

The Teaching and Evaluation of the Literary Text for Terminal Level

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Abstract

This article deals with the teaching of the literary text for terminal level, series: A on the one hand, and its evaluation on the other hand. Its objective is to show how the literary text is taught to learners of terminal “A” level including its evaluation. Methodologically speaking, didacticism and linguistic approaches sound required for the achievement of this study. The results obtained in this study show that, thanks to the teaching card, four sections are considered for the teaching and evaluation of the literary text in English for the learners of terminal “A” level. In section one, there are two type of questions namely: A and B. In A, learners say if the statements are true or false after reading the text. Wh-Questions are visible in question B. As for the section two learners are to deal with linguistic competence in vocabulary and grammar. Section three regards communicative competence. The fourth section deals with the writing skill.

Key-words: Teaching, evaluation, text, learners, terminal level.

INTRODUCTION

In the secondary schools as well as universities, teachers of the English language resort to items of the English language to teach their learners. Teachers can resort to grammar, vocabulary, literary text, or dialogues so as to help their learners speak, listen, read, and write properly the English language. They succeed all the time in their different activities by using teaching strategies or didactic devices. The teaching and evaluation as activities in didactic vary according to the subject or discipline to be taught or evaluated. In fact, as for didactic, *Didactic Examples in Literature* (online) states: “The word didactic means instructive. Speaking, writing or showing someone how to do something is didactic”. The present article deals with the teaching of the literary text for terminal level on the one hand, and its evaluation on the other hand. Its objective is to show how the literary text is taught to learners of terminal level including its evaluation. Methodologically speaking, didacticism and linguistic approaches sound required for the achievement of this paper. Thus, the analysis of this article is based on reading comprehension including true or false statements after reading the text and Wh-Questions, linguistic competence in vocabulary and grammar, communicative competence, and the writing skill.

1. Teaching of the literary text: Terminal “A” level

The teaching of the literary text also requires pedagogical tools. The teacher can know a lot about the text that is something good. However, what matters is the way the teacher should teach the text to learners. In this regard, didactic dimension or teaching strategies including in the teaching card are of great help for the teacher to achieve his goal.

1.1 The Teaching Card

It is important to know that teachers succeed to accomplish their different teaching activities thanks to the teaching card. Considered as one of the pedagogical tools, the teaching card is used as a compass helping the teacher to conduct properly his teaching activity. The teaching card encompasses a well organization or plan of any lesson or subject to be taught. In this respect, the following sample of the teaching card is illustrative:

Level: Terminal "A"

Discipline: English

Subject: Reading Comprehension

Lesson Title: The Study of the Text (A case study of Violence against Children)

General objective: Expressing by writing and speaking

Specific Objective: Debating on a theme: Violence

Learning Objective: Reading and understanding a literary text

Teaching Card N°1

Date: Tuesday, December 20th 2022

Attendances: 45 Duration: 2 hours

Boys: 25 Girls: 20

Documentations: Anglais 1^{er} New on Target

-Oxford Guide to English Grammar (1994)

- Far Ahead Terminal Student's Book: Let's Go and Study English

Performing objective	Teaching strategies	Learning Activities	Evaluation	Timing	Observations
<p>By the end of this meeting, the pupils of Terminal should be able to understand violence, especially violence against children after debating and reading the text in the class.</p>	<p><u>Warming up</u> -Greeting learners, -Checking attendances -Asking and writing the date</p> <p><u>Pedagogical Contact</u> -Dealing with a text</p> <p><u>Previous Acquisitions</u> -Checking by asking questions related to a text such as: -What is a text? -What is your first impression when you have got a text? -How many types of texts do we have? -What is the study of the text? -What is reading comprehension?</p> <p><u>Day Lesson</u> presenting and writing the title of the lesson on the board</p> <p><u>Evaluation</u> Exercises will consist of reading comprehension, true or false statements, and detailed questions based on the text, vocabulary, grammar, multiple choice, conjugation, communication, and scrambled words, as well as the writing of a topic.</p>	<p>-Greeting learners Hello everyone! Hello sir! How are you this afternoon? Learners say: fine, thanks! And You? I am fine too, thank you! Have a seat!</p> <p>-Dealing with the register: Answering learners: missing/ away/ here I am -Observing the different types of a text -Defining a text and showing the different types of a text -Providing a text to learners to read one another -Listening to the pronunciation of keywords during the reading process -Asking the learners, what the text is about? -The text is about violence against Children. How many types of violence do we have? School, domestic violence, ... -seeking keywords in the text and finding synonyms and antonyms of some words. -Sharing viewpoints. -Making the text very clear in translating some sentences and words into French for the better understanding of everyone</p>	<p>The evaluation will include Writing (class work and homework)</p>	<p>2h</p>	

The Learner's page

Exercise: Grammar

a)-Use the present or the present continuous

- 1- In Congo, school (to open) on October 1st.
- 2- Look! Pupils (to fight) in the class.
- 3- He (to like) school?
- 4- School violence (to destroy) education now.

b)-Each sentence contains a mistake. Find it and correct

- 1- Linda and Dave doesn't like violence.
- 2- Why doesn't she watches Television programs?
- 3- Children is not following bad habits.
- 4- Pupils usually going to school by bus.

Exercise: Communicative competence

Complete the following conversation with the missing parts.

A: hello Jane!

B: Hello Jack!

A:1.....?

B: No, I don't like school violence.

A :2.....?

B: Because it destroys our education.

A:.....3.....?

B: School violence is any verbal, visual, or physical act to harm someone in schools.

A:.....4.....?

B: It often happens during the school year.

Exercise: Writing

Re-order the following scrambled words to get meaningful sentences.

- 1- act/ is/ any/ visual/ or/ physical/ someone/ schools/violence/verbal/ in/to harm
- 3- of/school /was/ a place/ studying/ has turned/ a place /violence/which/into/of
- 4- due/the/ violence/ schools/ is/ lack/to/ awareness/in/of
- 5- effect/ of/ drugs/the human / can serve/ as /a catalyst/ for /school violence/on/the/ body

Exercise: Writing

Topic: Violence is a phenomenon that our society often faces. In about 250 words, give a few solutions to eradicate it.

2. Evaluation of the Teaching for Terminal "A" Level

As it is required by the tradition, evaluation always comes after the teaching of something. It is only something taught that can be evaluated. Anyway, through evaluation, teachers can check if their objectives have been reached and accomplished. In this step, only learners are submitted to deal with some exercises related to the discipline or subject that they have been taught. In this way, the present sample as evaluation is related to the text taught and that is visible in the teaching card above illustrated. Thus, four sections are submitted to learners for the evaluation of the literary text for terminal A learners.

2.1 Section One: Reading Comprehension

It is a reading activity, consisting of a text and followed by two sets of questions (A and B). Here, teachers evaluate the learners' abilities in reading and understanding messages contained in a text. In this section, the learners are submitted to read the text and to find out some key information. So, the information of question A are used to answer True or False, and those of question B are detailed ones. It is requested to learners to read the text carefully

Exercise: Writing: Here are some scrambled sentences, rewrite them correctly

- 1- age /domestic/ from/can/ happen/ to/ anyone/ any/violence
- 2- not /only/the /also/women/hurts/but /it /affects /children/it
- 3- family/domestic/ affects/ children's /mental/ and / relationships/violence/physical
- 4- can/ occur/ parents/children/ to stop/ their/ from/try/ fighting/this/when

Exercise: Writing

Topic: Violence engenders several damages in schools. In about 250 words, say how to avoid it in schools.

Exercise: Vocabulary: Find out some synonyms of the following words:

- 1- War
- 2- Issue
- 3- To occur
- 4- To get rid of

Exercise: Answer the following questions:

- 1- Is it possible to eradicate school violence? Justify your answer
- 2- Is street the only place where children experience violence? Justify

before answering because people need the comprehension. In this respect, below is a helpful example:

Read the following text and answer the related questions

Text: Violence Against Children

The Convention on the right of the child, which was adopted by the United Nations in 1989, states that children have the right to be protected from all forms of violence. Today, 194 countries in the world are part of this convention. But a report published in 2014 by UNICEF, the United Nations Children's Fund, shows that a very high number of children all over the world still suffer from psychological or physical violence, in violation of their fundamental right to human dignity and physical integrity.

Violence against children exists everywhere; all children, without any distinction of nationality, culture, religion, or social status are exposed to it. It occurs at home, at school, or in the street, and can have devastating consequences on the children's future, on their ability to develop their full potential as human being and help improve the general well-being of their communities.

According to the report, based on large surveys conducted in 190 countries across the world, more than half of the children aged 2 to 14, are regularly subjected to corporal punishment by their

caregivers, and more than 1 in 3 students aged 13 to 15 experience acts of intimidation at school on a regular basis. Surveys also show that 1 in 10 girls under 20- about million- have been subjected to some form of sexual violence at least once in their life.

The report underlines that this violence and the dramatic consequences it has on the development are not inevitable. Governments, as well as civil society groups and individual citizens, should all work together to confront the issue and build up strategies to prevent and reduce violence against children. The first obstacle to social and political change is a lack of awareness of the gravity of the situation among all communities in the world. As it is pointed out in the report, 3 in 10 adults today believe that corporal punishment should be part of a child's education.

Developing awareness and promoting non-violent education practices are therefore essential in the process of protecting children's rights. Only when violence is no longer socially accepted or tolerated will social and political reforms have a chance to become effective in improving the situation for all children around the world.

From "Far Ahead Terminale Student's Book: Let's Go and Study English", p. 140

A/-True or false statements (2pts)

Say if the following statements are true or false.

- 1- The author is based on the United Nations report to prove that violence against children is a dream.
- 2- Only African countries are concerned by violence against children.
- 3- Most of the violence against children takes place in schools.
- 4- The author agrees with corporal punishment as part of education.

B/-Questions (4pts)

Answer the following questions

- 1- What is the view of UNICEF about violence against children?
- 2- Is school the only place where children experience violence? Justify.
- 3- How could children be protected against violence?
- 4- Show what the governments should do in order to prevent violence against children?

Answers on reading comprehension

A/True or false

- 1- False
- 2- False
- 3- True
- 4- True

B/-Answers

- 1- UNICEF (the United Nations Children's Fund), views that a very high number of children all over the world still suffer from psychological or physical violence, in violation of their fundamental right to human dignity and physical integrity.

- 2- No, school is not the only place where children experience violence, because according to the text, they experience violence at home, at school, or in the street.
- 3- Children could be protected against violence only when violence is no longer socially accepted or tolerated or when developing awareness and promoting non-violent education practice.
- 4- What the governments should do is to work together with civil society groups and individual citizens in order to confront the issue and build up strategies to prevent and reduce violence against children.

2.2 Section two: Linguistic Competence (6pts)

It is also called linguistic skills. Here, we evaluate the learners' abilities in both the domains of study: vocabulary and grammar. As far as vocabulary is concerned, it is said that the learners must have an advanced vocabulary in English because exercises related to vocabulary can be, finding the equivalent and the opposite of words (synonyms and antonyms) in the text and multiple choice of the meaning of words or again, matching up of words as it can be seen below:

-Match up the words in part A with their meaning in part B (2pts)

Part A	Part B
1- Attempt	a- Scare
2- Extremism	b- Murder
3- Terrorize	c- Suspect
4- Speculate	d- Ideology

-Answer

- 1- c
- 2- a
- 3- b
- 4- d

Concerning grammar, it is said that the learners must dominate English grammar because here, teachers evaluate the learners' abilities in grammar. So, exercises from grammar are divided into two parts (A and B). in part A, it can be exercises from conjugation, active and passive voice, direct and indirect speech, the tag questions, the comparatives, tense agreement, etc. In part B, it is very often four (4) sentences which contain each one mistake, and it is the learners' task to find it then to suggest a correction. Here, the learners should have a look upon the spelling of words, conjugation, the plural and singular of words, tense agreement, tag questions, etc. because the mistakes can be found from the aforementioned notions.

E.g. Each of the following sentences contains one mistake. Find it and then suggest a correction.

- 1- If I get my advanced level, I would study English at University.
- 2- This woman don't share my view on violence.
- 3- Ann and Laure doesn't think that violence is a pacific movement.
- 4- School plays an important role in our life, does it?

A/-Vocabulary (2pts)

Choose the correct letter a, b or c that best corresponds to the French translation of the given words from the text:

- 1- Surveys: a-Survies; b-enquêtes; c-surveillant
- 2- Caregivers: a-infirmiers; b-concierges; c-éducateurs
- 3- To confront : a-affronter; b-confronter; c-faire face à
- 4- Awareness: a-attention; b-avertissement; c-connaissance

B/-Grammar (4pts)

a)-Choose the correct verb tense between brackets according to the context (2pts)

- 1- Famers..... their cows progressively (milked/are milking).
- 2- Lennon fish for dinner the night before. (was eating/is eating)
- 3- My parents my new haircut. (are not liking/don't like)
- 4- Be quiet please! My father (sleeps/is sleeping)

b-Each sentence contains a mistake. Find it and correct (2pts)

- 1- Liz will not be tired if she takes a taxi.
- 2- If he knew that dad was working, he would called him before.
- 3- It never snows here, is it?
- 4- Let's cross the stream, do we?

Answers on section two: Linguistic Competence (6pts)

A/-Vocabulary: The best corresponding letter (2pts)

- 1- Surveys : b-enquêtes
- 2- Caregivers: a-infirmiers
- 3- To confront : b-confronter
- 4- Awareness: c-connaissance

B/-Grammar

a)-The correct verb tense according to the context (2pts)

- 1- Famers are milking their cows progressively.
- 2- Lennon was eating fish for dinner the night before.
- 3- My parents don't like my new haircut.
- 4- Be quiet, please! My father is sleeping.

b- Mistakes correction (2pts)

- 1- Liz won't be tired if she takes a taxi.
- 2- If he knew that dad was working, he would call him before.
- 3- It never snows here, isn't it?
- 4- Let's cross the stream, shall we?

2.3 Section three: Communicative competence (4pts)

In this section, teachers evaluate the learners' abilities in communication and the way they react from direct and indirect questions. So, exercises from communication may include small talks which people find answers and there are no questions. There are the gaps in which the learners should complete with the missing questions. Here, the learners should have skills in Yes or No questions and question-words (Wh-questions) in order to ask good questions. In other terms, exercises from communication can also be dialogues put in disorder in which learners should be able to arrange.

Complete the following conversation with the missing parts.

A: Yesterday, the principal of our high school insisted on our being disciplined.

B: Ours was rather aggressive in his speech.

A: Really?1.....?

B: He said that he would no longer tolerate the acts of intimidation.

A:2.....?

B: Yes, certain pupils in my school intimidate the others.

A:3.....?

B: Such acts can be qualified as school violence.

A:.....4.....?

B: In my opinion, school violence will never end.

Answers on communicative competence

A: Yesterday, the principal of our high school insisted on our being disciplined.

B: Ours was rather aggressive in his speech.

A: Really? What did he say?

B: He said that he would no longer tolerate the acts of intimidation.

A: Do pupils intimidate the others in your school?

B: Yes, certain pupils in my school intimidate the others.

A: How can you qualified such acts?

B: Such acts can be qualified as school violence.

A: What is your opinion about school violence?

B: In my opinion, school violence will never end.

2.4 Section four: Writing

It is a writing activity. Here, teachers simply evaluate the learners' skills in writing. So, in writing, they may have exercises such as: scrambled sentences, a letter, prompts, and a topic (which deals with one of the social problems that learners should develop by means of arguments and illustrations).

As an example:

Topic: In about 200 or 250 words, show that violence has negative impacts on children.

Answer on section four:

The main concern of this topic is to talk about violence against children. In so doing, it can be noticed that children experience violence at home, at school, or in the street. So, in the following lines, we are going to show the negative impacts of violence on children.

Violence has been defined by Khemthong and Chutipongdech (2021:12) as "actions that are intended to harm people or are likely to cause damage." In this connection, violence against children includes all forms of violence against people under 18 years old, whether perpetrated by parents or other caregivers, peers, romantic partners, or strangers. In this respect, violence not only hurts the children, but it also affects children. In this way, it creates insecurity for them. For instance, the impacts of domestic violence on children are still being ignored. According to Khemthong and Chutipongdech (2021:12-13), "during domestic violence, some children confront problems they have not caused, and situations they cannot avoid or find a way out from can make them feel overwhelmed and uncomfortable."

Apart from that, violence poses serious consequences to the health and well-being of children and young people. Studies have linked

violence to a host of physical and mental health problems, including impaired social, emotional, and cognitive development. For children and teenagers, exposure to violence may result in injuries and ill-health across their lives, including mental health problems, or lead them to adopt high-risk behaviours such as smoking, alcohol and drug abuse, and unsafe sex. In short, violence results in pain and suffering of the children in the society.

To sum up, it is obvious to say that violence has serious consequences on children. So, it affects children's physical, psychological, relationships, and education. In our view, governments, as well as civil society groups and individual citizens, should all work together to confront the issue and build up strategies to prevent and reduce violence against children.

Conclusion

At the end of this study, the reader can retain that, the teaching card is considered as one of the very important pedagogical tools for the teaching and the evaluation of a literary text. Teachers are facilitated by the teaching card to conduct surely their different teaching activities. It is also revealed that the teaching card encompasses a well organization or plan of any activity of the day. Reading comprehension in section one consists of a text. It helps teachers evaluate the learners' abilities in reading and understanding messages contained in a text. In this section, the learners are submitted to read the text and to find out some key information.

Linguistic competence in section two helps teachers evaluate the learners' abilities in both the domains of study: vocabulary and grammar. Here, the learners should have a look upon the spelling of words, conjugation, the plural and singular of words, tense agreement, tag questions, etc. because the mistakes can be found from the aforementioned notions. It also results that, communicative competence in section three reveals that teachers evaluate the learners' abilities in communication and the way they react from direct and indirect questions.

As for writing activity in section four as the last one, results that, teachers simply evaluate the learners' skills in writing. So, teachers provide learners with one of the social problems that learners should develop by means of arguments and illustrations.

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