnet: it consists four iambic pentameter lines, and a complicated rhyme.

(<https://literary.terms.net/poetry/>).

The current study is teaching Drama in Iraq, Jawad Al-Assadi, Baghdadai Bath and the Tempest by William Shakespeare to the involved sample of the study.

Section Three

2.3 Previous Studies

2.3.1 Ultay , Durukan and Ultay (2015)

The study aimed to investigate the effect of conceptual change text (CCT) in the REACT model on students' conceptions of solution chemistry. A quasi-experimental method was used and sixty-one freshmen students (aged 18-20 years) studying in the Elementary Education Department to gather data included. A solution concept test (SCT) was used as a pretest and a posttest and clinical interviews were used to increase the validity of the data obtained from the SCT. The experimental and the control groups were taught by using the REACT model. Three CCTs were used for the experimental group.

Results indicated that there was a significant difference between the experimental and control groups' results in the Pretest and Posttest . The REACT model was found to be successful at dealing with the alternative conceptions in solution chemistry. However, no significant difference was found between the groups' Posttest results. On the other hand, qualitative analysis showed that the CCTs were slightly effective in remediation of alternative conceptions in solution chemistry . This suggests that we may need to use more than one intervention model to effectively remedy the alternative conceptions in solution chemistry .

2.3.2 Bilgin ,Yurukel and Yigit (2017)

The aim of this study was to investigate the effect of REACT model developed in relation to "particulate nature of the matter" subject on academic achievement and conceptual change. The tool of the study was accompanied by Pretest-Posttest Control Group Design. The academic achievement and concept

test, which were developed , distributed to fifty-five experimental group students and forty-seven control group students, which made 102 6th grade learners in total. The REACT model was implemented only on the experimental group whereas, the control group was exposed to the current Science and Technology Curriculum .Results detected that both academic achievement and conceptual change of the experimental group students were better than the control group students.

2.3.3 Alev and Ultay (2017)

The aim of this study was to investigate the effect of explanation assisted REACT model which was based on context-based learning approach on perspective science teachers' teaching in impulse, momentum and collisions topics. The sample of this study included twenty-five perspective science teachers, in the experimental group and twenty-five in the control group. Two-tier Impulse , Momentum and Collision Concept Test (MCCT) were used as data collection tools. MCCT which was consisted of thirty-four questions was administrated as a pretest before the intervention and a posttest after the intervention and delayed test nine weeks after the intervention.

Findings showed that explanation assisted REACT model which was based on context-based learning approach was more effective than the traditional teaching approach in impulse, momentum and collisions topics.

2.3.4 Discussion of the Previous Studies

All the previous studies reviewed in this section dealt with the effect of using REACT Model . Though, they differ from each other in one way or another, in their aims, samples, instruments and results.

All the previous studies aimed to find the role of using REACT model in various areas. Ultay,Durukan and Ultay (2015) investigated its role in chemistry. As for Bilgin &Yuruke (2017) and Ultay and Alev (2017) they were concerned with students' academic achievement and conceptual changes, impuese, momentum and collisions topics. The current study is dealing with the area of literary texts.

The sample included in the seven previous studies ranged between 32 and 102 students. As for Ulty and Aleve (2017) the sample was represented by teachers. The current study includes forty-five 5th preparatory school students .In fact, two types of instruments were used by the previous studies , namely ; tests and interviews. As far as the instrument of the current study is concerned, an achievement test is used in order to collect the required data.

All of the previous studies indicated the effective role of the REACT model in the various areas of study. The current study also aims to find out the effectiveness of using REACT model for teaching literary texts to EFL preparatory school students

The involved sample of the previous studies ranged between thirty-six and 102 . Ultay and Durukan and Ultay (2015) includes sixty-one freshmen students (aged 18-20 years) studying in the Elementary Education Department. While Bilgin &Yurukel and Yigit (2017) includes 102 learners at the 6th grade . Alev and Ultay study (2017) includes Fifty students.

Ultay & Durukan and Ultay (2015) used the solution concept test (SCT) and interview. While Bilgin &Yurukel & Yigit (2017) has used pretest posttest. Ultay &Alev (2017) has used two-tier Impulse , Momentum and Collision Concept Test (MCCT) was used as a data collection tool.

The previous studies have showed different findings. Ultay & Durukan and Ultay (2015) results indicated that there was a significant difference between the experimental and control group's pretest and posttest results. The REACT strategy was found to be successful at dealing with the alternative conceptions in solution chemistry. While Bilgin &Yurukel & Yigit (2017) results detected that both academic achievement and conceptual change of the experimental group students are better than the control group students.

Also Ultay &Alev study (2017) showed that explanation assisted REACT model which was based on context-based learning approach was found more effective than the traditional teaching approach on impulse, momentum and collisions topics. Findings also showed that some of the alternative conceptions were significantly eliminated in the experimental group.

Section Three: Procedures

3.1 Experimental Design

Best and Khan (2006:177) define experimental design as "the blueprint of the procedures that enable the researcher to test hypotheses by reaching at reasonable conclusions about the relationship between independent and dependent variables".

Moreover, Cresswell (2012:294) defines the experimental design as a "traditional approach to conducting quantitative analysis or evaluate an idea (or procedure or practice) to determine whether it influences an outcome or dependent variable".

The experimental design adopted in the current study is entitled "The Post-Test Only, Equivalent-Group Design", as shown in **table (3.1)**. It includes the following points:

- 1- Selecting two groups randomly and assigning them to the experimental and control groups.
- 2- Equalizing the both groups based on certain variables, such as student age, parents' level of education and scores in previous academic year.
- 3- The independent variable is the teaching model, REACT.
- 4- The same instructional materials are used for the two groups.
- 5- The experimental group is taught according to the REACT model, whereas the control group is taught according to the conventional method.
- 6- Post testing the two involved groups of students.
- 7- Using the suitable statistical methods in order to analyze the collected data and collect the final results.

Table (3.1)

The Experimental Design of the Study

Groups	Independent variable	Posttest
Experimental	REACT Model	Posttest
Control	Conventional method	Posttest

3.2 Population and Sample of the Study

Cresswell (ibid:142) states that population is a group of individuals who have the same characteristics. While a target population (or the sampling frame) is a group of individuals (or a group of organizations) with some common defining characteristics that the researcher can identify and study. A sample is a subgroup of the target population that the researcher aims to study for generalizing about the target population.

The target population of the present study includes 120, fifth-year students of Al-Kansaa Preparatory School for Girls in the city of Tikrit, during the academic year 2021-2022. The students are grouped into two sections, (A, and B) whose total number is 120. Sections (A) has been randomly selected to be the experimental group and section (B) represents the control group. Section (A) consists of sixty-one students while section (B) consists of fifty-nine students. sixteen students are excluded from section (A) and fourteen students from section (B). Those students are employed for the pilot study. Thus, each of the involved groups includes forty-five students. Therefore, the total number of the involved

sample is ninety who represent 73.17% of its original population, as shown in table (3.2).

Table (3.2)

The Population and Sample of the Study

Groups	No. of students	No. of pilot study	No. of sample
Experimental	61	16	45
Control	59	14	45
Total	120	30	90

3.3 Instructional Material

The material which has been taught to the two groups of students consists of the first three units of the Student's textbook, **English for Iraq** for fifth preparatory students, which consists of eight units and each unit includes ten lessons. Each fourth unit is a revision of the previous -three units.

- unit one (lesson 8, topic: Babylon Festival; lesson 10, topic: New Year's party)
- unit two (lesson 4, topic: The Swimmer; lesson 8, topic: The Internet; lesson 10, topic: Mobile Phones),
- unit three (lesson 6, topic: The environment; lesson 9, topic: The Arabian Oryx; lesson 10, topic: Cars are bad for us!),

The experiment of this study has been done in the first semester of the academic year 2021 – 2022 during a period of eight weeks, i.e. from the 14th of November 2021 till the 14th of January 2022 . The experimental group is taught by using the REACT model in teaching English literary texts while the control group is taught by using the conventional method

3.4.1 Lesson Plan

Lesson Plan for Teaching the Experimental Group

Date: 14th November 2021

Class and section: Fifth (A)

Period: lesson period 40 minutes

Topic: A play entitled (The tempest) by William Shakespeare /unit one /Student's Book.

Organization of Seats: students' seats are reorganized into groups.

Aim: to improve the four skills of language and to enhance the students' capacity to acquire and understand literary texts through REACT Model, to promote higher-order and critical thinking skills and to learn to describe, assess and address more difficult texts in reading.

Steps of presenting the lesson material:

- 1- **Relating:** The teacher explains a reading text such as, Drama in Iraq. The teacher asks some questions to activate students' pre-existing knowledge by referring to the text.
- 2- **Experiencing:** She hands the text and gives time to students to think about the question and write down the answer. She guides students to observe the plausible and intelligible new knowledge by the hands-on activity. She affords the students to engage in hands-on activity, then she tries to show students their knowledge's unfruitfulness by the activities. She promotes the students to present their knowledge of the reading text and guides them whenever they need.
- 3- **Applying:** She shows some examples of famous characters such as Jawad Al-Assadi, Baghdadia Bath and the Tempest by William Shakespeare and she clarify them to the students.
- 4- **Cooperating :** The teacher calls the students for answering the questions about the famous characters as a group work. She gives time to answer the questions and asks them to prepare their answers as a group.
- 5- **Transferring:** The teacher passes a worksheet about the presented famous characters , then she asks some questions to stimulate students' knowledge.

3.4.2 Lesson Plan for Teaching the Control Group

Date: 14th November 2021

Class and section: Fifth (B)

Period: Lesson period 40 minutes

Topic: A play entitled (The tempest) by William Shakespeare /unit one/ Students' Book.

Organization of Seats: students' seats are kept as they are arranged in three rows.

Aim: to encourage students to read a range of different texts such as, Drama in Iraq in order to develop students' awareness of other cultures and forms of artistic activity.

Steps of presenting the lesson material:

- 1-The teacher reads the English literary text for two or more times
- 2-The teacher refers to some of the important universal themes which are involved within the presented text, and find a way to help students to connect them to their own lives.
- 3-Helping students to create and elaborate the new ideas and thoughts out of their prior knowledge and encouraging some students who may need to be redirected (students' critical thinking).
- 4- Students are given opportunities to make important decisions about their learning, which includes contributing to the design of learning experience and learning pathways.

3.5 Construction of the Achievement Test

An achievement test has been constructed in terms of the contents and behavioural objectives of the instructional material. It consists of five questions with thirty-one items and scored out of hundred, as shown in **table (3.8)**.

-Question one consists of sections (A) and (B) . Section (A) includes five questions related to the given passage . Two marks are specified to each item. The total mark is (10). Section (B) requires the testees to write a summary about the passage, the mark is (10).

-Question two includes two sections (A) and (B). Section (A) consists of eight items, the specified mark of each item is (2), the total mark is(16).Section (B) consists of seven T/F items. Each item is given two marks. The total mark is (14).

-Question three consists of five multiple/ choice items . The mark of each item is (2), the total mark is (10).

-Question four includes two sections. Section (A) includes five fill in- the blanks items. The students are required to fill in the blanks with the missing words from the passage. The mark of each item is (2) the total mark is (10). Section (B) requires the students to write a similar passage about the same character but in a different way, the total mark is (10).

-Question five requires the students to write a biography about a famous person . The total mark is (20), as shown in **Appendix (F)**.

The posttest has been simultaneously administrated to both groups (the experimental group and the control group) on the 16th of December, 2021. The assigned time for answering the test is fifty minutes. Later on, the test papers have been collected to be scored.

Table (3.8)

The Specifications of the Contents, Behavioural Objectives, Items, and Marks of the Posttest

No. of Questions	Content	Behavioural objectives	No. of Items	Marks
1-A	Unseen literary passage	to answer the given questions	5	10
1-B	A summary about the unseen passage	To write a summary about a passage	1	10
2-A	Vocabulary and their synonyms	to match between the words in list (A) with their synonyms in list (B) .	8	16
2-B	Literary statements	to distinguish whether the given sentences are true and false	7	14
3	Playwright, dates, play, and literary audience	to choose the correct options	5	10
4-A	Unseen literary passage about a novelist	to complete the given items.	5	10
4-B	Unseen literary passage about a novelist	To describe briefly the given novelist	1	10
5	Famous person	to write a biography about a famous person	1	20
Total			31	100

3.6 Validity and Reliability of the Achievement Test

Validity refers to the truth of the test when it measures the components that the examiner intends to measure (Bynom, 2001:13). The purpose of

validation in language testing is to ensure the defensibility and fairness of interpretations based on test performance. There are two important types of validity: face validity and content validity.

Reliability is one of an important characteristic of a good test. A test is reliable if its degree of accuracy stays stable and consistent in each time it conducted with the same conditions for the same sample of students (Verma and Beard ,1981: 86).

Section Four

Analysis of Data , Discussion of Results, Conclusion and Recommendation

4.1 Presentation of Results

4.1.1 Comparison Between the Average Level of the Students' Achievement and the Theoretical Level of Achievement in the Posttest

To verify the first hypothesis that states "There is no significant difference between the average level of the students' achievement and the theoretical level of achievement in the posttest", the mean scores and standard deviation of the students' achievement in the posttest have been obtained which are (53.91) and (8.38), respectively. T-test formula for two related sample is used. The computed t-value is (4.43) , at (0.05) level of significance and (89) degree of freedom, as shown in **table (4.1)**. Since the computed t-value is higher than the tabulated t-value, it means that there is a significant difference between the students' general level of achievement which is (53.91) and the theoretical level of the achievement which is (0.05) and in favour of the former. This means that the achievement of 5th preparatory school students in English literary texts is above the average level, thus the first hypothesis is rejected.

Table (4.1)

The Mean Scores, Standard Deviations, and T-Values of The Students' Achievement in the Posttest

No. of Students	Mean Scores	SD	Theoretical Mean Score	T-Value		DF	Level of Significance
				Calculated	Tabulated		
90	53.91	8.38	50%	4.43	1.66	89	0.05

4.1.2 Comparison Between the Mean Scores of the Experimental

Group's Achievement and that of the Control Group in the Posttest

To verify the second hypothesis that states "There is no significant difference between the mean scores of control group and that of the experimental group in the posttest", both mean scores are obtained and compared. Results show that the mean scores of the experimental group is (58.18) and that of the control group is (49.64). By using the t-test formula for two-independent samples, the calculated t-value is found to be (5.59), while the tabulated t-value is found to be (1.99) at the degree of freedom (88) and level of significance (0.05), as shown in **table (4.2)**. This means that there is a significant difference between the mean scores of the experimental group and that of the control group, and for the benefit of the former. This means that the achievement of the experimental group which has been taught by REACT Model is better than the achievement of the control group which has been taught by the conventional method. Thus, the second hypothesis is also rejected.

Table (4.2)

The Mean Scores, Standard Deviations, and T-Values of The Two Groups' Achievement in the Posttest

Groups	No. of Students	Mean Scores	SD.	T-Value		DF	Level of Significance
EG	45	58.18	8.81	Calculated	Tabulated	88	0.05
CG	45	49.64	5.23	5.59	1.99		

4.1.3 Comparison Between the Mean Scores of the Experimental Group's Achievement at the Production and Recognition Levels of the posttest

To find out if "there is any significant difference between the mean scores of students' achievement at the recognition level and that at the production level of the posttest", t-test formula for the two paired samples is used. Statistics show that the mean scores of the experimental group at the recognition level is (31.57) and standard deviation is (11.13), while its mean scores at the production level is (39.18) and the standard deviation is (11.79). The calculated t-value is (9.37) which is bigger than the tabulated t-value which is (1.68) with (44) degree of freedom and (0.05) level of significance, as shown in **table (4.2)**. This means that there is a significant difference between the mean scores of students' achievement at the recognition and the production levels and in favour of the production level. Thus, the third hypothesis is also rejected .

Table (4.3)

The Mean Scores and, Standard Deviations and T-Values of the Experimental Group's Achievement at the Recognition and Production Levels

Experimental Group	No. of Students	Mean Scores	SD	T-Value		DF	Level of Significance
Recognition	45	39.16	11.79	Calculated	Tabulated	44	0.05
Production		31.57	11.13	9.37	1.68		

4.1.4 Comparison Between the Mean Scores of the Experimental Group's Achievement in the Pretest and that in the Posttest.

To find out if there is any significant difference between the mean scores of the experimental group's achievement in the pretest and that in the posttest, t-test formula for the two paired samples is used. Statistics show that the mean scores of the experimental group's achievement in the pretest is (52.84) with a standard deviation (10.41), while its mean scores in the posttest is (58.18) and with a standard deviation (8.81). The calculated t-value is (2.69) which is bigger than the tabulated t-value which is (1.68) with (44) degree of freedom and (0.05) level of significance, as shown in **table (4.4)**. This means that there is a significant

difference between of the experimental group's achievement in the pretest and that in the posttest and in favour of the posttest. So, the forth hypothesis is also rejected.

Table (4.4)

The Mean Scores and, Standard Deviations and T-Values of the Experimental Group's Achievement in the Pretest and Posttest

Experimental Group	No. of Students	MeaScores	SD.	T-Value		DF	Level of Significance
				Calculated	Tabulated		
Pertest	45	52.84	10.41			44	0.05
Posttest		58.18	8.81	2.69	1.68		

4.2 Discussion of the Obtained Results

The outcomes of the study show that the achievement of the experimental group who has been taught by using REACT model is better than that of the control group who has been taught by using the conventional method. This means that REACT model proves to be more effective and a helpful tool than the conventional method, in teaching literary texts.

From the researcher's perspective, the improvement of students' achievement in literary texts by using REACT model could be attributed to the following factors:

1-REACT model helps students to understand, comprehend and memorize new vocabularies better. 2-REACT model is an important model that could be applied by teachers and used by students. 3-EFL preparatory school students find that REACT model is enjoyable and flexible which allows them to express their own opinions freely and to communicate with other students in different situations related to their real-life. 4-REACT model increases students' confidence in their learning ability and encourages them to familiarize themselves with their partners' cooperatively. 5-REACT model encourages students to communicate in different situations in the classroom, organize, create and better connect relationships between ideas. 6-REACT model improves effectively the way that students record information, enhance their creative problem solving and creative thinking.

4.3 Conclusions

In the light of the obtained results and the theoretical material concerned with the use of contextual teaching-learning approach it is concluded that:

1- REACT model engages students in writing activity, and increasing students' motivation to participate actively in the writing process.

2-The use of contextual teaching and learning approach in an English class is responded to positively by the students. This connection is proved by the students' speaking improvement through practices on communication dialogues and role play.

3-In context-based teaching environments, scientific concepts are presented to students with examples related to daily life, and it is aimed to increase students' interest, attitude, motivation and success towards the course and to improve their language.

4- REACT model is a teaching model that enables the connection of newly learned concepts with the previous ones, and also contributes to the realization of meaningful learning by linking the topics with each other and with daily life.

5- REACT model is beneficial, appropriate, and effective in developing the four skills.

6-It helps the EFL preparatory school students to improve their understanding in comprehending literary texts.

7- REACT model motivates students to employ the four skills (listening , speaking, reading and writing) in their daily lessons.

4.4 Recommendations

The following recommendations are put forward in the context of the obtained results and drawn conclusions:

1-Teachers are recommended to encourage and to adopt modern models, methods, activities and techniques to enhance students' participation and interaction inside their classroom .

2-Teachers should design different lessons that can be presented by REACT model to raise students' motivation.

3-Teachers of English should be trained on using REACT model in teaching English literary texts, to increase their students' achievement.

4. Curriculum designers and EFL methodologists should recommend using REACT model in teaching English literary texts to improve students' language.
5. In teaching literary texts, teachers are advised to focus on the procedures and steps of REACT model rather to use the conventional method.

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