

Systematic Review: Approaches in Improving English Literature Teaching and Learning in ESL Classrooms

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Abstract: This essay analyses a systematic assessment of methods for teaching and learning English literature in ESL classrooms based on earlier studies that have been published. A total of seventeen studies, spanning the years 2011 to 2021, were reviewed. One of the main goals of this systematic review is to demonstrate an empirical information formulation that has been found in previous academic studies on the teaching and learning of English literature in ESL classes. There are two research questions that need to be answered in this comprehensive study: i) How should ESL teachers improve the teaching and learning of English literature in ESL classrooms? ii) In order for the described strategy to be effectively implemented in ESL schools, how should it be used? The findings of the reviews showed that cultural approach, multi-modal approach, scaffold reading approach, reader-response approach and literature circles are employed in ESL classrooms. Results indicated that all these five approaches can improve the English literature teaching and learning in ESL classrooms. And teachers can choose the method according to student's learning objectives, past knowledge and abilities, available teaching resources and facilities, teacher's teaching style and preferences and teaching objectives.

Keywords: English Literature, Teaching and learning Approaches, ESL Classrooms, Teaching and learning Theories, Instruction Plan

1. Introduction

1.1 Importance of English Literacy in ESL Classrooms

It is well known that English literacy is of significant importance in countries where English is spoken as a second language. People can improve their comprehension and command of the English language by studying English literature. There is a vast array of terminology, grammatical constructions, and idioms used in literary works. They can develop their vocabulary, grammar understanding, and language use skills by reading and analyzing literary works, which will enable them to communicate more effectively (Alemi, M., 2011)^[5]. Additionally, English literature has a significant role in the culture of nations that speak the language. People can learn about the history, society, values, and traditions of English-speaking nations through reading works of English literature. This cultural awareness helps to better understand and integrate into the social environment of English-speaking countries, as well as communicate more effectively with the people of English-speaking countries (Al Raqqad, Y. M., Ismail, H. H., & Al Raqqad, K. M., 2019)^[3].

In addition, English literature often involves in-depth themes, complex plots, and multidimensional character development. They can improve their critical thinking abilities, learn to think independently, analyse and assess the ideas and themes in literary works, and comprehend the author's meaning and expression through reading and analysing literature. In other words, reading English literature exposes readers to works from many genres, historical eras, and cultural backgrounds (Ahmed Okasha, M., 2020)^[1]. This contributes to the development of cross-cultural appreciation and understanding, which improves one's awareness of the diversity of the globe (Shen, M. Y., 2009)^[22]. Besides, literature in English demonstrates excellent writing skills and literary style. By studying literary works, people can learn different writing skills, rhetorical techniques and literary structures, improve their writing ability, and make their expressions more vivid, accurate and interesting.

1.2 Issue Existing in Improving English Literacy in ESL Classrooms

For students from countries where English is used as a second language, they still face many challenges in order to improve their English cultural literacy. First, its called language barriers. Students whose native language is not English may experience language barriers when reading and understanding English literature. They may need to spend more time and effort to understand complex vocabulary, syntactic structures and cultural background (Albiladi, W. S., & Alshareef, K. K., 2019)^[4] This may affect their overall understanding and analysis of literature. Second, Literary works often reflect the values, traditions and historical background of a particular culture. For non-English-speaking students, understanding and appreciating these literary works may be affected by cultural differences. They may need more in-depth research and study to understand the author's cultural background and related historical events in order to better understand and interpret literary works. Third, For non-native English speakers, reading English literature may require specific skills and strategies (Khatib, M., 2011)^[14]. They may need to learn how to infer meaning, understand context, and analyze implicit and symbolic language. It takes time and practice to improve their reading comprehension. Fourth, Understanding English literary works usually requires a certain understanding of relevant literary background knowledge (Ali, A. M., & Razali, A. B., 2019)^[6] This includes learning about different literary genres, authors and important works. For non-native English speakers, acquiring this background knowledge may require additional effort and research in order to better appreciate and analyze literature. Fifth, English literary literacy includes not only the reading and understanding of literary works, but also the ability to analyze and think critically about the works. Students who are not native speakers of English may have difficulty expressing their thoughts and opinions in English, especially when doing literary reviews and essay writing. They may need to strengthen their writing skills and practice to improve their writing skills (Moya, S. S., & O'Malley, J. M., 1994)^[20].

2. Literature Review

2.1 Theory of English Literature Teaching and Learning

Theories are often constructed based on existing evidence, logical reasoning, and the integration of multiple observations and data. They strive to provide a coherent and comprehensive explanation of how and why certain phenomena occur. Teaching and learning theory in education section encompasses a range of principles, models, and approaches that inform instructional practices and promote effective learning outcomes. These theories provide educators with a framework to understand how students learn and offer strategies to optimize the teaching and learning process. Here are some prominent theories in English literature teaching and learning:

(a) Socio-cultural Theory

This theory emphasizes the role of social interactions and cultural context in language learning (Cole, M., 1996). It suggests that language development occurs through participation in meaningful activities within a community. Applying this theory, educators can create collaborative learning environments that promote language and literacy development.

(b) Constructivism

This theory posits that learners actively construct knowledge and meaning through their own experiences and interactions (Vygotsky, L. S., 1978). In the context of English literacy, educators can engage students in hands-on, experiential activities that promote critical thinking, problem-solving, and language acquisition.

(c) Cognitive Theory

This theory focuses on the mental processes involved in learning, such as attention, memory, and comprehension (Bruner, J. S., 1986). Educators can apply cognitive strategies, such as explicit instruction, scaffolding, and meta-cognition, to enhance students' reading, writing, and comprehension skills.

(d) Multi-cultural Theory

First, multicultural theory emphasizes the mutual influence and communication between different cultures. By learning multicultural perspectives, students can better understand the cultural background, values and ways of thinking contained in English literature. This helps to broaden their horizons and

develop cross-cultural communication skills for a deeper understanding and appreciation of English literature (Almuhamadi, A., 2017)^[7]. Second, multicultural theory encourages attention to the diversity and uniqueness of different cultures. For students, learning multicultural theory can improve their cultural sensitivity and enable them to better understand and respect the values and concepts of different cultures. This enhancement of cultural sensitivity will help them better understand and interpret English literary works and avoid misunderstanding or prejudice against cultural differences in the works (Vural, H., 2013)^[28]. Third, multicultural theory emphasizes the dissemination and translation of literary works among different cultures. Students can better understand the challenges and problems in the process of translation and intercultural communication of literary works through the study of multicultural theory. This is crucial for their accurate translation and adaptation when learning English literature, enabling them to better appreciate and analyze English literature works. Fourth, multicultural theory encourages people to think about issues such as power relations, social structures, and identities in different cultural contexts (Yunus, M. M., Salehi, H., & John, D. S. A., 2013)^[33]. Through the study of multicultural theory, students from English-speaking countries can develop critical thinking skills and conduct in-depth analysis and interpretation of English literature. They are able to observe cultural biases, social issues and power structures in the works more keenly, thereby deepening their understanding and appreciation of the works (García, O., & Wei, L., 2014).

(e) Affective motivation theory

Affective motivation theory emphasizes the driving effect of emotion on individual behavior. When students have positive emotions and interests in learning English culture, they will take part in learning activities more actively and are more willing to invest time and energy in learning (Ahmed, S. T. S., 2019)^[2]. Affective motivation theory emphasizes the interrelationship between emotion and cognition. Students' comprehension and experience of English culture will improve as a result of introducing emotional factors into the educational process, such as emotional expression, cultural experience, emotional response, etc (Wu, S. J., & Meng, L. H., 2010)^[30]. In addition, affective motivation theory emphasizes the importance of emotion in forming individual identity and cultural awareness. Learning English culture is not only for mastering a foreign language, but also helps students develop emotional identity and cultural awareness of English culture. Students can be encouraged to establish an emotional identification with English culture and improve their cultural awareness by teaching them about English values, customs, arts, and other aspects of culture and by actively encouraging them to engage in relevant cultural events and exchanges. What's more, this theory believes that emotional experience can have a positive impact on an individual's long-term motivation (Lestari, N., 2019)^[16]. Students' motivation and excitement for lifetime learning can be sparked by fostering their good feelings and experiences while learning English culture. Positive feelings will motivate students to further expand their study of English and explore its culture, leading to continued learning motivation and growth (Kennedy, U., & Chinokul, S., 2020)^[13].

2.2 English Literature Teaching and Learning Approach

An educational approach provides a framework for educators to plan and deliver instruction, assess learning outcomes, and create a conducive learning environment. It encompasses various elements such as instructional methods, content selection, assessment strategies, classroom management techniques, and the overall philosophy of education (Barus, I. R. G., 2021)^[8]. Different approaches exist in the field of education, each emphasizing different aspects of teaching and learning.

2.3 Reader-Response Approach

This approach focuses on students' personal responses and interpretations of literary texts. Students are encouraged to engage actively with the literature, express their thoughts, and relate the text to their own experiences and perspectives. It emphasizes the development of critical thinking skills and encourages students to analyze characters, themes, and literary devices (Barus, I. R. G., Simanjuntak, M. B., & Resmayasari, I., 2021)^[8].

2.4 Literature Circles

Literature circles involve small groups of students who read and discuss a shared piece of literature. Each student takes on a specific role within the group, such as discussion leader or connector (Kabouha, R., & Elyas, T., 2015)^[11]. This approach promotes collaborative learning, encourages active participation, and allows for in-depth exploration of literary texts.

2.5 Cultural Approach

This approach explores literature as a reflection of culture and society. It aims to develop students' intercultural competence by analyzing how cultural values, beliefs, and experiences are portrayed in literary works (Vural, H., 2013)^[28]. It provides opportunities for students to engage in discussions about cultural diversity, broaden their perspectives, and develop empathy and understanding (Kabouha, R., & Elyas, T., 2015)^[11].

2.6 Multi-modal Approach

In this approach, students engage with literature through various modes of communication, such as visual, auditory, and kin-esthetic (KIRKGÖZ, Y., 2012)^[15]. It incorporates different media forms, such as film adaptations, audio recordings, and visual representations, to enhance students' understanding and appreciation of literary texts (Ahmed, 2019)^[2]. It caters to different learning styles and promotes active engagement with the material (Ahmed Okasha, M., 2020)^[1].

2.7 Scaffold Reading Approach

This approach provides support and guidance to students as they read and comprehend literature. Teachers may use strategies such as pre-reading activities, vocabulary building exercises, and guided discussions to help students understand complex texts. The focus is on building comprehension skills and increasing students' confidence in reading and analyzing literature (Sadeghi, K., & Richards, J. C., 2021)^[21].

2.8 Previous Studies

Several studies have examined the benefits of using literature as a teaching tool in ESL classrooms. Vural, H. (2013) found that the use of literature in ELT courses may encourage students more effectively learn English^[28]. KIRKGÖZ, Y. (2012) concluded that the use of short stories encourage students to be more imaginative and creative in their writing^[15]. Kaowiwattanakul, S. (2021) also put forward that using literature can enhance EFL students' reading skills and critical thinking skills^[12]. Several studies have explored the influence of reader response and cultural perspectives on ESL students' understanding and interpretation of English literature. Miao, Q. Q., & Vibulphol, J. (2021) consumed that the main source of anxiety of English learning was from the lack of general reading ability^[19]. Wang, X. (2021) thought that literary literacy can be improved by cultivating cultural awareness^[29]. In addition, researchers have investigated various teaching strategies and techniques specific to English literature instruction in ESL classrooms. Traore, M., & Kyei-Blankson, L. (2011) concluded that The use of technology and other literary materials in ESL classes is advised^[26]. Chen, M. L. (2012) found that Children's books and DVD films could be a good substitute for ELT textbooks in reading classes^[9]. Li, H. (2017) also found that students will have more time to talk, interact, and express themselves in class through networking^[17]. Moreover, many studies have focused on assessing learning outcomes in English literature instruction for ESL students. Moya, S. S., & O'Malley, J. M. (1994) created a portfolio assessment model for ESL^[20]. Durán, R. P. (2008) found that differences in historical, cultural, and linguistic backgrounds must be taken into consideration when interpreting test results and developing new assessment procedures that are in line with student characteristics^[10]. Kabouha, R., & Elyas, T. (2015) also concluded that alignment is required between the implementation of the planned learning outcome, teaching and learning activities, and assessment forms. What's more, the needs of ESL teachers for professional development in teaching English literature have also been studied by researchers^[11]. Sadeghi, K., & Richards, J. C. (2021) found that a lot of English literature teachers participate in professional development (PD) programmes in order to advance their careers^[21]. Almuhammadi, A. (2017) also concluded that Teachers feel interested when they believe the professional development program's content is closely relevant to what they teach and what their students should learn^[7].

All in all, these studies mainly focus on improving the English literature teaching and learning in many different aspects. They mainly rely on cultural approach, multi-modal approach, scaffold reading approach, reader-response approach and literature circles.

3. Methodology

The five phases suggested by Khan et al. (2003, p.118) form the basis of the strategy used to conduct the systematic review. "Framing questions for a review," "identifying relevant studies," "assessing the quality of studies," "summarizing the evidence," and "interpreting the findings" are the five processes. Creating research questions for the review is the first step in the process. Problems should therefore be precisely and clearly defined. To prevent confusion, the questions should be carefully constructed. A solid research procedure will result from solid research questions. Other adjustments, such as determining the population and study strategies, are determined once the questions are defined. ESL students from kindergarten to higher education are selected for this study. Choosing pertinent studies is the following stage. I chose to use online resources from well-known databases, which I downloaded and read thoroughly before analyzing (Durán, R. P., 2008)^[10]. These databases included JSTOR, Google Scholar, Science Direct, Springer e-Journals, and Educational Resources Information Centre, or better known as ERIC. In the third step, the quality of the studies is evaluated after a thorough evaluation has been completed. I have verified that the objectives and research questions are pertinent to each other, the selected publications, and the articles. The fourth step is to summarize the data that has been gathered, processed, and interpreted using statistical methods, accompanied by illustrations, for easier understanding. Finally, the investigation was concluded with several suggestions.

4. Findings and Discussion

For the systematic review, a total of 17 research based on English literature teaching and learning approaches from 2011 to 2021 were chosen (Table 1). The findings are summarized as follows:

Table 1: Summary of the researches

Study	No. of Participants	Research Design	Intervention	Approach adopted	Total Duration	Results
Wang, X. (2021)	10 university students	Participatory action research	Training based instruction and workshop	Cultural approach	16-week Course	Literary literacy can be improved by cultivating cultural awareness
Vural, H. (2013)	34 students of prep classes of Two Languages Department of Suleyman Demirel University	Experimental Study	Unabridged short stories	Literature Circles and Reader-Response Approach	Second semester of 2004-2005 educational year	The use of literature in ELT courses may encourage students more effectively learn English.
KIRKGÖZ, Y. (2012)	21 Turkish university students who were receiving an English language preparatory program	Mixed method	Short stories	Literature Circles and Reader-Response Approach	Over one semester	The use of short stories encourage them to be more imaginative and creative in their writing.
Tsai, C. H. (2012)	Two classes of the English Reading course offered at a technology university in central Taiwan	Quantitative research	Authentic literary work	Literature Circles and Reader-Response Approach	18 weeks (one semester) of 2-hour sessions	Using a real literary work helps kids become more motivated and interested in reading.
Khatib, M. (2011)	200 students (106 females and 94 males) majoring in English Translation and English Literature	Experimental Study	Sixty-five English poems	Scaffold Reading Approach	11 weeks	The new method of teaching poetry to EFL students will put them on the right track to appreciate poetry. .
Kennedy, U., & Chinokul, S. (2020)	Twenty grade 10 Thai EFL students	Mixed method	Graphic novels	Scaffold Reading Approach	One semester	Scaffolded Reading Experience using graphic novels improves students' reading comprehension and reading motivation at a statistically significant level.
Yunus, M. (2013)	52 English language teachers	Mix-method	Visual aids	Multi-modal Approach	3 month	The implementation of visual aids in teaching literature helps teacher to conduct an effective teaching and learning process.
Sholeh, A., Setyosari, P., & Cahyono, B. Y. (2019)	129 Indonesian private university students of English language education.	Quasi experimental	Self-Checking Comprehension Scaffolding (SCCS)	Scaffold Reading Approach	One semester	The students who did SVR with SCCS comprehended better than those without SCCS.
Tevdovska, E. S. (2016)	53 undergraduate students of English language and	Mix-method	Literary texts and materials	Literature Circles and Reader-	3 month	The majority of language students enjoy novels and short stories.

	literature			Response Approach		
Traore, M., & Kyei-Blankson, L. (2011)	10 Thai students	Qualitative approach	International English Program (IEP)	Multi-modal Approach	One semester	The use of technology and other literary materials in ESL classes is advised.
Miao, Q. Q., & Vibulphol, J. (2021)	459 non-English major students from four different universities in China	Survey study	None	Scaffold Reading Approach	One semester	The main source of anxiety was from the lack of general reading ability.
Chen, M. L. (2012)	89 non-English majors	Quasi-experimental, post-test comparison group design	Children's literature and DVD films.	Multi-modal Approach	Two hours per week over two months	Children's books and DVD films could be a good substitute for ELT textbooks in reading classes.
Ting, L., & Ping, W. W. (2019)	712 undergraduate students	Quantitative method	Foreign literary work reading	Cultural approach	Two month	There is a significant positive relationship between foreign literary work reading and intercultural competence.
Li, H. (2017)	160 sophomores	Action research	Cooperative Learning in Chinese Context	Literature Circles and reader-response approach	14-week	Students will have more time to talk, interact, and express themselves in class through networking.
Liu, Y. (2017)	Two classes made up of 36 students respectively	Experimental Study	Critical literacy practice (CLP)	Scaffold Reading Approach	One semester with 18 academic weeks	CLP is necessary and feasible in EFL reading classes.
Yu, Q., & Van Maele, J. (2018)	77 students	Action research study	Learning goals defined for ICA development	Cultural approach	Over two semesters	Reading courses can be used to help foster intercultural awareness among Chinese students
Yin, X. (2019)	Two classes of students	Experimental Study	English literary translations	Cultural approach	One and half years	Integrate the study of English literary translations into the English curriculum can help non-English majors develop their capacity for critical analysis and cultural accomplishment.

17 prior similar research in all were found utilizing 5 distinct approaches, which were highlighted. The studies are from ESL courses at various levels. Four studies used cultural approach in their researches. They all admitted that cultural awareness, communication, competence will help English literature learning. Wang, X. (2021) found that literary literacy can be improved by cultivating cultural awareness^[29]. After gaining a feeling of international literacy, students understand how to critically engage with textbook material and then improve their literature accomplishments. Intercultural competency and reading foreign literary works have a substantial favourable link, according to Ting, L., & Ping, W. W. (2019)^[25]. The knowledge of others, knowledge of oneself, attitudes, and awareness are all significantly impacted by reading literary works, although intercultural communication and cognitive abilities are only little impacted. The connection between literature learning and cultural awareness was also examined by Yin, X. (2019)^[31]. They also discovered that the two can benefit from one another. According to Yu, Q., and Van Maele, J. (2018), reading literary works can significantly increase students' intercultural competency and awareness^[32].

Five researchers have embraced the scaffold reading method. According to Miao, Q. Q., and Vibulphol, J. (2021) pre-reading activities, vocabulary development exercises, and guided conversations can help students who are experiencing learning anxiety to become more proficient readers^[19]. After taking part in a scaffold reading experience utilising graphic novels, students' reading enthusiasm and comprehension statistically considerably increase, according to Kennedy, U., & Chinokul, S. (2020)^[13]. In an experimental study, Sholeh, A., Setyosari, P., and Cahyono, B. Y. (2019) claimed that students who scaffold reading with Self-Checking Comprehension Scaffolding (SCCS) understood more than those who did not^[23]. According to Liu, Y. (2017), critical literacy practise and teacher-led group discussions are essential in an ESL class^[18]. Khatib, M. (2011) also have addressed the importance of pre-reading activities in teaching poetry in ESL class^[14].

Three of studies adopted multi-modal approach. Chen, M. L. (2012) found that Children's books and DVD films could be a good substitute for ELT textbooks in reading classes^[9]. Traore, M., & Kyei-Blankson, L. (2011) concluded that The use of technology and other literary materials in ESL classes is advised^[26]. According to Yunus, M. M. (2013), using visual aids when teaching literature enables teachers to carry out efficient teaching and learning procedures^[33].

Five research have used the reader response method and literature circles. Through literature circles, students will have greater opportunity to converse, interact, and express themselves in class, according

to Li, H. (2017)'s action research^[17]. Tevdovska, E. S. (2016) came to the conclusion that it is beneficial for students' literary learning when novels and short stories are discussed in a literature circle^[24]. Literature circles can encourage students' interest in reading literary works, according to Tsai, C. H. (2012)^[27]. Additionally, they frequently voice their ideas in literary communities. According to KIRKGÖZ, Y. (2012), students who participate in literature circles may think and write more creatively^[13]. According to Vural, H. (2013), literature circle will encourage students to learn more English literature works and then improve their language learning^[28].

5. Conclusion

In summary, the reviewed studies underscore the significance of cultural awareness, communication, and competence in English literature learning. The scaffold reading method, multi-modal approaches, and reader response method with literature circles provide effective strategies to enhance students' reading proficiency, comprehension, critical thinking, and engagement in ESL courses.

6. What approach should teacher adopt in English literature teaching in ESL class

First, understanding students' learning goals and needs, as well as their English proficiency and cultural background. This helps determine the appropriate teaching method to meet the learning needs of the students. Second, evaluating available teaching resources and facilities, such as teaching materials, technical equipment, multimedia materials, etc (Wang, X., Jiang, L., Fang, F., & Elyas, T., 2021)^[29]. The availability and applicability of these resources should be considered in choosing an appropriate teaching method. Third, considering their own teaching style and preferences, and choose a teaching method that matches them (Yu, Q., & Van Maele, J., 2018)^[32]. For example, if a teacher enjoy leading student interaction and discussion, the Reader Response Method and Literary Circles may be a better fit. Forth, clarifying the teaching objectives and determine the literature content to be taught. Different teaching methods may be better suited to specific types of literature or teaching goals. For example, if the focus is on improving students' cultural awareness and intercultural communication skills, then a cultural approach may be more appropriate (Wu, S. J., & Meng, L. H., 2010)^[30].

Taking the above factors into consideration, the appropriate teaching method can be selected according to the specific situation (Li, H., 2017)^[17] Possible options include a cultural approach, a scaffold reading approach, a multi-modal approach, and a reader-response approach with literary circles. It can be flexibly adjusted and combined according to teaching objectives, student needs and available resources. The most important thing is to ensure that the teaching method chosen will promote students' learning and improve their literary understanding, reading skills and intercultural communication skills.

7. How instructions should be planned in ESL class

Identifying learning objectives: Determine the precise learning outcomes you hope to achieve through the instructions by identifying your learning objectives (Tsai, C. H., 2012)^[27]. These goals ought to be in line with the course's curriculum and overarching objectives.

Evaluation of students' past knowledge and abilities: Recognize the pupils' prior knowledge and abilities in relation to the literary topics being studied. This will make it easier for you to modify the training to fit their requirements and advance the information they already have.

Select appropriate literature works: Choose relevant and interesting literary texts that support the learning objectives, are appropriate for the students' level of language skill, and reflect their interests. To offer a varied learning experience, take into account a range of genres, subjects, and cultural backgrounds (Liu, Y., 2017)^[18].

Determine instructional strategies: Choose appropriate teaching tactics based on the learning objectives and the needs of the students (Sholeh, A., Setyosari, P., & Cahyono, B. Y., 2019)^[23]. This can incorporate a variety of techniques, including lectures, discussions, group projects, role-playing, multimedia presentations, and practical exercises.

Plan a sequence of activities: Organize the instructions into a logical sequence of actions by creating a plan for the activities. In order to grab students' attention and establish context, begin with an interesting introduction. After that, include exercises that have students read, analyse, discuss, and

interpret literary works. Give children the chance to practise their linguistic abilities, critical thinking, and creativity (Traore, M., & Kyei-Blankson, L., 2011)^[26].

Differentiate instruction: Consider the varying requirements and aptitudes of the pupils in your class when delivering instruction that is differentiated (Lestari, N., 2019)^[16]. Differentiate education by giving difficult students more help and offering advanced pupils extension activities.

Incorporate formative assessment: Continual formative assessment should be incorporated into the lesson plan to track the growth and comprehension of the pupils. Assess your students' knowledge, critical thinking abilities, and linguistic competency using strategies including class discussions, quizzes, presentations, and writing projects.

Provide feedback and reinforcement: Give students comments and encouragement: Give students timely, constructive feedback to direct their learning and progress. Encourage children to keep reading by praising their accomplishments and giving them encouragement (Yin, X., 2019)^[31].

Reflect and adjust: The effectiveness of the instructions should be regularly evaluated, and any necessary revisions should be made in light of student performance and feedback. Always work to make your teaching methods better and modify them to fit the changing demands of your students.

8. Recommendations for future study

Expand sample and study scope: Expand the sample size and study scope as much as possible to include larger groups of students, English learners of different grades and levels, and different types of English literature. This increases the breadth and representativeness of the study, providing more comprehensive conclusions and guidance.

Consider long-term effects: In addition to focusing on short-term effects, attention should also be paid to the impact of teaching methods on long-term learning outcomes of students. Through follow-up studies, it is possible to explore the lasting effects of instructional methods on students' reading ability, literary comprehension, and intercultural awareness.

Exploring the effects of different cultural backgrounds: The cultural background and experience of English learners may have an impact on the effectiveness of teaching methods (Tevdovska, E. S., 2016)^[24]. Further research into the applicability and effectiveness of teaching methods in different cultural contexts can help to better meet the needs of diverse student populations.

Integrating Technology and Multimedia Resources: Explore how to make the best use of technology and multimedia resources to support the teaching of English literature. Research can explore the impact of the use of new technologies and media, such as virtual reality and online literature sources, on student learning outcomes and motivation.

Comparing the effectiveness of different teaching methods: Through comparative research, explore the relative effectiveness of different teaching methods in teaching English literature (Miao, Q. Q., & Vibulphol, J., 2021)^[19]. For example, cultural approaches, scaffold reading approaches, multi-modal approaches, and reader-response approaches can be compared in terms of students' literary comprehension, language proficiency, and intercultural awareness.

Investigate student participation and emotional experience: In addition to focusing on students' academic performance, attention should also be paid to students' participation and emotional experience in the teaching process. Research can explore students' attitudes, interests and motivations towards different teaching methods, as well as their emotional responses and experiences during the learning process.

Research on Teachers' Roles and Guidance Styles: The influence of teachers' roles and guidance styles in English literature teaching on students' learning cannot be ignored. Future research could explore teacher role shifts, instructional styles, and support strategies to enhance teacher effectiveness and student learning experience

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