Prof. Ansam Yaroub Khyoon

Prof. Mayada Zuhair

University of Baghdad, Department of Theoretical Studies

Email:
ansam.abd@cope.uobaghdad.edu.iq
maiada.najm@cope.uobaghdad.ed.iq

Treasure Hunt Strategy in Teaching the Literary Elements of James Joyce's A Portrait of the Artist as a Young Man (1916) : Project – Based Teaching Approach

A B S T R A C T

The problem of the study lies in the lack of modern strategies applied for teaching literature in general and English novels in particular in most Iraqi English Departments. The research aimed at designing a treasure hunt for teaching the literary elements of James Joyce's novel The Portrait of the Artist as a Young Man. In the English language department / College of Arts /University of Baghdad, fourth-grade students are introduced to twentieth-century novels during novel courses and James Joyce's novel is taught as an example. The researchers, designed and applied Joyce's treasure hunt to learn this rather challenging novel. The treasure hunt strategy was applied to fourth-grade students from the College of Arts after a gradual use of unit–by–unit treasure hunt strategy, blended classroom, and watching videos of case studies, then finally applying a comprehensive novel treasure hunt held outdoors. The researchers concluded that the students not only enjoyed learning the novel and understood the teaching process, but applied what they had learned in studying the second novel that followed. The researchers recommended using the treasure hunt strategy in teaching the literary elements of James Joyce's novel as well as using the treasure hunt strategy to break the monotony and equip students with strategies that will help them in their careers as future teachers.

استراتيجية البحث عن الكنز في تدريس العناصر الادبية لرواية جيمس جويس صورة الفنان في شبابه (١٩١٦) :
التعليم القائم على المشاريع

أ. أنسام يعرب خيون   أ. ميادة زهير فخري
جامعة بغداد / قسم الدراسات النظرية

الملخص

تكمن مشكلة البحث في قلة الاستراتيجيات الحديثة المستخدمة في مجال تدريس الادب الانكليزي بصورة عامة وفي تدريس الرواية بصورة خاصة في اغلب اقسام اللغة الانكليزية في الرعاق. يهدف البحث الى تصميم خطة بحث عن الكنز لتعليم بعض العناصر الادبية لرواية جيمس جويس صورة الفنان في شبابه والتي تدرس في الكورس الاول لطلبة المرحلة الرابعة كمثال للرواية الانكليزية الحديثة في قسم اللغة الانكليزية/ كلية الآداب / جامعة بغداد. تم استخدام استراتيجية البحث عن الكنز بعد تدريب الطلبة عليها وباستخدام الصف المدمج ومشاهدة الفديوات وأخيرا بتطبيق بحث عن الكنز في قسم اللغة الانكليزية فضلا عن حديقة قسم الجغرافية لنفس الكلية. خرج البحث بعدة استنتاجات اهمها ان الطلبة استمتعوا بتعلم الرواية وفهموا مراحل التعلم كما انهم نقلوا ما تعلموه للرواية التي تلتها. اوصت الباحثتان استخدام استراتيجية البحث عن الكنز في تعليم وتدريس العناصر الادبية لرواية جيمس جويس لفاعليتها ولكسر الروتين وتعليم الطلبة استراتيجيات جديدة في امكانها مساعدتهم في المستقبل كمدرسين.

الكلمات المفتاحية: التلميح الادبي ، التعليم المدمج ، خارطة الشخصية ، التعلم القائم على المشاريع.

Introduction :

1.1. Novel course during and after COVID-19:

COVID-19 was a turning point for many teachers as well as students of English literature in Iraqi universities. During the first year of the epidemic, novel courses were limited to online Google Classroom written material that students had to memorize to succeed in midterms and final course exams. The following year witnessed a minor change, along with the written material, novel courses became online and students had to attend the lecture online with the instructor at the other end teaching the novel. Some students paid attention while many others muted the class and continued their daily routine, or even worse slept during the entire lecture! Midterm and final exams were difficult for students to pass either because the questions were too detailed for students who did not read the novel. Questions were limited to fill in the blanks, multiple-choice questions about different literary elements and devices, and deep questions like analyze, identify, explain, comment, and discuss.

After two years of online novel courses a classroom based learning returned. This change was a huge step for students who did not take a single class based learning lecture in novel a matter that immediately created challenging problems; skipping lectures, lack of motivation to participate in class. Students are easily bored and tired, most of them do not

have time at home to read. They have difficulty in retaining and recalling information when they read and unable to understand exam questions let alone to properly answer them. Excellent students take up all class time and feel upset when other weaker students are given space to participate. Weaker students in their turn are reluctant to participate. All students lack the knowledge of how to learn and study the novel on their own so they heavily relay on the instructor and online notes.

These weaknesses are not limited to COVID -19 aftermath, instructors before the epidemic and to this day face all obstacles mentioned earlier four. (Alsaadi, 2009) (Shafiq, 2019) (ALNasiry, 2020) (Khalil, 2022) Dr. Fatima Mohammed, Director of the Language Center at the Iraqi Ministry of Higher Education and Scientific Research, in her book *Second Language Acquisition Theories and English Education in Iraq* clearly states these obstacles and attributes them to the aims and goals of English Department in the College of Arts. Dr. Fatima believes that these weaknesses result from not educating students as future educators, instead, they are taught to be translators and "no courses of education or methods of teaching are offered." (Al-Asadi, 2024)

In two recent studies, researchers came up with the same conclusions; they both concluded that teaching literature is a challenging task for university instructors for many reasons; the students' weak English skills in general and reading skills in particular, lack of experience in reading authentic English novels, very few exposure to literature and literary elements during high school and secondary school English course, and the difficult novels selected for students. (Mohammed, 2021) (Abbas, 2023)" Saman Ali Mohamad and others' study (2021) was conducted on university teachers of English literature in the Kurdistan Region of Iraq in which seventy-one teachers responded to a questionnaire about the challenges teachers face while teaching literature in universities of the region. The main challenge that teachers face is the methods of teaching literature. (Mohammed, 2021)

1.2. Problem of the research

The problem of the study lies in the lack of modern strategies applied for teaching literature in general and English novel in particular in most of Iraqi English Departments.

1.3.   Aims of the research

The research aimed at the following

1. Designing and applying a treasure hunt for teaching the literary elements and devices of chapter five of James Joyce's novel *The Portrait of the Artist As a Young Man*.

2. Using project -based learning to rearrange the literary treasures that the students collected throughout the treasure hunt stations.

2.   Review of Literature :

2.1. Treasure Hunt Strategy :

Treasure hunt is a type of educational game strategy applied in various educational settings on different age groups for learning and teaching various topics. This strategy

employs discovery learning and it can be applied using various methods; multi-level method, mystery method, and barcode method. The multi-level method treasure hunt includes using various clues that are hidden in different locations and students should solve these clues to get the final prize. In the mystery method, however, the students have to solve a series of puzzles and riddles to find the clues that will eventually lead them to the prize. The final method is the barcode method which involves a series of barcodes each one related to a puzzle that will lead to a barcode and then to the prize. (Alajaji, 2021) In this research the Mystery method is applied. Although many researches have proved that treasure hunt strategy can be effectively used as educational tools (Sasmoko, 2020) (Amelia, 2020) (Alajaji, 2021) (Erenli, 2013) (Hutzler, 2017) (Islam, 2021), very few school teacher and college instructors apply it in teaching English language and literature.

The novelty of the research lies in applying outdoor treasure hunt strategy for teaching and learning literary devices and elements in college settings to overcome all the problems stated in the introduction.

2.2. Project – based learning:

Project – based learning is a type of learning that require students to work together in teams to achieve one goal and through this process, they learn by doing. Cocco in a master thesis entitled *Students Leadership Development: The Contribution of Project base learning* defines project-based learning as a "student-centered form of instruction which is based on three constructivist principles; learning is context specific, learners are involved actively in the learning process and they achieve their goals through social interactions and the sharing of knowledge and understanding." (Cocco, 2017) In this type of learning, the context is provided in the shape of problems or riddles, and only by solving them together as a team the students can move on to the other problem till eventually at the end of the learning experience they reach their goal. Project-based learning is sometimes confused with problem-based learning because they share many elements namely collaborating to solve a problem. The main difference, however, is the concentration on the end product of learning in project-based learning. (Helle, 2006)

2.3.Previous studies :

There are many studies that tackle using outdoor treasure hunt strategy for teaching different school and college subjects (Crnkovic, 2022) (Santoso, 2020) (Kamal, 2023) (ANENGSIH, 2017) , and many that use treasure hunt for teaching via computer and mobile games. (Cavallo, 2016), (Michalakis, 2020) Few documented researches tackle teaching the English language but none about teaching literature and literary elements either using mobile, indoor, or outdoor treasure hunts.

After thoroughly surfing the internet, the novelty of the research lies in being the first to apply a wide range of outdoor treasure hunts to college students of the English Department for teaching and learning literary elements and devices in Iraq.

3.   Methodology :

3.1.   The target subjects:

The subjects include all fourth-grade students as well as instructors of the Department of English who study *James Joyce's A Portrait of an Artist as A Young Man*. In this research, we have selected 4th-year students from the College of Arts English Department / University of Baghdad for the academic year 2021 – 2022. These students studied 2nd and 3rd-grade novel courses applying the flipped classroom method due to COVID-19 and were faced with different methods of teaching during their 4th-grade novel course. Thus the researchers proposed using a blended learning method to gradually transfer students from a flipped classroom learning environment to a place-based learning environment within fifteen lecture time frames.

3.2. The target novel Course :

English Departments in Iraq carefully planned the study of English novel. Therefore, during the fourth grade novel course, students study twentieth century novel taking both the author James Joyce and his novel *A Portrait of an Artist as A Young Man* (Joyce, 2005)as well as F. Scott Fitzgerald's *The Great Gatsby* (1925) as examples for this literary era. The first novel course consisted of fifteen lectures thus the researchers distributed the era and the two novels accordingly. In this research on James Joyce and his novel will be studied.

3.3.   The target goals for teaching this novel:

As mentioned above the goal for selecting this novel is to serve as an example for a new literary era; the twentieth century novel. The students are introduced to the characteristic of the twentieth century novel concentrating on themes, style, proponent novelists, prominent literary works, and the emergence of new genres of novel. The researchers notices, however, that the students lacked the ability to learn let alone retain most of this information. Hence task-based practices were designed so as to guide students through learning this information and better retain them for future analysis of the novel and as preparation for their final project-based test.

3.4. Treasure Hunt Strategy:

3.4.1. Preparing for the treasure hunt:

In this research blended learning approach is applied for three main reasons:

1. To gradually transfer students from flipped classroom learning that they are accustomed to for two academic years in studying English novels to class-based learning.

2. To offer a reliable reference for students to learn from instead of surfing the net for other alternatives that might not provide the same information needed to pass the course. The researchers invested in all online sources the students used to study this novel yet presented them in a comprehensive PowerPoint presentation. (Sparknotes, 2021) (CliffsNotes, 2021) (Shmoop, 2021)

3. To save lecture time for activities that will help students form a base for learning future literary works and hopefully provide them with techniques to use as future teachers.

3.4.2. Online learning:

The main researcher regularly posted YouTube videos of each section of the novel both on her YouTube channel (Yaroub, 2021) and in their official Google classroom. In these videos, each section of each chapter is read, explained, and all the literary elements and devices are analyzed. The videos of each chapter are posted a week prior to the lecture so that students would have enough time to watch and learn the chapter before class. In addition to that, the researchers posted clips from the course hero website for summaries of each chapter. (hero, 2021)

3.4.3. Classroom learning:

In class, the instructor goes through the chapter section by section while asking the students about all literary elements and devices related to that chapter of the novel. After this thorough review of the chapter, different activities are presented to students and each activity is dedicated to learning a specific literary element or device. All activities are done in class and to make sure that all students have the chance to participate several times in different activities, students are paired to share performing activities. James Joyce's novel consists of five chapters and each chapter is made of several sections; each section tackles an important aspect of the novel. For the treasure hunt to succeed students should be familiar with different types of activities related to literary elements and devices. As mentioned earlier, the students lack this knowledge. The first chapter of the novel is a challenge by itself because of the language, themes, style, plot, literary elements, and devices.

To prepare for the treasure hunt, the researchers divided the first chapter into five treasure hunt activities. After carefully studying this chapter the students were paired and given a worksheet. In order to do the worksheet, both students should look for missing information in the novel. The idea of pairing students saves time and worksheets, instead of coping forty worksheets only twenty are needed. One student can search for the information, the other writes it done. The researchers here are instructors, they guide students through each and every item of the treasure hunt. The same treasure hunt is applied for teaching chapter two yet within a shorter period of time. Chapter three treasure hunt is different because each student is required to work alone within a shorter period of time. The researchers here are facilitators rather than instructors. In chapter four treasure hunt, students are required to do it at home alone with no classmates nor teacher's assistance.

3.4.4.   Planning the treasure hunt :

The last chapter of *A Portrait of an Artist as a Young Man* is designed as an outdoor multi-station treasure hunt and a final project for the novel exam. After carefully listening and watching the video about this chapter, the students, in class, went through all the important literary devices in this chapter and came up with a conclusion of the novel as a whole with the guidance of the instructor. After that, the students were given a week to prepare for a written exam in chapter five as well as a comprehensive exam of all literary elements of the novel.

The final chapter of the novel concludes the novel and provides a comprehensive idea about the seven fundamental literary elements of the novel; theme(s), characters, setting, plot, tone and mood, conflict, and style. The literary devices of this chapter are fourteen; motif, metaphor, imagery, symbolism, allusion, hyperbole, irony, personification, juxtaposition, onomatopoeia, foil, flashbacks, epiphany, and moment of stasis.

Since the treasure hunt is applied during a three–hour lecture; the researchers highlighted the most important elements and selected several devices in chapter five taking into consideration the time needed to complete each activity. The overall treasure hunt should not take more than two hours leaving one hour to celebrate the treasure and complete the final project.

- **The first step: (Stations)**

It is essential to set the number of stations to plan the number of activities accordingly while selecting the location of each station to help set the type of activity. In this case study, five places are selected starting from Zero station (the English Language Lab.), the first station (the English Language Department collider), the garden of the Geography Department is divided into three stations; (the Literary station, the Artist's World and James Joyce's world) the fifth and final station is James Joyce's Treasure Island which is back to the English Department to classroom number nine.

- **The second step : (Teams and Monitors)**

The students are divided into five teams of nine students supervised by a monitor (a member of the faculty) to guide them through the stations and to ensure the safety of the students while running and searching within the college campus (for security reasons). To differentiate each team from the other teams, five main color imageries of the novel are selected along with five prominent animal imageries to form both team names and colors; back eagle, white crane, red flame, blue wave, and green rose. Each team leader is provided with badges for his team members; the badge is designed and distributed by the researchers and carries the name and color of their team.

- **The third step: (Zero station)**

In this station, five leading students are selected by the class and each leader chooses a random envelope on the count of three all leaders open their envelopes at the same time to reveal the name and color of their team. Team leaders select their team mates and each member is given a badge representing his team. This station should be large enough for the whole class assembly and teams' distribution. Monitors select their teams in this station as well or teams could be appointed to them.

- **Applying the Treasure Hunt :**

The aim of the treasure hunt

Each of the five teams should solve riddles, follow the clues, and collect some information to discover the next station. The first team to finish all five stations is the

winner. To start the treasure hunt each team is given a riddle that leads to a certain place in the English Department.

Station One: (Launching Point)

Each team upon solving their riddle should go to their designated station to find three envelops :

1. **Task :** choose the correct answer in which each team is presented with detailed questions about chapter five. The aim of this task is to test students' ability to identify literary elements and devices.

- Multiple choice questions for testing plot:

- For inferring the plot a set of multiple choice questions are used to test the teams' basic knowledge of this chapter relating to the plot of the chapter. (see Figure 1)

Figure 1

Multiple choice questions to test plot in chapter five[1]

To a test station, you have arrived,

Choose the correct answers from chapter five

Q1/ 1. When Stephen's mother is concerned that Stephen has changed at college, what does Stephen's father call him?

a.   A poetic soul   b. Good – for – nothing   c. A wanderer   d. A lazy bitch

2.What is the dean trying to do when Stephen encounters him on campus?

a. Start a fire   b. Catch a mouse   c. Organize textbooks   d. Find his keys

3. McCann is trying to get Stephen to sign a petition: what is it for?

a. Irish independence   b. Women's rights

c. Universal peace   d. Student debt forgiveness

4. Stephen comes to believe that God has withdrawn from the world of men, ___ in solitude.

a. Biding his time   b. Paring his fingernails

c. Keeping his own company   d. Picking his nose

---

1 - (A Portrait of the Artist as a Young Man Quizzes, 2024) (Portrait of the Artist as a Young Man: test yourself , 2024) (A Portrait of the Artist as a Young Man: Chapter 5, Part 1 Quiz, 2024) (A Portrait of the Artist as a Young Man Quiz, 2024)

5. Stephen dreams of Emma telling him that he's not a monk, but a ___.

a. Saint   b. Heretic   c. Martyr   d. Sinner

6. What bird does Yeats use as a symbol of freedom in a play that Stephen recalls?

a. Eagles   b. Swallows   c. Doves   d. Swans

7. What does Cranly say is more important than religious doubts?

a. Obligations to friends   b. National honor

c. A mother's love   d. Independent thought

8.How does Cranly test Stephen's newfound faithlessness?

a. Insulting Jesus   b. Spitting on a cross

c. Tripping a nun   d. Throwing away a Bible

9. By the end of the novel, what dictum does Stephen claim that he must live by?

a. You are your choices   b. What's done is done

c. Never doubt your instinct   d. I will not serve

10. Stephen's journal ends with a prayer to Daedalus whom Stephen calls ___.

a. Old artificer   b. Winged one   c. Sun – doomed   d. Mythic father

b. Sorting table for characterization

For inferring characterization and character traits a sorting table is used for matching quotations and traits in this chapter with the suitable characters. (See Figure 2)

Figure 2
Character Identification Table

Q2. In this chapter, Stephen has many friends, including MacCann, Davin and Cranly. Match each description and quotation with the corresponding Friend ☺ Note: choose only <u>TEN</u>

	The description & Quotes	The name of the character
1	The Pacifist he labels Stephen as an "idealist" a "reactionary and "anti-social"	
2	The child of exhausted lions	

3	He attempts to convince Stephen to sign the petition for "Universal Peace"	
4	like the phantom of a dream, the face of a severed head or death-mask,	
5	nicknamed "The peasant student" "Young fenian"	
6	The Passionate Patriot	
7	Believes in Irish nationalism.	
8	In favor of world peace.	
9	He is unsure of religion like Stephen	
10	Do as she wishes you to do. What is it for you? You disbelieve in it. It is a form: nothing else. And you will set her mind at rest.	
11	Crowned on the brows by its stiff black upright hair as by an iron crown	
12	Too deep for me, Stevie, he said. But a man's country comes first. Ireland first, Stevie, In heart you are an Irishman but your pride is too powerful	

b. Literary devices (moment of stasis and epiphany)

The teams are asked direct questions yet are required to use the quotation sandwich to answer. Quotation sandwich is a writing technique for guiding students to write paragraphs and to literary analyze a quote made by a critic. (Starkey, 2017) This technique was first introduced by Gerald Graff and Cathy Birkensten in their book *They Say/ I Say: The Moves that Matter in Academic Writing* and since then it became a guide for teaching academic writing. (Graff, 2017) Most English literature instructors include a quotation question in their exams that require the student to identify the character who said it, the time and place and during which event and eventually comment on it. For many students this is a challenging task, therefore, although this technique is not used for answering quotation questions, the researchers used the quotation sandwich as a guide for students in arranging all required information. A quotation sandwich consists of a top bun, the filling, and the bottom bun. On the top bun, the student should introduce the quote, who said it, when, in the filling the student should state why this quotation is said, at the bottom the significance of the quotation should be mentioned; in this case the moment of stasis and epiphany.

At this station, each team is given two large envelopes each contains a cardboard, glue, three empty parts of the quotation sandwich, three colored markers. Each team should subdivide into two teams each team solving one of the two literary devices; epiphany and moment of stasis. After finishing they should paste their solution as a sandwich on the cardboard, put it back in the envelop, then hand it over to their team leader who in turn will submit it to their monitor. (See figure 3) Only after envelop submitting, the teams are given the collect envelop.

> **Figure 3**
>
> *Literary element Questions that should be answered in a quotation sandwich*

Q3. Divide into two teams, each team should answer one of the following literary devices using quotation sandwich :

A/ What is the Epiphany in this chapter ?

B/ What is the moment of stasis in this chapter ?

Collect : in the collect envelop each team is asked to search, find, and collect an imagery related to their team badge; black eagle (collect eagle imagery), white crane (collect bird imagery), red flame (flower imagery), blue wave (water imager), and green rose (roses imagery)

● In this station picture cards as well as quote cards are used for imagery identification.

Riddle to next station : after collecting all imagery, each team is given a next station riddle and of course each team is send to a different station to avoid intervention. Although two teams had to share the same station at least once, yet it did not affect their performance. (See appendix A) Black eagle and Blue wave teams' next destination is to go to the literature station so we will follow their route as an example:

Station Two: (Literature Station)

1.Riddle :

Rich with pictures rare,

Of literary works and a woman so fair,

She stole Stephen's heart and started a great flare,

Of poets who ignited his imagination and made him dare,

Not to admit, confess nor bullies bear

Here, the teams should look for all figures that affected Stephen throughout the novel. The researchers set up a station in one of the coroners of Geography department garden and this station is filled with pictures of all these figures.

Literary Allusion :

- The whole station is filled with literary references carrying pictures of different literary allusions repeatedly stated throughout the novel. The researchers used picture cards strategy to set the station theme. Examples of these figures are Mercedes (the heroin from *The Count of Monte Cristo* who stole Stephen's heart), and Lord Tennyson (poet).

3. Solve : the teams are given a large envelop with a cardboard, glue along with Stephen's poem (Villanelle of the Temptress) that is cut into six colorful pieces each piece representing one stanza of the six – stanza poem. The team members should rearrange the stanzas in order following jigsaw technique then glue it on the cardboard.

Jigsaw technique is a cooperative learning method that encourage students to work together to achieve one goal. (Bafadal, 2015)This technique is not new for it was first invented and developed by Elliot Aronson in the seventies of the last century. (Nurbianta, 2028) Unfortunately it is seldom used in literature classrooms although it provides many advantages namely reducing individual differences among students, increasing motivation and most importantly requires the mastery of the task by each team member to reach the desired goal. (Nurbianta, 2028) (Bafadal, 2015)

Station Three: (James Joyce Station)

1. Riddle :

Look around the garden and catch

Glimpses of this station, look for an eye patch,

Look for the famous name you have been studying about and match

The name with the picture, go….. the opportunity snatch ☺

2. **Collect:** each team should select only one quote by James Joyce from many quotes by different authors.

3.**Solve :** in chapter five there are major entries in Stephen's journal, teams should arrange these entries chronologically showing the development of his thoughts and ideas.

Character journal : it is a technique used for drawing characterization through diaries and journals. This technique is a class activity in which students are asked to make a journal or a diary of a certain character based on their knowledge of that character. (Alfaki, 2014) In our research this technique is used differently; the main character, Stephen, ends his literary journey with many journal entries given each entry a specific date; students based on their knowledge of the novel, should identify important entries and discard irrelevant ones, rearrange the one they identify chronologically, then come up with a conclusion

Station Four: (The Artist World Station)

1.Riddle :

This station might offer a new complication,

It has many pictures of Joyce's reality tempered with little imagination,

One of them was a new and a complex sensation,

The other where he confessed his falling into temptation,

A place where he studied and another where he faced religious frustration.

Settings: picture cards

The station is filled with pictures of different settings from different sections and chapters of the novel. Team members should match each setting to the section to which it belongs.

2. Collect: there are five pictures of James Joyce and each team should select only one picture to paste it on its project sheet.

3. Solve: Stephen's Aesthetic Theory is presented to the teams yet the theory is missing major ideas and points, team members should try to figure out and complete the theory. (See Figure 4)

Figure 4
Stephen's Aesthetic Theory

Beware, beware, a test, do you dare?

Stephen made up an aesthetic theory and explained it nice and fair,

To Lynch, his friend so dear,

Fill in the blanks with terms so rare,

Come on, hurry up you're almost there,

> **Radiance/ clarity / Dramatic/ desire or loathing / Epic / creative art / the appetite /*stasis* / *kinetic*,/ beautiful / productive art/ wholeness / harmony /principles / pleases/ Plato/ Thomas Aquinas /integrity/ Lyrical/**

Two chief …………………….(from………………….):

● Those things are …………………………the perception of which ………………….

● The good is that toward which …………………….tends

o The ………………………….is concerned only with the creation of the beautiful

o The ……………………….is concerned with the productions of the good.

Other major principals:

● Art must produce a ……………….. in the observer; that is, it seeks no end by the satisfaction of an aesthetic sense

● Art should not be ……………………. that is, it should not product an emotion such as…………………………... If it does it assumes the function of a useful art, such as rhetoric.

● Three things are necessary for the perception of the beautiful:

o wholeness or…………………..

o ……………………or proportion

o clarity or ………………….

Using the example of a basket, Stephen elaborates on the three things necessary for the perception of the beautiful.

● First, one sees the basket as *one* thing (………………………….)

● Then one perceives it as a thing *with parts* (harmony)

● Finally, one sees it as that thing and *no other* (………………………)

Stephen explains to Lynch that beauty and truth produce *stasis* in the mind of the observer. He quotes…………………..: "Beauty is the splendor of the truth."

As they proceed on their walk, Stephen divides art into a progression of three forms:

● …………………the image is presented in immediate relation to the artist himself.

● …………………the image is presented in immediate relation to the artist and to others (not purely personal).

● …………………….: the image is presented in immediate relation to others. The artist's personality is refined out of existence (impersonal)

Station Five: (James Joyce Treasure)

1. Riddle :

 James Joyce Treasure Island

It is a place where you sit in line,

You open your books and I open mine,

Although it is missing lights, but you there shine,

It is the place we first met, yes, it is your class No. Nine ☺

        This is the final destination in which students will find the James Joyce treasure (candy bags with pictures of James Joyce on it), the first team is awarded a treasure chest filled with chocolates shaped golden coins.

3.5.Treasure hunt as a project-based learning strategy :

        Each team has collected many pictures, quotes, and imageries; and solved many riddles; and now they are asked to rearrange these small treasures into a meaningful project to gain their final test marks. The project should be arranged as follows:

3.5.1. First large poster (three members of the team responsible for this project):

● The first raw: the picture of the author and his name in the middle, a picture of one of his works on the left, and one of his famous quotations on the right.

- The second raw contains one of the settings of the novel on the left, a question sheet of the plot in the middle, and one of the literary allusions on the right.

- The third raw contains an imagery picture on the left, a characterization table in the middle, and imagery quotes on the right.

3.5.2. 2nd Literary elements (two members responsible for this project) : Separate cardboard for the poem and his literary theory to show the style, conflict, and theme of the novel.

3.5.3. 3rd literary devices (two members responsible for this project): A cardboard for the quotation sandwiches of each team for two literary devices; epiphany and moment of stasis.

3.5.4. 4th literary element (two members responsible for this project): A cardboard for journal entries arranged chronologically to show character development and conflicts.

Conclusions

Although following new strategies and techniques can be challenging and time-consuming, their results are significant. Preparing for the treasure hunt and applying it enabled the researchers to overcome all obstacles faced at the start of teaching. Using blended learning kept the online option available for students who could not attend the lecture as well as provided them with a permanent source of information they could download and listen to on their mobile. Keeping classroom time for activities provided time for all students to participate as individuals and as teams in many different activities. Doing homework in class and awarding marks on the spot eliminated the number of absentees and enhanced retention and recall. Finally, the students became better at understating questions, and differentiating question types and what is required from them. In addition to these solutions, the researchers gained other advantages; students transferred the strategies and styles that they had learned to learn the next novel. Moreover, many students applied these strategies to learning other types of literature namely poetry and drama. The most significant impact, however, was students applied these strategies as teachers during their period as student–teachers.

4. **Recommendations :**

Finally, the researchers recommend applying this strategy in teaching James Joyce's *A Portrait of the Artist as a Young Man.* In addition, teachers are invited to save time and consult this novel project – based teaching and learning approach with its readymade strategies and learning techniques instead of designing new ones or worse using traditional outdated teaching strategies.

References:

Abbas, M. J. (2023, 10 5). Literature Specialists Stating the aims of teaching literature In Iraqi University EFL classes. *World Journal of English Language, 13*(8), 462- 473. Retrieved 4 1, 2024, from http://wjel.sciedupress.com

Alajaji, D. A. (2021). EFFECT OF COMBINING GAMIFICATION AND A SCAVENGER HUNT ON PRE-SERVICE TEACHERS' PERCEPTIONS AND ACHIEVEMENT. *Journal of Information Technology Education : research, 20*, 283-308. doi:https://doi.org/10.28945/4809

Al-Asadi, F. M. (2024, 1 6). Second Language Acquisition Theories and English Education in Iraq. Retrieved 4 10, 2024, from https://www.researchgate.net/publication/377204064_Second_Language_Acquisition_Theories_and_English_Education_in_Iraq

ALNasiry, N. T.-S. (2020). Cognitive Poetics and Teaching Poetry. *Journal of Tikrit University for Humanities*, 1-14. doi:http://dx.doi.org/10.25130/jtuh.27.9.2020.24

Alsaadi, S. S. (2009). The Effect of Story-Grammar Instruction on Poor College Students' Achievement of Narrative Texts' Theme Identification. *Journal Of College Of Education For Women, 20*(4), 865-875. Retrieved 4 11, 2024, from https://www.researchgate.net/publication/328771840

Amelia, M. N. (2020, 6 24). THE EFFECT OF SCAVENGER HUNT GAME ON STUDENTS' READING COMPREHENSION OF DESCRIPTIVE TEXT. *Linguistic, English Education and Art (LEEA) Journal, 3*(2), 441-457. doi:https://doi.org/10.31539/leea.v3i2.1314

ANENGSIH, N. A. (2017, 10 2). THE IMPLEMENTATION OF TREASURE HUNT GAMES INLEARNING ENGLISH VOCABULARY AT THE FIRST GRADE OF SMP N 1 WALED.

Cavallo, M. A. (2016). Digitalquest: a mixed reality approach to scavenger hunts. *IEEE International Workshop on Mixed Reality Art (MRA).* doi:10.1109/MIXRA.2016.7858999

CliffsNotes. (2021, 9 1). *About A Portrait of the Artist as a Young Man*. Retrieved from CliffsNotes: https://www.cliffsnotes.com/literature/p/a-portrait-of-the-artist-as-a-young-man/about-a-portrait-of-the-artist-as-a-young-man

Cocco, S. (2017). Student leadership development: the contribution of project-based learning.

Crnkovic, V. M. (2022). Treasure Hunt as a Method of Learning Mathematics. *European Conference on Games Based Learning*, (pp. 349-357). doi:10.34190/ecgbl.16.1.740

Erenli, K. (2013). Gamify Your Teaching – Using Location-Based Games for Educational Purposes. *International Journal of Advanced Corporate Learning (iJAC), 6*(2), 22-27. doi:DOI: https://doi.org/10.3991/ijac.v6i2.2960

Helle, L. P. (2006). Project-based learning in post-secondary education – theory, practice and rubber sling shots. *Higher Education, 51*, 287-314. doi:10.1007/s10734-004-6386-5

hero, c. (2021, 10 1). *A Portrait of the Artist as a Young Man | Study Guide*. Retrieved from www.coursehero.com: https://www.coursehero.com/lit/A-Portrait-of-the-Artist-as-a-Young-Man/

Hutzler, A. R. (2017). MythHunter: Gamification in an Educational Location-Based Scavenger Hunt. *Immersive Learning Research Network. iLRN 2017. Communications in Computer and Information Science* (pp. 155–169). Springer. doi:https://doi.org/10.1007/978-3-319-60633-0_13

Islam, S. A. (2021, 11 30). *Searching for Knowledge: Scavenger Hunts as a Learning Tool.* Retrieved from Researchgate :

https://www.researchgate.net/publication/356645671_SEARCHING_FOR_KNOWLEDGE_1_Searching_for_Knowledge_Scavenger_Hunts_as_a_Learning_Tool?enrichId=rgreq-042db2b4016916add45acfff0a55235e-XXX&enrichSource=Y292ZXJQYWdlOzM1NjY0NTY3MTtBUzoxMDk1OTE1NTYxNTk0ODkwQD

Joyce, J. (2005). *A Portrait of The Artsit As A Young Man.* New York: Bantam Classic .

Kamal, F. F. (2023). Using Scavenger Hunt in Enhancing the Learning of Collective Nouns in Primary ESL Classrooms. 8-22. doi:10.31327/jee.v8i1.1899

Khalil, E. R. (2022). Fostering Of Iraqi EFL Teachers Towards Activities Teaching Literature. *2nd INternational Multidisplinary Conference* . India.

Michalakis, V. I. (2020). The Development of an Educational Outdoor Adventure Mobile App. *Education Sciences*, 283. doi:10.3390/educsci10120382

Mohammed, S. A. (2021, 8 16). Challenges and Opportunities of Teaching Literature in Kurdistan Region of Iraq. *Journal of University of Human Development (JUHD)*, 61-68. doi:https://doi.org/10.21928/juhd.v7n3y2021.pp61-68

Santoso, M. N. (2020). The Scavenger Hunt: A Technique for Enhancing Culture Learning and Intercultural Communication Practice. *Register Journal*. doi: 10.18326/rgt.v13i1.99-122

Sasmoko, Y. U. (2020). High-Order Thinking Skills: The Educational Treasure Hunt Game. *Advances in Science, Technology and Engineering Systems Journal, 5*(4), 196-202. doi:https://dx.doi.org/10.25046/aj050424

Shafiq, J. A. (2019). 37-Innovative-Trends-Modern-Methods-in-English-Language-Teaching. *Midad AL-Adab Journal* , 912- 924. Retrieved 4 11, 2024, from https://www.researchgate.net/publication/350852566_37-Innovative-Trends-Modern-Methods-in-English-Language-Teaching

Shmoop. (2021, 9 1). *A Portrait of the Artist as a Young Man Introduction*. Retrieved from www.Shmoop.com: https://www.shmoop.com/study-guides/portrait-of-the-artist-as-a-young-man/

Sparknotes. (2021, 9 1). *A Portrait of the Artist as a Young Man*. Retrieved from Spartknotes : https://www.sparknotes.com/lit/portraitartist/

Starkey, D. (2017). *Academic Writing Now.* Ontario, Canada : Brodview Press. Retrieved 4 1 , 2024, from https://www.google.iq/books/edition/Academic_Writing_Now_A_Brief_Guide_for_B/OLKhDgAAQBAJ?hl=en&gbpv=1&dq=what+is+quotation+Sandwich&pg=PA126&printsec=frontcover

Yaroub, A. (2021). *Pro.Ansam Yaroub* . Retrieved from www.youtube.com: https://www.youtube.com/@prof.ansamyaarob6023

Appendix (A)
James Joyce Treasure Island Map

Team name	Zero station	Station 1 The English department corridor	Station 2	Station 3	Station 4	Station 5 Treasure island
Black Eagle	In the English corridor Oxford University	Riddle : geo. garden Collect : eagle imagery Solve : Q ch5 Riddle to s2 Literary Station	Literature station Riddle to 3 James Joyce Station Collect : one work by j.j Solve : the poem	James Joyce Riddle to 4 The Artists World Collect : One picture of James Joyce Solve : aesthetic Theory	The Artist Word Riddle to 5 James Joyce Treasure Island Collect : one quote Solve : entries	

White Crane	In the English corridor (Cars 1900)	Riddle : geography garden Collect : bird imagery Solve : Questions Riddle to 2 James Joyce Station	James Joyce Station Riddle to 3 The Artists World Station Collect : one literary works by James Joyce Solve : aesthetic Theory	The artist world Riddle to 4 Literary Station Collect : entries Solve : ch5	Literature Riddle to 5 James Joyce Treasure Island Collect : one work by J.J Solve : poem	=
Red Flame	Your first clue is Reading corner	Riddle : geo. garden Collect : imagery flower Solve : Q ch5 The Artists World Station	The artist World Riddle to 3 Literature Station Collect : one quote Solve : entries	Literature station Riddle to 4 James Joyce Station Collect : one work by J.J Solve : poem	James Joyce Riddle to 5 Collect : quotations by James Joyce Solve : aesthetic theory	=
Blue Wave	Your first clue could be seen Next to COVID– 19	Riddle : geo. garden Collect : water imagery Solve : Q ch5 Riddle to station 2 Literature Station	Literature station Riddle to 3 James Joyce Station Collect : one work Solve : poem	James Joyce Riddle 4 The Artists World Station Collect : one picture Solve : aesthetic Theory	The Artist World Riddle to 5 James Joyce Treasure Island Collect : one quote Solve : entries	=
Green Rose	Your first clue is department gate The stairs	Riddle :Geo. garden Collect : rose imagery Solve : Q ch5 Riddle to 2 James Joyce Station	James Joyce Station Riddle to 3 The Artists World Collect : one picture Solve :aesthetic theory	The Artist World Riddle to 4 Literature Station Collect : one work Solve : entries	Literature station Riddle to 5 James Joyce Treasure Island Collect : one quote Solve : poem	=