

ABSTRACT

This study aims to explore the efficacy of Literature Circles as a pedagogical tool in increasing EFL trainee teachers' levels of engagement during their reading efforts in English as a Foreign Language (EFL) education. A narrative study approach was used to examine the involvement and perspectives of English language training participants in reading activities through literary circles. The main aim of this research is to determine the involvement and perspective of trainee teachers in reading activities through the Literature Circle. This research took 2 teacher trainees' participants for interviews. This research uses a qualitative method with a narrative study design, data collection techniques through an interview process using content analysis. Content analysis is used by coding/theming the data one by one, and grouping the data so that it shows trends in responses. After that, the researcher sorted the themes based on the most common to the least common. Then the researcher tries to connect the results with theory and conclude the findings from the two research questions. The results show that EFL teachers have a level of involvement and positive views towards the use of Literature circles in reading activities. The findings also show that the Literature circles were assessed as making a positive contribution in encouraging collaboration, deeper understanding, and the development of social and critical thinking skills. The findings showed that EFL trainees showed a high level of engagement and positive views towards the use of Literature circles in the reading process. Additionally, these findings can help curriculum designers and educators understand how to integrate this collaborative approach in their classrooms, giving them an understanding of the impact it can have. This study will provide in-depth insight into the challenges and needs of English teachers in this campus learning environment