Motivating Literacy and Literary Skills in Students for Remediation: An Innovative and Foregrounding Approach

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Abstract

Purpose: Innovative And Foregrounding Approach to Motivating Literacy and Literary Skills (IFAMLSIS) provides a summary of the writer's foreground approach to motivating students on the core aspects of reading, writing and literary skills spectacled from an innovative skills program. The module, an action research, was developed as part of remediation program for students who lacked the proficiency in English language in the Department of English of the Federal College of Education Kano, Nigeria. The focus of this review is on the fundamental components of reading, writing, and literary abilities as seen through the lens of a novel Foregrounding Approach. It has been developed with purposeful activities that are meant to ground students in the skill of reading and enjoying literary texts, which in turn, are imagined, would change them into competent writers.

Methodology: The module's operation is based on the collaborative "Think-Pair-Share" model, which allows students to work or navigate through assignments independently at first, then in pairs, groups, or as a class, as well as share ideas and cooperate on tasks and projects.

Findings: The researcher reveals the several modules created for remediation for students with deficiencies in English language. Each part includes thorough explanations and summaries of the contents of each unit. Also included are suggestions for the implementation of the program as well as its advantages, particularly for ESL students.

Contribution to theory: Although the module's implementation is still in development, it is anticipated that the results will be favorable. The module will be improved using the results of its pilot testing. The government, the commercial sector, and other stakeholders in higher education are urged to contribute financially to the publication, mass manufacturing, and distribution of the module throughout Nigerian colleges of education and elsewhere.

Keywords: *Reading skills, writing skills, literary skills, IFAMLSIS, FAMS, ESL.*

Introduction

Foregrounding Approach to Language Learning is designed to instill in students full grounding on reading skills and literary appreciation to enable them establish its impact on their writing skills foregrounding approach (Newell et al., 2014). Therefore, the module's goal is to provide both strong and weak students with opportunity to strengthen their communication skills by reading, writing, and discussion of literature and the linguistic and literary elements that make it possible for them to do so (Hall, 2005). The main aim of IFAMLSIS is to remedy students' language deficiencies and improve their proficiency; as a result, well-developed activities with a focus on meaning, such as language games, literary appreciation, and other interactive activities presented in a fun manner, have been implemented (Wiese & Garcia, 1998).

It has been noted that Nigerian students learning English as a Second Language find it difficult to express themselves clearly in the target language (English), despite the fact that it is used as a medium of instruction and that it is taught as a subject during their learning time. This is the case even if English is being taught as a subject. This reduction in performance in English language has been created by a lack of specialised information, skills, and attitude to handle the teaching and learning of the troublesome areas for learners in the language. This lack of knowledge, skills, and attitude has led to this decline in performance. As a result, IFAMLSIS is a remedial model that was established to groom students to meet up with their demands in the language through self-study and interactive activities that are centred on relevant reading, literary, and writing tasks (Risager, 2007).

IFAMLSIS's main aim is to design user-friendly linguistic instruction materials with the purpose of boosting students' reading and writing abilities in order to improve their proficiency in the linguistic abilities necessary for remediation. IFAMLSIS seeks to accomplish the following objectives: to foster reading skills, to foster writing abilities, to develop critical thinking skills, and to foster an appreciation for literary texts.

Literature Review

The Foregrounding Approach to Motivating Students (FAMS)

The Foregrounding Approach to Motivating Students (FAMS) is a linguistic technique that tries to direct the attention of learners to particular language features as a way of shifting the focus from "what is said" to "how is said." This is accomplished by changing from "what is said" to "how is said" (Moje, 2008). It is made of devised strategies that combine reading for a variety of purposes, with the goal of improving the students' writing abilities and fostering a love of literature among the student body. One further justification for this is that we want to use enjoyable activities as a means of fostering both good communication and critical thinking. On the whole, it is thought that this will, in the long term, foster students' confidence in their ability to contribute enormous ideas to the academic community (Saleh, 2019).

The Structure of the Module

The structure of the Foregrounding Approach to Motivating Students (FAMS) module is composed of three or four pillars, and within each of these, the learning outcome, major body, activities, and tasks are broken down. The fundamental structure of the module consists of the learning outcome, the main body, the activities, and the tasks. Reading ability, writing ability, and an appreciation of literature are the specific skill areas that are covered in the IFAMLSIS module.

Reading Skill

Reading is a vital skill that gives one the abilities to comprehend, interpret and respond to written communication. It stimulates ones imagination and activates his critical mind to effectively analyze information and strengthen the mental faculty of the reader (Grellet & Francoise, 1981). This module tends towards encouraging self-regulated strategy so as to justify the findings of Robinson-Madden (2021), which revealed that teaching reading strategies, and guiding students towards self-regulated learning strategies are a promising approach to fostering reading comprehension. In a related development, Teng and Zhang (2018) revealed that English majors' proved that self- regulation accounted for 53%, while critical thinking 28% of their language achievement respectively. Contents have themes on self-regulatory activities like: Think-pair-share consist activities which are expected to generate in this unit the desire to get information, send messages, record knowledge and develop ideas, which will help to develop the skills required in reading for the ESL students (Khalifa, 2017).

Writing Skill

Writing is a process of expressing ones thoughts or ideas in a written form. It enables an individual to interact with the outside world, extend his contributions and even change the world through writing (Zamel, 1982). In this module, writing activities are meaningfully, and amusingly created through self-regulated instructions to stimulate the students' interests and enhance their proficiency in writing. The module has also structured the instructional environment and interactions to motivate students to persistently practice writing for different purposes in a self-regulatory manner. Activities are designed in such a way that encourage the students to rub minds and help one another in a collaborative manner, thereby planning, drafting and revising writing activities using self-assessment and providing feedback on their tasks (West, 2011).

Literary Skills

The module also developed integrated strategy that enables students to use similar knowledge and cognitive processes to engage in both reading and writing tasks through appreciation of literary texts (Kennedy, 2006). This is to develop the students' awareness about language, retrieval of text forms and the meaning and application to real-world writing exercises. Therefore, the module creates various activities that will enhance the students' proficiency for different purposes by giving them effective practice on self-expression, persuasion, effective communication, reflective thinking in the course of reading literary texts (Hyland, 2015). These collections of activities that graduate from reading, writing to literary appreciation provide more opportunities for students to practice the skills and sustain their motivation (Geisler, 2013). There are texts on self-expression, persuasion, reflective thinking extracted from literary texts. Activities created that will enhance students' proficiency for different purposes for practice are on self-expression, persuasion, effective communication, reflective thinking in the course of reading literary tasks (Hobbs & Frost, 2003).

Definition of Key Terms

English as a Second Language (ESL): The use of English as a second language by speakers of different native languages.

Innovative Foregrounding Approach Motivating Literacy and Literary Skills in Students (IFAMLSIS): Remediation program for students with deficiencies in English language.

Reading Skills: The ability to read, grasp, interpret, and decode written language and texts. Reading is the ability to understand and respond to written communications such as emails, text messages, letters, and other written messages.

Literary Skills: Literary appreciation entails reading, comprehending, and evaluating a literary work's theme, style, use of figurative and non-figurative language, and other features. In one-way or another, we are all critics.

Writing Skills: All knowledge and talents linked to expressing thoughts through the written word are included in writing skills. Knowing when different kinds of writing are acceptable for different contexts and being able to develop an appropriate tone over text are two crucial writing abilities that everyone may employ at work.

Main Body

The Foregrounding Approach to Motivating Students (FAMS) module's primary content may be found in the following section. Reading, writing, and the study of literature are the three primary components that make up this course. The following topics are discussed in each unit:

1. Learning Outcomes

The descriptions of the knowledge, abilities, and attitudes that students are anticipated to have attained by the end of a lesson are known as learning outcomes (Supena et al., 2021). The learning outcomes serve as a compass for learning and instruction, pointing in the right direction and providing feedback, direction, and advice. After the completion of a unit, these are the types of evaluation systems that give students the opportunity to measure their performance. They also act as a source of motivation for academic pursuits (Liu et al., 2018).

2. Activities

These are activities that are planned with the goal of promoting and easing the process of learning. The activities in the FAMS programme are intended to foster learning through hands-on experience, conceptual thought, and critical discussion. The majority of the events are geared toward the participants, who are the students. The role of the instructor is that of a facilitator for the learning process. Activities that serve as practise, activities that serve as further practise, and especially language games are all included in the overall set of learning activities. The objective of the first activity in each FAMS unit, such as activities 3.1 and 3.2 is to lay the conceptual groundwork for the subsequent practice activities. The subsequent practice activities which are designed to teach students how to accomplish specific tasks. In other words, they provide pupils with a context in which to understand the abilities that they are going to study in the future.

These discussions are expected to begin with the facilitator offering some questions to the students that will get them thinking and will encourage broad participation from the entire class. An example from the module is as follows:

Activity 3.1: Learning about Reading Skills

a. **Concept of Reading, Reading skills, Importance and Problems**

i. The idea of reading, including its meaning and many forms, as well as its significance in the acquisition of language should be reviewed by the students after a 15-minute lecture delivered by the instructor or model. Permit the kids to take notes on the discussion. The activities that are described above are the only ones that are not student-centered; the rest of

the activities in this section are designed to give students opportunities to engage and communicate with one another, as will be seen in the following paragraphs.

1. Activity: Practice Word Reading: reading skills can be improved by engaging pupils in challenging tasks that provide them with extensive practise, such as the following examples:

a. **Picture Puzzles**

  i. Look at the puzzle below. Work in pairs

 ii. March the pictures with equivalent / corresponding names.

iii. Write the correct number under each name

iv. Compare your work and share ideas.

2. Further Practice Activities and Games

This area contains additional activities, most notably language-based games, to assist in the consolidation of previously gained knowledge. In the classroom, students can choose to participate in some exercises and games on their own, with a partner, or with the entire class. The following are some other examples of practise exercises and games that may be found within the module: Additional practice with longer pieces of text.

   a. Reading for Comprehension

   i.   Read the following questions silently

   ✓ What are the two main events described in the passage?

   ✓ Why did the residents not co-operate with the police in the second incident?

   ✓ What is the basic difference between the approach adopted by the police and that taken by the social welfare officers?

   ✓ What factor in Mrs. Nkechi Adeola's life drew her close to the baby?

   ✓ What was her plan for the baby?

   ii. Read silently in pairs or groups.

  iii. Discuss the passage in pairs, clusters or group to identify the main ideas, writer's purpose, mood, attitude to subject and implications, etc.

b. Language Games: Word Puzzles

Procedures:

i. Look at the puzzle below. Read out the words provided for completing the puzzles.

Instruction: Read through the word search and find the plurals of these words.

Ostrich Man Hippopotamus Mouse Woman Church Tooth Box Person Lady													
c	J	e	U	q	t	p	i	w	w	c	E	T	o
p	M	v	M	b	b	e	l	l	o	h	S	E	p
h	I	p	P	o	p	o	t	a	m	u	S	E	s
f	C	m	P	x	r	p	c	d	e	r	Y	T	q
m	E	n	E	e	t	l	v	i	n	c	P	h	s
j	K	t	C	s	n	e	y	e	w	h	O	R	U
d	B	d	O	s	t	r	i	c	h	e	S	V	A
h	L	a	D	i	e	s	y	z	t	s	W	b	T

Source: Premier English 3

ii. Complete the first line using an appropriate word. Read out the word to your partner.

iii. Compare yours with that of your partner and share ideas.

iv. Complete the rest of the puzzle independently. Read your answers to your partners.

v. Compare your work and share ideas to help complete the puzzles.

4. Use of the Blending Learning Delivery Mode

The FAMS module was designed from the ground up to incorporate blended learning into its instructional structure. In the beginning, it was connected with business training, but later on, it was used in higher education, and more recently, it was applied in English Language Teaching (ELT). Traditional face-to-face and technologically mediated modes of instructional delivery types (such as the internet; offline and online learning, live and collaborative learning, interactive whiteboards, and language laboratories) in a single teaching and learning environment are the two modes of instructional delivery types that scholars and researchers have defined it as: a learning programme that amalgamates, integrates, and combines the two modes of instructional delivery types (Aborisade, 2013). This way of delivering instruction is incorporated inside this curriculum. For instance, the first activity of each of the three units that make up the FAMS module requires the use of the time-honored method of face-to-face lecturing in order to review some concepts pertaining to reading skills. On the other hand, the second activity and all subsequent units make use of interactive and collaborative mediated instruction delivery. Reading and writing assignments can be found on YouTube at http://www.coreevolve.com, and the majority of the online

materials can be found on YouTube. You can practise on your own time by contacting TakeIELTS@BritishCouncil.org. "How to Tell Stories That Are Interesting"

5. Task Assessment

This is an essential part of the FAMS module that has to be addressed. It enables the facilitator as well as the students to monitor each other's progression as they work through the various assignments. At the conclusion of each task unit, students are given a test to aid in the consolidation of the information that they have gained (McDonough & Chaikitmongkol, 2007).

The Teacher as a Facilitator

The role of a teacher in FAMS is comparable to that of a facilitator. He is in charge of organising the class, as well as initiating, guiding, monitoring, overseeing, and evaluating the activities that take place during each session. This indicates that the learning outcomes, as well as the activities that the students will participate in, have been clearly defined and specified for each of the skill areas. Within the context of this unit, the role of the instructor is that of a facilitator (Bell et al., 2010).

The Students as Active Participants

Students are expected to participate in a meaningful way throughout the FAMS programme. As members of the class, they take part in the activities, complete the numerous reading and writing assignments, and play the games in small groups, in pairs, and/or by themselves while going through the module as a whole (AbuSeileek, 2012).

Facilitating Effective Reading, Writing and Literary Appreciation using the FAMS Module

The FAMS module was developed with the primary intention of providing students with a remedial programme to increase their reading, writing, and literary appreciation skills (Walker & Shinn, 2002). As a direct consequence of this, its content is not constrained to a single topic. FAMS is an easy-to-use, flexible, and student-friendly software that may be utilised by any student interested in improving their reading, writing, and literary appreciation skills. This is irrespective of the academic programme that the student is currently enrolled in (Paul & Norbury, 2012). Despite its ease of use, adaptability, and versatility, students will need some instruction before they can use this module as a self-study kit. This is necessary so that they can understand how the module functions (Masie, 1995).

It is strongly suggested that the FAMS training focus largely on the students and be based on activities if the benefits of the programme are to be realised to their full potential (Ang et al., 2021). It is the responsibility of the teachers to merely guide the students through the various exercises and topics. Students should be able to navigate the module without any difficulty or friction in order to foster autonomy and promote self-discovery as learning outcomes (Marzano, 2005). Students are encouraged to do exercises in a participative manner as they go through the different components of the module (Guilloteaux & Dörnyei, 2008). These exercises may be completed in pairs, groups, or by the entire class.

To successfully increase students' reading, writing, and literary skills with this module, a small or medium-sized class will be necessary. This will make it possible for them to perform to the best of their abilities (Marulanda Ángel & Martínez García, 2017). The utilisation of large classrooms that are frequently overcrowded will not produce the desired outcome. In classrooms that are too crowded for comfortable learning, it is strongly suggested that the

instructor or facilitator divide the students into more manageable groups. Each size requires its own unique regimen of autonomous training (Pianta, 2013).

Throughout the entirety of the training for reading, writing, and appreciation of literature, the language laboratory ought to be utilised to the absolute maximum extent possible (Patel & Jain, 2008). By utilising the digital language laboratory, students are able to participate in blended learning. Students are able to move fluidly from one activity to another, such as from an online activity to a traditional one. They can, for instance, go online to read a YouTube tale and written video recordings, in addition to real-time live streaming, and then go offline to use the information that they got to provide answers to queries. Students are required to go online in real time in order to use or download the materials for the various reading and writing activities that have been modified from online IELTS and other resources found on You Tube (Liu & Pei, 2021). These activities have been adapted both for reading and writing. The facilitator should therefore make sure that all materials are properly downloaded and sent to students' Android phones in advance. The facilitator should direct the students to those materials if they are only available in "real time" online, with help from the information and communication technology (ICT) staff of the language lab (Rodinadze & Zarbazoia, 2012).

The FAMS training programme is an activity-based module, as was mentioned earlier. Students must participate in language activities and games in the classroom, whether in pairs, groups, or as a whole class. The activities and games not only make learning easier and more effective but also inspire participants and pique their curiosity (Tan & Tan, 2020).

The Advantage of Utilizing the FAMS Module

The Foreground Approach to Motivating Students (FAMS) module will assist students in overcoming their anxieties over the process of acquiring English language skills, which will result in an increase in the students' levels of self-assurance. As part of the programme, they will also have the opportunity to practise reading and writing skills with native language models (Hinkel, 2011).

The Future of FAMS:

This overview was written when work on implementing the FAMS module was still in progress. During the school year 2021-2022, a trial run of a programme got underway. Students who have recently been accepted into the NCE 100 Level programme at the School of Languages, Federal College of Education, Kano will make up the target demographic. Approximately two hundred students will be chosen at random from this demographic in order to undergo training in batches over the course of one academic semester. The training will enable the module's developers to evaluate the module's goals and objectives (Janicki & Liegle, 2001).

Students currently enrolled in the NCE 100 Level programme were selected for the purposes of monitoring and evaluation. It will be much simpler to track and evaluate their success as they proceed through their studies and move from one Level to the next as "freshmen" in a three-year NCE programme. This will occur as they move from one Level to the next. In addition, it is hoped that the FAMS training will provide first-year students a head start and the opportunity to improve their academic endeavors early on, so placing them on the "right footing" for the rest of their academic careers.

Conclusion

The Foreground Approach to Motivating Students, also known as FAMS, is an independent study programme that was developed for students that required assistance. The purpose of the

module is to provide students with support as they work toward the development and improvement of their reading, writing, and appreciation of literature skills. User-friendliness, adaptability, and a focus on the needs of students are hallmarks of FAMS. It is appropriate for all kids, despite the academic programme that they may be enrolled in.

Recommendation

The government, the commercial sector, and other stakeholders in higher education are urged to contribute financial resources to the publication, mass manufacturing, and distribution of the module in all colleges of education in Nigeria and elsewhere.

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