

INTERDISCIPLINARY PERSPECTIVES ON TEACHING IN HIGHER EDUCATION: FOSTERING CRITICAL READING STRATEGIES ACROSS CULTURAL LITERARY CONTEXTS

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Abstract: In higher education, fostering critical reading strategies across cultural literary contexts presents a formidable challenge. As educational paradigms shift towards interdisciplinary approaches, educators must grapple with the complex interplay of diverse cultural perspectives within the realm of literary analysis. This paper explores the significance of interdisciplinary perspectives in teaching critical reading skills, particularly in navigating the rich tapestry of cultural literary contexts. Drawing upon insights from various disciplines such as literature, cultural studies, and education, it examines strategies for effectively integrating diverse texts and methodologies into the curriculum. Furthermore, it addresses the challenges inherent in engaging students with interdisciplinary teaching strategies and offers recommendations for enhancing pedagogical practices. By embracing interdisciplinary approaches, educators can cultivate a more nuanced understanding of literature across cultural boundaries and empower students to critically engage with texts in an increasingly globalized world.

Keywords: Fostering, literature, critical, reading, strategies

PERSPECTIVES INTERDISCIPLINAIRES SUR L'ENSEIGNEMENT DANS L'ENSEIGNEMENT SUPERIEUR : FAVORISER LES STRATEGIES DE LECTURE CRITIQUE A TRAVERS LES CONTEXTES LITTERAIRES CULTURELS

Résumé: Dans l'enseignement supérieur, favoriser les stratégies de lecture critique à travers des contextes littéraires culturels représente un défi de taille. Alors que les paradigmes éducatifs évoluent vers des approches interdisciplinaires, les éducateurs doivent composer avec l'interaction complexe des perspectives culturelles diverses dans le domaine de l'analyse littéraire. Cet article explore la signification des perspectives interdisciplinaires dans l'enseignement des compétences de lecture critique, en particulier dans la navigation de la riche diversité des contextes littéraires culturels. En s'appuyant sur des idées provenant de diverses disciplines telles que la littérature, les études culturelles et l'éducation, il examine les stratégies pour intégrer efficacement des textes et des méthodologies diversifiés dans le curriculum. De plus, il aborde les défis inhérents à l'engagement des étudiants avec des stratégies d'enseignement interdisciplinaires et propose des recommandations pour améliorer les pratiques pédagogiques. En adoptant des approches interdisciplinaires, les éducateurs peuvent cultiver une compréhension plus nuancée de la littérature à travers les frontières culturelles et permettre aux étudiants de s'engager de manière critique avec les textes dans un monde de plus en plus globalisé.

Mots-clés : Promotion, littérature, critique, lecture, stratégies

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Introduction

When fresh tertiary students are first introduced to credits of literature reading and writing, the majority feel scared because they are not taught about the best reading strategies; hence for teachers these students are condemned—they will never know how to read or how to produce literary works. But, studies have shown that these neglected students can do better if they are encouraged. Students who receive praise for their efforts are more likely to develop a growth mindset (Dweck, 2006:101). Bandura (1997) proposed, in his social cognitive theory, that individuals are motivated by the belief that they can succeed, and encouragement can help instill this belief in neglected students. Similarly, Hattie (2012) found that teacher encouragement has a significant effect on student achievement. The researchers have experienced with such classes and have witnessed that most of the students wanted to learn through teachers' demonstration, they wanted to see and know how to read and write poetically if they are given chances to. In this respect, the researchers, through this paper writing, want to depict reflections about the different learners' aspirations to pinpoint the weaknesses. In this study, we aim to explore the effectiveness of interdisciplinary teaching approaches in enriching critical reading strategies within various cultural literary contexts prevalent in higher education. We seek to investigate the viewpoints and experiences of both educators and students concerning the integration of interdisciplinary methods for teaching critical reading skills. Additionally, we endeavour to identify and analyse the challenges and barriers encountered in implementing interdisciplinary teaching strategies geared towards enhancing critical reading skills. Finally, we aspire to offer practical recommendations aimed at advancing and refining interdisciplinary teaching practices in higher education settings. In terms of hypothesis and research questions, the introduction could be formulated as follows: Our *hypothesis* posits that the integration of interdisciplinary teaching methods will yield a positive impact on students' critical reading skills across a spectrum of cultural literary contexts prevalent in higher education. This study endeavours to address the following *research questions*: How do interdisciplinary teaching approaches influence students' critical reading skills within the diverse landscape of cultural literary contexts? What are the perceptions and experiences of educators regarding the effectiveness of interdisciplinary methods in imparting critical reading skills? What challenges and obstacles do educators encounter when implementing interdisciplinary teaching strategies aimed at nurturing critical reading across various cultural literary contexts? What recommendations can be proposed to advance interdisciplinary teaching practices and facilitate the cultivation of critical reading skills within higher education institutions?

1.Literature Review

Literary studies presuppose that students are equipped not only with adequate literacy or reading skills but also the ability to interpret what is read, for as Burke described it, reading without reflecting is like eating without digesting (Think exist)(Burke). Proficient readers are those students who can recognize the purpose for reading and monitor their comprehension of and response to the literary text. Support for this tenet is provided by Isenberg (1990) who considers the reading of a literary text as a form of information processing which considers the thought processes involved in the understanding of the literary text are primordial. Literature can "expose students to a wide variety of styles and genres" (Fitzgerald, 1993: 643) [3]. It is in literature that the resources of the language are students need to know the specialized language of literary texts, get familiar with versification, symbolism, structure and forms of poetry to develop later on into poetry writers

(Sage, 1987). The teaching of reading is necessarily the teaching of writing. Just as reading provides 'comprehensible input' for writing, writing can contribute comprehensible input for reading" (Zamel, 1992:480) [5].

2. Methods

The most casual method targeted in this study is qualitative method classroom investigation based on open questions with the intention to listen to both teachers' and students' perceptions about the impact of using multidisciplinary approaches in critical reading when analyzing pieces of literature. The researchers' intention through this study is to collect the teachers' and the students' perceptions about their experience with multidisciplinary issues with regard to critical reading and literary writing. Surveys: the researchers administered questionnaires to both teachers and students to gather data on their perceptions, experiences, and challenges related to interdisciplinary teaching and critical reading skills. Researchers collected data from questionnaires and literature review and analyzed the survey responses qualitatively.

3. Results

Results of the Students/Teachers' Questionnaires

This is the result of three selected question answers from both teachers and students' questionnaires on the integration of interdisciplinary methods in critical reading.

Questionnaire for Teachers: tables 1,2,3.

Table.1: first question of the survey.

1.How do you integrate interdisciplinary methods in teaching critical reading skills?	N/06	Percent
a. by designing lesson plans that incorporate literature with historical events, scientific discoveries, and sociocultural contexts.	04	66.67
b. By selecting texts that prompt discussions on themes relevant to various disciplines, such as morality, ethics, and societal norms and daily life	05	83.33
c. In my classes, I often use multimedia resources like documentaries and visual art to supplement literary texts	03	50

Table.2: Second question of the survey.

2.What benefits do you perceive in using interdisciplinary approaches for teaching critical reading across cultural literary contexts?	N/06	Percent
a: They enrich students' understanding of literature within broader historical, cultural, and sociopolitical frameworks.	04	66.67
b Through interdisciplinary methods, students develop critical thinking skills as they analyze texts from different perspectives	05	83.33
c:Using interdisciplinary approaches fosters a more inclusive learning environment where diverse voices and viewpoints are valued, promoting cultural awareness and empathy.	03	50

Table.3: Third question of the survey.

3.What challenges have you encountered while implementing interdisciplinary teaching strategies for fostering critical reading skills?	N/06	Percent
a: One challenge is ensuring that interdisciplinary content aligns with literary texts	04	66.67
b: Coordinating with colleagues from other departments to develop interdisciplinary materials can be challenging due to differing schedules and priorities.	03	50
c: Finding interdisciplinary resources that are accessible and relevant to students from diverse cultural backgrounds can be a hurdle, requiring extensive research and adaptation.	05	83.33

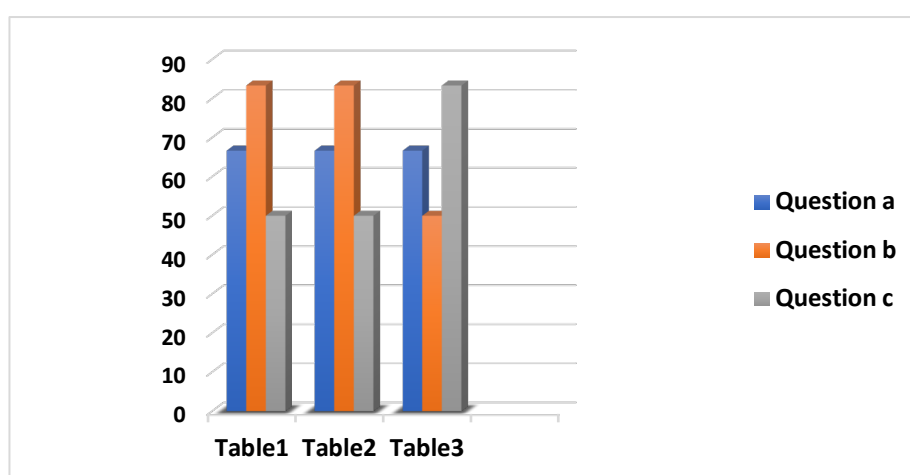


Fig 1. Teachers' Survey: Answers distribution in percentage.

Questionnaire for Students: tables 4,5,6.

Table.4: first question of the survey.

1.How do interdisciplinary teaching methods contribute to your understanding of critical reading across different cultural literary contexts?	N/25	Percent
a. Interdisciplinary methods help me see literature as interconnected with history, sociology, and other disciplines, enriching my understanding of cultural contexts and diverse perspectives.	23	92
b. By integrating multiple disciplines, interdisciplinary teaching methods challenge me to think critically about the complexities of literary texts	22	88
c Interdisciplinary approaches expose me to diverse viewpoints and interpretations, broadening my perspective on literature and cultural diversity.	21	84

Table.2: second question of the survey.

2.Do you find interdisciplinary approaches helpful in developing your critical reading skills? Why or why not?	N/25	Percent
a: "Yes, interdisciplinary approaches are beneficial because they encourage me to analyze literature from different angles,	22	88
b. Yes, interdisciplinary approaches are extremely helpful in developing critical reading skills.	23	92
c. By drawing from multiple fields of study, one gains a broader perspective and deeper understanding of the subject matter.	21	84

Table.3: Third question of the survey.

3.What challenges, if any, do you face in engaging with interdisciplinary teaching strategies for critical reading?	N/25	Percent
a. One challenge in engaging with interdisciplinary teaching strategies for critical reading is the potential for information	19	76
b. With diverse perspectives and approaches from various disciplines, students may struggle to synthesize and integrate the different viewpoints effectively.	19	76
c. navigating the terminology and methodologies of multiple fields may require additional support and guidance.	21	84

4. Discussion of Tables

4.1 Comments on Table 1,2,3: Questionnaire for Teachers

The integration of interdisciplinary approaches is highly important in developing learners' critical reading skills when facing literary texts, both for teachers and students. What is deduced from the tables is that Interdisciplinary approaches allow teachers to provide a richer understanding of literary texts included in their lesson plans by drawing on insights from various fields such as history, psychology, sociology, etc. This helps teachers provide context and depth to the material they select and teach through the use of multi-media. Integrating different disciplines can make the subject matter more engaging for students. Teachers can foster holistic development in students, encouraging them to think critically, make connections across disciplines, and develop a broader worldview. However, teachers faced resource and time Constraints and professional development needs as coordination with colleagues.

4.2 Comments on Table 4,5,6: Questionnaire for Students

In synthesis to what students claimed, interdisciplinary approaches can help them gain a deeper understanding of literary texts by exploring different perspectives and contexts. Students could see the relevance of literary texts to their own lives and the world around them. Students started to think critically, make connections between different disciplines, and evaluate information from various sources. This helps develop their critical reading skills and prepares them for academic and real-world challenges. However, they faced some

challenges-Complexity of the material used and the lack of prior knowledge in those areas and resistance to interdisciplinary approaches

4.3 Discussion of literature and classroom critical reading strategies implementation

Research indicates that teaching learners' strategies for focusing on text structure enhances students' comprehension and improves their recall of information presented in text (Taylor and Beach, 1984; Berkowitz, 1986; Wilkinson, 1999). Indeed, the researcher joins his voice to Taylor and Beach in that if students understand well how a text functions, comprehension will be better gained. Teachers need to show to learners the different reading strategies they can employ when facing a text or a poem. A classroom demonstration to various poetry models will help learners discover the way they should approach poems in their future analysis and interpretation. But what are some specific strategies that teachers can use to help students improve their reading comprehension skills? The teacher suggests the following elements he used in the classroom. The teacher taught students to read texts closely, paying attention to details such as language use, structure, and themes. To use textual analysis to literary texts for finding about the plot, characterization, symbolism, and imagery; the teacher provides students with guiding questions or prompts to help them annotate the text as they read to note important passages and ideas. A good use of graphic organizers or charts to help students visually organize their analysis of the text is also done. The teacher gave a model before he set learners to work. The teacher also used and recommended the use of prediction and inferring to be able to share in discussions giving evidences from the text. Besides, the teacher gave examples on how to summarize a text, focussing on the most important information and the new vocabulary words encountered in the text and how to paraphrase to convey the main points. The teacher iterates the importance of students' making connections with their prior knowledge and the new text, using Socrates Questioning before, during, and after reading to deepen their understanding of the text. As the teacher could not scaffold everybody, he recommends the class to work collaboratively with peers. When learners are able to identify, recognize and implement the various strategies they will certainly form a global sound view of how poetry verses hold together in terms of unity of theme, imagery, and structure. Hence, learners will venture reading and writing and in composing poetry, they make mistakes and need someone to help them, guide them and correct them because they are just fresh beginners who do not know how to read and write. In this respect the role of the teacher proves imminent in scaffolding and in giving the chance to everyone to show his reading skills.

Throughout the results gained from both questionnaires, the integration of interdisciplinary teaching proved positive for both teachers and learners. Teachers gave models in the class and learners succeeded to profit from examples in consolidating their knowledge about critical reading and critical writing. Students who were slow and scared could participate through collaborative peer working. They could read literary pieces of poetry. Hence, the advanced hypothesis was met and fulfilled in terms of use of diverse cultural literary contexts and their impact on students' critical reading.(see tables 4,5,6) In conclusion, while there are challenges associated with integrating interdisciplinary approaches into teaching critical reading skills for both teachers and students, the benefits far outweigh the drawbacks as expressed through their responses. Through two classroom implemented sessions and from teacher's experience with teaching writing and reading, he confessed when he started reciting and reading aloud of many short poems, giving a freelance to his thoughts and let them flow one after the other in a not necessarily ordered

way. Hence, he read and paused adding some more romantic descriptions to enrich student's imaginative repertoire and create in them a sense of curiosity. He just talked and students were listening and in a funny way he recollected to their minds how the stories in the poems link and relate to each other in a way that looked very well structured. As he went on telling and recounting the whole themes, he created a kind of pleasure within students' minds, so he inspired them and incited them to do some readings then started writing something in the same trend.

4.4. Recommended teaching and Reading Strategies

As teachers need some guidance on how to teach reading strategies effectively in a classroom setting, the author presents some strategies that he used to help those teachers implement with their students. The researchers firmly believe in the potential of learners and the role of a good teacher in facilitating their growth. Rather than stifling initiatives, educators should work harder to foster an environment where individual endeavours can flourish and evolve into positive habits. This involves understanding students' strengths and weaknesses in reading in the classroom or as extensive reading, providing diverse texts tailored to different reading levels, and supporting the application of reading strategies through practice and feedback benefitting from any positive remedial work. Additionally, nurturing vocabulary, recalling prior knowledge, as well as cultivating a love and passion for reading through access to engaging relevant texts, are essential components of effective teaching. Hence, with the right guidance and encouragement, there are endless possibilities for learners to help themselves discover new horizons in their reading journey. In sum, for self-gratification purposes, a sound teacher is the one who does not deprive his learners from practising and benefiting from his experience. So, in every reciprocal state, learners need to know how to read and become strategic readers. And as the process of reading is acquired and not innate, teachers have to show their learners the way to good and fine reading.

Conclusion

In a nutshell, teachers need to show and enforce learners' reading critical strategies to fit for any reading material so as to enable them respond appropriately in their literary writings' perspectives, namely poetry which requires refined vocabulary and a rich picturesque vision. To better achieve this, the integration of interdisciplinary perspectives in teaching critical reading strategies across cultural literary contexts in higher education is paramount for fostering deeper understanding, engagement, and critical thinking skills among students. Despite challenges such as time and resource constraints, the benefits of interdisciplinary approaches are greater than the drawbacks. By embracing diverse perspectives from various disciplines, educators can provide students with a holistic learning experience that prepares them to navigate and critically interpret literary texts with nuance and insight in an increasingly interconnected world.

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