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THE TEACHERS' APPROACHES IN TEACHING ENGLISH LITERATURE COMPONENT: A SYSTEMATIC LITERATURE REVIEW

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ABSTRACT

This systematic literature review examines the teaching approaches and challenges encountered in teaching English literature in Malaysia since its inclusion in the curriculum in 2000. Twenty articles and six systematic literature reviews from 2015 to 2022 were analyzed using the PRISMA review technique. The findings reveal various approaches employed, including information-based, paraphrastic, stylistic, language-based, reader response, and moral philosophical approaches. These approaches utilize different activities to engage students in literature learning. The review also identifies common challenges faced by teachers, such as students' attitudes, limited language proficiency, inadequate teacher training, and large class sizes. By addressing these challenges, educators can create a conducive learning environment with appropriate facilities to enhance the teaching and learning process of literature. This review aims to provide valuable insights to educators in improving literature education and achieving positive learning outcomes.

Keywords: Literature components, Systematic Literature Review, Teaching approaches

1.0 INTRODUCTION

The literary component of the English curriculum is designed to improve students' language skills and elicit a personal response from them to the literature aspect of the language. A number of studies were conducted to investigate the literature teaching approaches in ESL classroom during the past decade. The aim of literature in education is to help students reach their full potential by fostering their intellectual, spiritual, and emotional well-being.

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Learning about literature is frequently incorporated into the teaching and learning process, particularly in the context of teaching English. Many nations have integrated English literature into their educational systems, situating it within the context of world literature. The introduction of literature in the primary and secondary English language curricula is thought to be an effort to increase students competency among Malaysian pupils (Yusof et al., 2017). Poems, short stories, plays, and novels are all included in the teaching of Malaysian literature. The element attempts to engage students with engaging literary works appropriate for their language level while also fostering their creative expression.

However, if inappropriate approaches are used, a literature lesson might be a burden to the students. Thus, enhancing students' language skills is the main aim of integrating literature into the English language curriculum. Therefore, this study is concerned with identifying the most preferred approaches to the teaching of English literature in schools.

The relevance of teachers' approaches in the teaching and learning process was emphasized by Mok (2008), since these approaches are vital in helping the students. There are a number of approaches that teachers might use while teaching literature, including the information-based approach, the moral-philosophical approach, the paraphrastic approach, the personal reaction approach, and the language-based approach.

2.0 RESEARCH QUESTIONS

The aim of this study is to investigate the most preferred approaches, the challenges and solutions used by the teachers in teaching English literature. By investigating this subject, effective strategies can be applied and teaching techniques can be found to assist English language teachers in delivering interesting and effective literature lesson. The following research questions will be addressed, as follows:

RQ1: What are the preferred approaches employed by teachers in teaching the English literature component?

RQ2: What are the challenges faced by teachers and the solutions to teaching English literature?

3.0 METHODOLOGY

Any systematic literature review (SLR) should begin with careful planning and procedures that are focused on answering the research topic (Khan, 2020). This SLR was conducted using the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) 2020 Statement. A few database resources, such as the Education Resources Information Centre (ERIC), Scopus, ProQuest Education Journals, and Google Scholar, were used to search for relevant studies that examined the approaches and challenges in teaching literature while paying attention to the inclusion and exclusion criteria, steps of the review process (identification, screening, eligibility), and data abstraction and analysis (Abdul Wahab et al., 2021). The articles were arranged in relevancy order according to how well the information matched the title and addressed the two research questions.

The review was conducted in accordance with the PRISMA 2020 checklist. PRISMA 2020 implementation could be advantageous for several stakeholders. Complete reporting enables readers to judge the suitability of the methodologies and, consequently, the validity of the results (Page et al., 2021). Reviewers completed all elements of the systematic review protocol, such as the title, abstract, introduction, methodology, results, findings, and discussion from the articles. Three factors demonstrate this methodology's suitability for approaches and challenges in teaching literature reviews: 1) It identifies research topics for systematic investigation; 2) It specifies inclusion and exclusion criteria; and 3) It makes an effort to analyse a sizable database of scientific papers within a set time frame (Sierra-Correa & Cantera Kintz, 2015).

4.0 SYSTEMATIC REVIEW PROCESS

The systematic review process focused on searching for relevant studies using four primary sources of publications: ERIC, Scopus, ProQuest Education Journals, and Google Scholar.

Based on the PRISMA 2020 statement, there are three phases involved in the systematic review process. The first phase is finding the keywords for the search process. To find relevant articles on approaches to teaching literature and the challenges that the teachers faced, search-related keywords were identified, such as "teaching approach," "challenges," and "literature."

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As stated in Table 1, a specific search string was used for each database to ensure the articles chosen were relevant to the aims of this review paper.

Table 1: Keywords and search strings

DATABASES	KEYWORDS USED
ERIC	"approaches" in teaching literature
Scopus	ALL ("teaching approach" AND "challenges" AND "literature" AND "ESL")
ProQuest Education Journals	"Approaches teaching" AND "Challenges" AND "Literature" "ESL"
Google Scholar	"approach" AND "challenges" AND "teaching literature" AND "ESL"

The second phase is the screening process, which resulted in the exclusion of a total of 6061 from the 6087 articles. The screening procedure includes the inclusion and exclusion standards for the review. The criteria that have been chosen should be in line with the research questions. The publishing timeline, document types, language, and study focus were chosen as the criteria using the databases’ refined searching tool. The most recent research publications (from 2015 to 2022) and papers written in English were chosen by the reviewers. Other than that, only published articles and reviews focusing on education, literature, challenges, and teaching methods should be included in the document types as shown in Table 2.

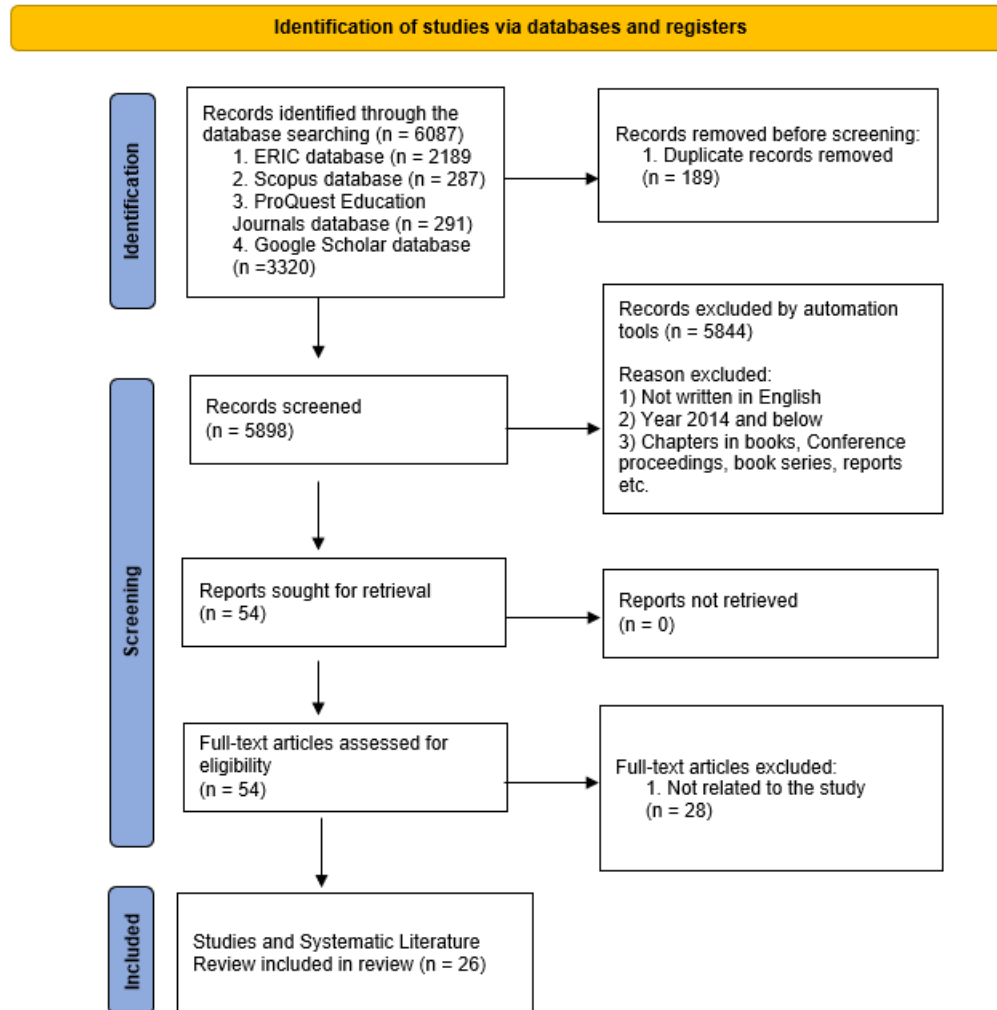
Table 2: The Inclusion and Exclusion Criteria

CRITERIA	INCLUSION	EXCLUSION
Year of published	2015 - 2022	2014 and before
Document types	Journal article and review	Book, book chapter, report, conference paper, blogs, meeting paper, discussion.
Language	English	Other than English
Focus of study	Education, literature, challenges and teaching approach	Other than education, literature, challenges and teaching approach

Eligibility is also under screening process. After careful analysis, a total of 28 articles were left out, some of which did not address the approaches used to teach literature and the challenges the teachers faced.

The final phase of the study is where the articles were used for the qualitative analysis, which included 20 primary studies and 6 systematic literature reviews, as shown in Figure 1. A flow diagram summarizes all three stages of this systematic review procedure.

Figure 1: PRISMA 2020 Flow Diagram



5.0 DATA ABSTRACTION AND ANALYSIS

There were quantitative, mixed-method, qualitative, and systematic review papers among the 26 papers chosen. The various study methodologies used in the publications that have been evaluated give us the chance to identify approaches in teaching literature and the challenges that the teachers faced in ESL classrooms. The identified articles were then evaluated and analyzed. The focus was on specific articles related to the issues of the study. Data were gathered by reading the abstract; then, the entire article was analysed in depth to identify suitable themes and sub-themes.

6.0 RESULTS

After the data from all 20 studies and 6 reviews were tabulated, a systematic review table was formed. In order to answer the research question, all past studies were reviewed and evaluated. All the articles and systematic reviews selected were based on studies done for the past eight years. All the data collected in the studies are summarised in Table 3, 4 and 5 as follows:

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Table 3: Summary of studies on approaches in teaching literature to the students

No.	Study	Approaches employed	Activities conducted	Results
1	Yimwilai (2015)	<ul style="list-style-type: none"> <input type="checkbox"/> Integrated approach <input type="checkbox"/> Conventional method 	<ul style="list-style-type: none"> <input type="checkbox"/> Integrated approach <input type="checkbox"/> Method of teaching was divided into 3 phrases: <ol style="list-style-type: none"> 1. Language consideration 2. Cultural consideration 3. Enrichment consideration <input type="checkbox"/> Control group - were taught using the conventional method (an instructor led approach that consists of the one sided discourse of the instructor and the passive response of the students). 	<ul style="list-style-type: none"> <input type="checkbox"/> The integrated approach can inculcate positive attitudes and enhance students' academic achievement and critical thinking skills became significantly higher. <input type="checkbox"/> The improvement of the experimental group was significantly higher than of the control group. <input type="checkbox"/> The integrated approach is more effective than the conventional method.
2	Atek et al. (2020)	<ul style="list-style-type: none"> <input type="checkbox"/> Information - Based Approach <input type="checkbox"/> Personal - Response Approach <input type="checkbox"/> Language - Based Approach <input type="checkbox"/> Periphrastic Approach <input type="checkbox"/> Moral - Philosophical Approach <input type="checkbox"/> Stylistic Approach 	<p>Short stories and poetry (incorporates moral values in the lessons)</p>	<p>The most preferred:</p> <ol style="list-style-type: none"> 1. Moral -Philosophical Approach 2. Information -Based Approach 3. Language -Based Approach <p>The contribution of this study lies in proposing appropriate literature teaching approaches that can help educators to develop a successful English literature curriculum, particularly for secondary school.</p>

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3	Ling & Chen (2016)	<input type="checkbox"/> Information-based	<input type="checkbox"/> Group discussions	<p>1. Information-based approach was the most used among English teachers.</p>
		<input type="checkbox"/> Moral-Philosophical approach	<input type="checkbox"/> Sharing	<p>2. It is followed by moral-philosophical approach, paraphrastic approach, personal-response approach, and language-based approach. The least preferable approach is stylistics approach.</p>
		<input type="checkbox"/> Paraphrastic approach.		<p>3. Students were eager to learn without being forced, understand better and learnt to get information from the text in a fun way.</p>
				<p>4. Could participate in the class discussion.</p>
4	Wahyuni et al. (2021)	<input type="checkbox"/> Language-based approach	<input type="checkbox"/> Simple language activities (moral values)	<p>1. Language-based approach was the most popular approach used by teachers, followed by moral-philosophical approach and information-based approach respectively.</p>
		<input type="checkbox"/> Periphrastic approach	<input type="checkbox"/> Eliciting information from students about the text.	<p>2. The least popular approaches were paraphrastic and stylistic approach.</p>
		<input type="checkbox"/> Information-based approach		<p>3. Effective in motivating students with low language proficiency.</p>
		<input type="checkbox"/> Personal-response approach		
		<input type="checkbox"/> Moral philosophical approach		
		<input type="checkbox"/> Stylistic-approach		
5	Permanaludin (2017)	<input type="checkbox"/> Expository approach (Information model)	<input type="checkbox"/> Lecturing	<p>1. The result shows that preferred approach used is expository approach with the formal methods.</p>
		<input type="checkbox"/> Explorative method	<input type="checkbox"/> Question-answer	<p>2. Not applied explorative method in which learning-based approach focuses on the students in the literary teaching.</p>
			<input type="checkbox"/> Group discussion	

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				3. Students understand the learning material more directly & the lecturer's explanation is more memorable for the students.
6	Hernández (2020)	<input type="checkbox"/> TPR <input type="checkbox"/> The Communicative Approach <input type="checkbox"/> Problem Based-Learning	4 blocks: <input type="checkbox"/> Understanding oral texts <input type="checkbox"/> Production of oral texts <input type="checkbox"/> Understanding written texts <input type="checkbox"/> Production of written texts	1. The activities met these requirements established in the English Curriculum for Primary Education. 2. Could serve an example for English teachers in primary schools to teach the English language in an innovative and more practical way. 3. Encourage reading and learning as well as to promote creativity in the students. 4. Helps the students to work with all the different language skills. 5. Encourage vocabulary learning and to develop the students' speaking and listening skills.
7	Suliman et al. (2019)	<input type="checkbox"/> Use simple terms in explaining the literary texts <input type="checkbox"/> Ask questions to students' approach <input type="checkbox"/> Encourage students to relate texts to their personal experiences	<input type="checkbox"/> Comprehension questions <input type="checkbox"/> Group work <input type="checkbox"/> Explain literary texts	1. Comprehension questions activity is prevalent in literature lessons 2. Performance activity seems to be a less favored activity in this study 3. Students will understand better especially those who are quite weak in the language
8	Moustafa & Naima (2022)	<input type="checkbox"/> Affective responses <input type="checkbox"/>	<input type="checkbox"/> Read literary texts <input type="checkbox"/> Write literature essays	1. Memorize and reproduce the content 2. Helps to understand the literature materials & express their feelings

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9	Jabeen & Sarifa (2022)	<input type="checkbox"/> Teacher Centred Approach <input type="checkbox"/> Stylistic Approach <input type="checkbox"/> Learner Centred Approach <input type="checkbox"/> Paraphrastic Approach <input type="checkbox"/> Culture based Approach		<p>1. The stylistic approach has been reported of achieving multiple benefits which improve language learning (information, motivation, and critical thinking).</p> <p>2. The paraphrastic approach is also believed to attain at least three benefits (comprehensive, motivating, and informative).</p> <p>3. The culture-based approach has also a preference for the learners as they have reported getting all the asked benefits (comprehensive, critical thinking, motivating, language improvement, and informative).</p>
10	Resueño & Ian Bel Resueño (2019)	<input type="checkbox"/> Information-based Approach <input type="checkbox"/> Personal Response Approach <input type="checkbox"/> Paraphrastic Approach <input type="checkbox"/> Moral-Philosophical Approach <input type="checkbox"/> Language-based Approach <input type="checkbox"/> The Stylistic Approach	<input type="checkbox"/> Comprehensive question exercises <input type="checkbox"/> Lecture session <input type="checkbox"/> Discussion	<p>1. The study revealed that most of the literature teachers in the college employ Information-based Approach, followed by Personal Response Approach, Paraphrastic Approach, Moral-Philosophical Approach, Language-based Approach, and lastly, the Stylistic Approach.</p> <p>2. Information-based Approach - It is teacher-centred and demands a lot of teacher's input in giving students various contents of literary text.</p>
11	Al Sabiri & Kaymaka moğlu (2019)	<input type="checkbox"/> Paraphrastic Approach	<input type="checkbox"/> Reading literary texts	<p>1. The most commonly approach of teaching literature was the Paraphrastic Approach - helped them modify and simplify the original language of the literary texts to support their students' comprehension.</p>

		<input type="checkbox"/> Information-based Approach <input type="checkbox"/> Language-based Approach	<input type="checkbox"/>	<p>2. Teachers managed to teach literature at an appropriate level suitable to their learners.</p> <p>3. The incorporation of using translation of L1 is considered as an option for teachers to help weaker students to understand the text.</p>
12	Granath (2017)	<input type="checkbox"/> Reader approach <input type="checkbox"/> Language approach <input type="checkbox"/> Context approach <input type="checkbox"/> Text approach	<input type="checkbox"/> Reflective exercises <input type="checkbox"/> Book talks after reading literary texts	<p>1. Findings show that reader and language approach are the most approaches applied by the teachers.</p>
13	Krishnasamy (2015)	<input type="checkbox"/> Approach-activities <input type="checkbox"/> Teaching activities	<input type="checkbox"/> Reads & retells the story <input type="checkbox"/>	<p>1. Teachers employed approach-activities.</p> <p>2. Teachers reread and paraphrased and explained the literary text as a way of telling the story again to the students.</p>
14	Fauziah (2016)	<input type="checkbox"/> The Language-Based Approach <input type="checkbox"/> Reader-Response Approach <input type="checkbox"/> Information-Based Approach	<input type="checkbox"/> Reading aloud <input type="checkbox"/> Rewriting <input type="checkbox"/> Matching <input type="checkbox"/> Jigsaw reading <input type="checkbox"/> Gap-filling	<p>1. The findings of the current study showed that there were three phases in teaching activities.</p> <p>2. The Language-Based Approach (LBA) was the main used approach, followed by Reader-Response Approach (RRA) and Information-Based Approach (IBA).</p>
15	Bunga Febriani et al. (2022)	<input type="checkbox"/> Language-based approach	<input type="checkbox"/> Reflective writing skills	<p>1. The implementation of the Reader-Response Approach to reflection writing, reflection facilitates the writer-readers to record their interaction and interpretation of literary works.</p>

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		<ul style="list-style-type: none"> <input type="checkbox"/> The Reader-Response approach <input type="checkbox"/> The Philosophical approach. 	<input type="checkbox"/>	
16	Benonguil & Barnido (2022)	<ul style="list-style-type: none"> <input type="checkbox"/> In-Depth Interviews (IDI) and Focus Group Discussion (FGD) <input type="checkbox"/> 	<ul style="list-style-type: none"> <input type="checkbox"/> Role-play <input type="checkbox"/> Group discussion (discuss the literary texts) 	<p><u>Focus Group Discussion</u></p> <ol style="list-style-type: none"> 1. Language barrier in text discussion. 2. The lesson is still nebulous or confusing for the learners.

Table 4: Summary of studies on challenges faced by teachers in teaching literature to the students

No.	Study	Challenges	Solutions	Results
17	Adeyemi (2016)	<p>Major difficulties faced by the teachers:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Lack of interest/enthusiasm for learning the subject by the students, as well as their lack of basic background in English. <input type="checkbox"/> Students' difficulty in understanding and difficult vocabulary/language in texts. 	<ul style="list-style-type: none"> <input type="checkbox"/> Pertinent recommendations were made for improved teacher practices and strategies. <input type="checkbox"/> 	<ol style="list-style-type: none"> 1. Exposure to approaches and strategies for teaching literature 2. Mixed ability teaching skills (to ensure effectiveness of teachers in the mixed ability classrooms.) 3. Strategies for teaching literature
18	Işıklı & Tarakçioğlu (2017)	<ul style="list-style-type: none"> <input type="checkbox"/> Poor command of English language 	<ul style="list-style-type: none"> <input type="checkbox"/> Program assessment and teaching methodologies could be reconsidered to incorporate such methods, strategies and techniques which would first target development of students' linguistic competence rather than their literary competence. 	<ol style="list-style-type: none"> 1. Students' linguistic competence was found as low as elementary A2

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		<ul style="list-style-type: none"> <input type="checkbox"/> Students' low motivation in learning foreign literature <input type="checkbox"/> Students' low language proficiency levels <input type="checkbox"/> Lack of language skills <input type="checkbox"/> Cultural prejudices 		<p>2. English literature course designers need to provide learning materials suitable for as low as elementary levels of proficiency.</p>
19	Harun & Abdul Samat (2021)	<ul style="list-style-type: none"> <input type="checkbox"/> Time management problem <input type="checkbox"/> The students' feelings toward the subject <input type="checkbox"/> Having difficulty with the time allocation to teach English literature <input type="checkbox"/> Teachers are struggling in giving clear instructions or examples to students <input type="checkbox"/> Struggle to respond to students' various needs in literature lessons <input type="checkbox"/> Anxiety over their capability of teaching literature <input type="checkbox"/> Lack and limited teaching and learning literature modules 	<ul style="list-style-type: none"> • Teachers need more exposure on the teaching literature modules. • Require more time to teach literature in class. • Should relate the cultures in the materials with the culture in Malaysia. • Teachers are suggested to apply their knowledge on technology in their literature teaching. • Teachers should consider in choosing interesting text materials and appropriate with the students' age and interest. 	<p>The problems can be overcome:</p> <ol style="list-style-type: none"> 1. More exposure on approaches, methods, and techniques on literature teaching. 2. Encourage the English teachers to explore more on the good aspects of literature teaching. 3. Incorporating enjoyable approaches in classroom

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		<ul style="list-style-type: none"> □ Limited exposure to literature teaching □ Lack of creativity in literature teaching 		
20	Othman et al. (2015)	<ul style="list-style-type: none"> □ Students are having lack of focus and co-operation in literature class. □ Students' low language proficiency levels □ Negative perceptions towards English literature and teachers 	<ul style="list-style-type: none"> □ The teacher should use materials that would ease them on understanding the literature better. □ The teachers should inspire and assist the students to improve their English language skills in order for them be motivated and feel no burden in learning it. 	<ol style="list-style-type: none"> 1. The teachers will be able to select and implement a more appropriate method or teaching technique that can motivate their student to learn literature in their English Language classroom.

Table 5: Summary of systematic reviews on approaches and challenges in teaching literature to the students

No.	Article / Study	Number of participants/studies/Research design	Results/strategies found effective/suggestions
1	Omar (2017)	<p>Systematic Literature Review (SLR)</p> <p>Teachers' approaches employed in teaching literature component.</p> <ol style="list-style-type: none"> 1. Periphrastic approach is the most preferred approach in teaching literature in secondary school. 2. Integrated approach by blending the stylistic and reader responses to increase Creative & Critical Thinking skills (CCTS). 3. Students in Johor Bahru do not prefer integrated approach in learning literature. 	<p>Teaching approaches used to teach literature in language classroom:</p> <ol style="list-style-type: none"> 1. Content based approach - teaching knowledge about literature. 2. Language based approach - how the language is been used in the literary texts. 3. Personal response approach - learners' perception of and opinion on the literary texts. 4. Periphrastic approach - general meaning of the text. 5. Moral philosophical approach - requires learners to reflect what they have learnt based on their readings of a particular literary text. 6. Literature offers potential benefits in ESL instruction in many ways.

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			<p>7. Two advantages of using literature in language learning.</p> <p>i. Learners will become familiar with the use of language in different situations when they read literature text.</p> <p>ii. Learners will learn through authentic sources where natural and meaningful uses of language are used through the descriptions of real-life culture.</p>
2	Affendi & Aziz (2020)	Systematic Literature Review (SLR)	<p>1. The three main approaches that language teachers prefer are the information-based approach, moral-philosophical approach and paraphrastic approach.</p> <p>2. The reason why information-based approach is favoured by teachers is because their priority is to make students gain enough literary information so that their understanding on the subject matter can be developed.</p> <p>3. Information-based approach is beneficial in preparing students for examination</p> <p>4. When the students have low English proficiency, paraphrastic approach is favourable by the teachers as they get to help the students understand the text by using simple words.</p> <p>5. Moral-philosophical approach is implemented in the classroom for its benefits of inculcating moral values among students.</p> <p>6. Personal-response approach is in favour by the teachers in this study is because this approach motivates and encourages the students to make connection between the literature text and their personal life.</p> <p>7. The least preferred by teachers is the language-based approach. The students are not capable of giving out input as they have low English proficiency level</p>
3	Mohamad Fikray & Habil (2022)	Systematic Literature Review (SLR)	<p>There are six approaches that can be applied by ESL Teachers in Teaching Literature Texts:</p> <p>1. Information-based</p>

1. 22 papers were chosen as research samples since they provide relevant discussion on the theme of the current review appropriately.

2. This paper aims to:

1. describe the literature teaching approaches applied by teachers in the ESL classroom.
- elaborate on the challenges in applying appropriate literature teaching approaches in the lesson.

2. Paraphrastic
3. Stylistic
4. Language-based
5. Reader response
6. Moral Philosophical

Challenges to implement appropriate literature teaching approaches:

1. Examination-oriented system
2. Large class size
3. Time constraint
4. Learners' attitude
5. Poor language competence
6. Inappropriate texts selection

4	Regmi (2021)	Systematic Literature Review (SLR)	<p>For a successful literature teaching, the adoption of appropriate approach(s) is equally important.</p> <ol style="list-style-type: none"> 1. Language-based approach – treat literature as one of the authentic sources of language teaching and learning to acquire better proficiency of language by students. 2. Information-based and new criticism approaches regard literature as material to facilitate students to acquire the skills of appreciation. 3. Response-based and other critical literary approaches support the analysis of literary texts using different critical lenses.
		<p>1. The present study is based on descriptive and analytical research design. 17 papers were used for discussions.</p>	
5	Hashim & Abd Talib (2019)	Systematic Literature Review (SLR)	<p>Issues and challenges</p> <ol style="list-style-type: none"> 1. Teachers tend to conduct the lesson traditionally - “chalk and talk” method. 2. “Spoon-fed” their students rather than coming up with creative ways to teach the subject.
		<p>Aims to investigate the current issues and challenges faced by secondary school teachers and students in learning and teaching English literature.</p>	

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3. Students find literature is boring and dull due to how teachers conduct the lesson.
4. Teachers' attitudes towards teaching literature can affect the students' motivation and interest towards the lesson.
5. Teachers become disinterested in teaching literature due to the pressure and expectation of students' performance in examinations.
6. The selection of the literary texts – the language level of the text is higher and the students have difficulty to relate to the content because the texts / settings are not local.

6	Ukat & Ismail (2022)	Systematic Literature Review (SLR)	<p>The challenges reviewed are lack of training and guidance on teaching, time constraints in completing the syllabus, lower mastery in teaching literature, and the use of irrelevant literary materials in the syllabus.</p> <p>The opportunities reviewed are knowledge enrichment toward others' backgrounds, enhancing language skills mastery, and stimulating critical and creative thinking.</p> <p>Suggestions – further research on exploring or introducing a systematic and comprehensive literary module to solve the problems faced by English teachers.</p>
		22 studies from the year 2015 – 2022 were selected. 15 studies on challenges while 7 on the opportunities.	

7.0 FINDINGS & DISCUSSION

A systematic review table was created after the data from all 26 research studies were collated and examined. All prior studies were analyzed and reviewed in order to provide answers to the study questions. The eight years of research were all covered in the chosen papers.

The analysis reveals that most of the studies reviewed and ten of the studies chose the information-based approach as their most preferred approach, followed by the language-based approach and the paraphrastic approach. According to Ling & Chen (2016) teachers choose information-based approaches because they want to ensure that their students have access to adequate literature to enable them to enhance their grasp of the subject matter during the session. Then, Carter & Mcrae (2014) also stated that this approach is beneficial and helpful in preparing students for their examination which quite relates to our education system that most of the subjects learnt at school will be tested academically. Since most of the teachers who took part in all the studies are teaching low-proficiency students, this could be the main reason why an information-based approach was implemented in their class and became one of the most favored approaches in teaching English literature.

A selection of scholarly articles on the teaching approaches employed by teachers in teaching the English literature component was assessed. In light of the 26 literatures reviewed, four sub-themes have been developed in this study: approaches employed, activities conducted in the classroom, challenges faced by teachers, and solutions to overcome the challenges in teaching English literature.

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8.0 APPROACHES EMPLOYED BY TEACHERS

Sixteen articles were chosen to answer the RQ 1. And these ten studies by (Al Sabiri & Kaymakamoğlu, 2019; Atek et al., 2020; Bunga Febriani et al., 2022; Fauziah, 2016; Granath, 2017; Jabeen & Sarifa, 2022; Ling & Chen, 2016; Resueño & Ian Bel Resueño, 2019; Suliman et al., 2019; Wahyuni et al., 2021), revealed that there are six main approaches employed by teachers in teaching literature, which are the information-based approach, moral-philosophical approach, paraphrastic approach, language based approach, reader response approach, and stylistic approach. Subsequently, four studies by Benonguil & Barnido (2022); Hernández (2020); Moustafa & Naima (2022) and Yimwilai (2015) suggested other teaching methods such as the experimental group approach, communicative approach, affective responses approach, and focus group discussion.

However, the findings also shown that the least preferred approaches out of the sixteen studies conducted on teaching approaches implemented by English teachers—two studies by Ling & Chen (2016) and Wahyuni et al. (2021)—revealed that the two main approaches that are least preferred by teachers are the language-based approach and the paraphrastic approach. Therefore, it can be concluded that the other most preferred approach would be the other person's least preferred approach. The studies on students and teachers from rural schools in Sarawak and Indonesia, respectively, showed that teachers like to spoon-feed their students during literature class because they believe that the students are unable to contribute much to the lesson because of their low levels of English proficiency. It can be concluded that the main contributing factor as to why these two approaches are the least preferred is because the teachers are dealing with students with low English proficiency.

9.0 A SYSTEMATIC REVIEW ON APPROACHES IN TEACHING LITERATURE

Six systematic literature reviews were identified (Affendi & Aziz, 2020; Hashim & Abd Talib, 2019; Mohamad Fikray & Habil, 2022; Omar, 2017; Regmi, 2021; Ukat & Ismail, 2022) on the approaches employed by teachers in teaching the English literature component and the challenges faced by them. These reviews discussed the preferred approaches in teaching literature to the students. The five main teaching approaches that language teachers preferred were the information-based approach, language-based approach, personal response approach, paraphrastic approach, and moral-philosophical approach.

According to a review by Affendi & Aziz, (2020), 18 papers related to the teaching and learning of English literature for the past one decade were collected from various sources and suggested that the information-based approach is the most suitable approach in teaching literature because their priority is to make students gain enough literary information so that their understanding of the subject matter can be developed. This approach is beneficial in preparing students for examinations.

The language-based approach is the fundamental step for language learners and emphasizes comprehension of the literary language, based on the reviews by Mohamad Fikray & Habil (2022); Omar (2017); and Regmi (2021). This method is seen to be extremely approachable for language learners and facilitates students' responses to and involvement with literature. According to Choudhary (2016), this approach serves the demands of students in helping them learn a language more effectively; they converse in English to increase their language proficiency, acquire the essential teamwork skills, and become active learners. However, Affendi & Aziz (2020) found that this approach is least preferred by teachers because the students have low English proficiency levels.

The personal-response approach, as Omar (2017) pointed out, connects personal emotions and experiences in order to stimulate and urge students to read. Systematic review by Affendi & Aziz (2020) also supported the idea that this approach allows students to draw connections between the literature text and their own lives.

Reviews by Mohamad Fikray & Habil (2022) and Omar (2017), revealed that the paraphrastic approach is another preferred approach by the teachers. This approach is an initial step in preparing students to deal with the actual text, making it

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appropriate for those learning the target language for the first time. For easier understanding, the teacher may retell the story in simpler words or even translate it into another language.

Based on the reviews by Affendi & Aziz (2020); Mohamad Fikray & Habil (2022) and Omar (2017) moral-philosophical approach requires students to review their own learning after reading a certain literary work. This approach is used in the classroom because it helps students develop moral principles.

10.0 ACTIVITIES CONDUCTED IN CLASSROOM

This study also discovered the activities conducted in English literature classes based on the chosen teaching approaches. The suitable activities to be implemented in the classroom are varied depending on the teaching approaches.

A study by Atek et al. (2020) exposed that the study revealed the teachers used short stories and poetry then includes moral values in the lessons. Positive learning and teaching outcomes are likely to be achieved when teachers and students have similar preferences for teaching approaches. Wahyuni et al. (2021) explained that the language-based approach activities are simple language activities that elicit information from the texts and will help the students learn literature. The studies by Resueño & Ian Bel Resueño (2019) and Suliman et al. (2019) discovered comprehension questions and group work activities as the most preferred activities conducted in the classroom. Through these activities, students will have a better understanding of literary texts, especially those who are weak in English. It is also a good way of helping them to pronounce the English words by reading aloud the literary texts in the class (Moustafa & Naima, 2022). Ling & Chen (2016) suggested group discussion and sharing sessions. Students could understand the text better with the given basic information and main contents. Other than that, students can participate in the class discussion and were eager to learn in a fun way without being forced. While, Al Sabiri & Kaymakamoğlu, (2019) stated that reading and simplify literary texts in L1 will support the students' comprehension. Teachers may choose to use L1 translation to aid students who have difficulty understanding the content. Otherwise, another study by Granath (2017) suggested reflective exercises and book talks after reading literary texts, in which the teachers aim to stimulate thoughts regarding the literature material and validate the students' comprehension. Whereas Fauziah (2016) shown reading aloud, rewriting, matching, jigsaw reading, and gap-filling help in learning English literature. These activities help the students respond to and engage with literature, and they are able to collaborate, be independent, interact, learn from one another, and be motivated in class.

Another study by Yimwilai (2015) also explained the method of teaching using an integrated approach that was divided into three phrases: language consideration, cultural consideration, and enrichment consideration. The study revealed that this integrated approach is more effective than the conventional method as it can instill positive attitudes and improve students' academic performance, and develop their critical thinking skills. The recent study by Moustafa & Naima (2022) viewed this matter from a different perspective, which is affective responses, and examined the suitable activities to be implemented in the classroom, which are reading literary texts and writing literature essays. These activities focused more on memorizing and reproducing the literature content and helped the students appreciate the materials and express their feelings. By doing this, it proves that the students are able to achieve the level of understanding of the literary texts that the teachers hoped for in the lesson.

Other than that, activities such as comprehension question exercises, brainstorming session, small group discussion, language activities, re-tell story to students, students re-tell story to the class, tell moral values to students, and identify adjectives that describe a character were the medium activities employed in classroom. Teachers were focusing more on students' understanding of the literary text than developing creative and interesting activities in the lesson. This has become the concern for low proficiency students which may tend to lose interest in Literature and are not be able to appreciate the literary elements as what expected by the teachers. However, some teachers have their own initiative to come up with creative and interesting materials, either through activities with students to develop something or activities using physical movement that can help capture the students' interest in learning literature.

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11.0 THE CHALLENGES FACED BY TEACHERS IN ENGLISH LITERATURE CLASS

After the exclusion session, four articles were shortlisted and chosen to answer RQ 2. The similarities that we found in the studies are the main challenges faced by teachers in teaching English literature: students' low English language proficiency levels or poor command of the English language (Işıklı & Tarakçıoğlu, 2017) and because of that, it leads to students' low motivation in learning English literature as they are having difficulty understanding difficult vocabulary in literary texts. Other than that, the teachers themselves are struggling in giving clear instructions or examples, struggling to respond to students' various needs when teaching literature (Harun & Abdul Samat, 2021), limited exposure, and lacking in creativity in literature teaching. Therefore, this relates to RQ 1, where the teachers' preferred approaches will help minimize these kinds of challenges in English Literature class.

12.0 A SYSTEMATIC REVIEW ON THE CHALLENGES FACED BY TEACHERS IN ENGLISH LITERATURE CLASS

Systematic reviews by Hashim & Abd Talib (2019); Mohamad Fikray & Habil (2022) and Ukat & Ismail (2022), identified the challenges encountered by teachers of English literature subjects. One of the most common problems is students' dislike for studying literature. When it comes to learning literary texts, students lack confidence, interest, and motivation. The literary appreciation abilities required for both understanding and enjoyment are lacking among students. They do not find the topics and concepts discussed in this literature to be compelling or something they can connect to.

The limited language skill of students presents additional difficulty. The students find it extremely difficult to understand the literature because of their weak knowledge of the English language. Other difficulties included teachers' inadequacy or lack of training in teaching literature, the inclusion of irrelevant materials in the curriculum that reduced teachers' confidence in their ability to teach literature to their students, and the choice of texts that were inappropriate for the students' grade level.

Large class size is another challenge in teaching literature, as mentioned by Mohamad Fikray & Habil (2022). This systematic review discussed how having a large classroom limits the number of learning activities and exercises that may be done. Additionally, it might be challenging for teachers to keep an eye on the lesson's flow because students have different learning styles and personalities.

13.0 THE SOLUTIONS TO OVERCOME THE CHALLENGES IN ENGLISH LITERATURE CLASS

In terms of the solutions to overcome the problems mentioned above, the four studies suggested the teachers should focus more exposure on approaches and techniques for teaching literature and explore more of the positive aspects of teaching literature. Other than that, teachers can incorporate suitable approaches that are fun and would be a great way for teachers and pupils to engage in literature lessons. Some of the previous researches by Harun & Abdul Samat (2021) and Othman et al. (2015) were conducted on students who had low English proficiency, which made it more difficult for the students to comprehend the challenging literature texts. Overall, in order to prevent students from losing interest in the material, language used in the text should be at the same level as their competency. In addition, the chosen works' language must be accessible to all pupils, regardless of their level of English proficiency.

14.0 CONCLUSION

This systematic review underlined the research gaps for recognizing the preferred approaches employed by teachers in teaching the English literature component. Adopting the right approach is equally vital for a good literary lesson. This is to ensure that students can communicate, explain, and evaluate concepts or problems when reading and studying literature using the appropriate approaches. The challenges and solutions of learning English literature for second language learners are

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described in the scope of the effectiveness of teaching approaches that should be exposed in order to ensure the success of learning literature. The main goal has been highlighted through themes based on the systematic reviews carried out, including the approaches, activities conducted, benefits, and along with the issues and challenges associated with learning literature.

The review proposes a suggestion for future studies. More qualitative studies are necessary, as they provide a comprehensive overview and a clear description of strategies for improving the literature learning session that may be beneficial to teachers.

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