



Exploring The Literary Landscape: An Annotated Bibliography On Effective Strategies For Teaching English Literature

Nani Mulyani

Universitas Indraprasta PGRI

Author Correspondence: nanimulyani.english1@gmail.com

Abstract. *The aim of this research is to explore the literary landscape: An Annotated Bibliography of Effective Strategies for Teaching English Literature. The research will primarily rely on academic databases such as JSTOR, ERIC, and Google Scholar to gather relevant scholarly articles. These databases offer extensive repositories of peer-reviewed literature, ensuring the reliability and credibility of the sources retrieved. Keywords such as “literature in higher education”, “literature pedagogy”, and “literature in English classroom” will be utilized to conduct systematic searches and identify pertinent studies. In selecting literature for inclusion in the annotated bibliography, specific criteria will be applied. Only studies published within the last decade will be considered to ensure relevance and currency. Preference will be given to peer-reviewed articles or journals, as these sources undergo rigorous scrutiny and contribute to the scholarly discourses on the subject matter. Moreover, studies focusing solely on primary education will be excluded to maintain the focus on secondary or higher education English classrooms. The result of exploration of English Literature in Higher Education as a topic in literature education is not novel; rather, it undergoes dynamic changes over time, adapting to diverse situations and cultural contexts. Despite the existence of various topics concerning English Teaching in Higher Education, the significance of incorporating English Literature in classrooms remains steadfast. Consequently, recent articles delve into conducted studies employing relevant theories for Teaching English Literature in higher education.*

Keywords: *An Annotated, explore the literary landscape, Bibliography of Effective*

INTRODUCTION

Teaching literature in English classroom for higher education is a challenging but rewarding task that can offer many benefits for both teachers and students. Literature provides rich linguistic input, stimulates student expression in other languages, and motivates learners (Maldin, 2022). It also helps improve language skills and competences, encourages communication and discussion, and facilitates cultural understanding (Zaid & Chakravorty, 2022). Additionally, literature has educational value and brings enjoyment to students (Shtokhman, 2022). However, teachers may face challenges in incorporating literary texts, such as students' low proficiency levels and difficulties in interpretation. However, literature can also pose difficulties for students who may lack the necessary background knowledge, vocabulary, or motivation to engage with the texts. Therefore, teachers need to select and use appropriate strategies and materials to facilitate the teaching and learning of literature in English classroom especially for Higher education.

This article aims to provide an overview of the current research and best practices on teaching literature in English classroom for higher education, and to offer some practical suggestions and examples for teachers who want to implement literature in their courses. The sources included in this annotated bibliography are selected based on the following criteria:

they are published in reputable journals or books, they are relevant and recent (published within the last 10 years), and they cover the various aspects of teaching literature in English classroom for higher education, such as the rationale, objectives, approaches, methods, techniques, materials, assessment, and challenges. The annotated bibliography is organized into four sections, according to the main themes of the sources: (1) the benefits and challenges of teaching literature in English classroom for higher education, (2) the objectives and outcomes of teaching literature in English classroom for higher education, (3) the approaches and methods of teaching literature in English classroom for higher education, and (4) the materials and techniques of teaching literature in English classroom for higher education. Each section contains a brief introduction, followed by a summary and evaluation of the sources, highlighting their main points, weakness, and implications for teaching practice.

The study of English literature covers a lot of different areas. It looks at the political, cultural, and artistic aspects of English-language writing. It covers a wide range of forms, times, and settings, from books and songs to plays and movies, from the Middle Ages to the present day, and from Britain and the United States to the postwar world. English Literature research tries to help us understand better the books that affect our thoughts, feelings, and beliefs, and it also looks closely at the part books play in society, government, and education. Literature study in English helps students develop the critical thinking, creativity, and communication skills they will need for life by exposing them to different texts and points of view.

By learning literature, students can learn meaningful interaction, generating class discussion teaching different types of writing skills. It also allows readers to explore different perspectives and gain a deeper understanding of the world around them. Adding literature can foster empathy and promote critical thinking. Learners can develop their language skills, including written language, sentence structures and transitional words. Furthermore, studying literature can enhance analytical thinking and improve communication abilities.

RESEARCH METHODOLOGY

To investigate the efficacy of literature in English classroom of higher education, a systematic research design will be employed. The scope of this study will encompass a diverse range of literary works, including various genres, time periods, and cultural backgrounds, to ensure a comprehensive understanding of literature's impact on student

learning. This inclusivity aims to capture the broad spectrum of experiences and perspectives that literature can offer within the higher education context.

The research will primarily rely on academic databases such as JSTOR, ERIC, and Google Scholar to gather relevant scholarly articles. These databases offer extensive repositories of peer-reviewed literature, ensuring the reliability and credibility of the sources retrieved. Keywords such as “literature in higher education”, “literature pedagogy”, and “literature in English classroom” will be utilized to conduct systematic searches and identify pertinent studies.

In selecting literature for inclusion in the annotated bibliography, specific criteria will be applied. Only studies published within the last decade will be considered to ensure relevance and currency. Preference will be given to peer-reviewed articles or journals, as these sources undergo rigorous scrutiny and contribute to the scholarly discourses on the subject matter. Moreover, studies focusing solely on primary education will be excluded to maintain the focus on secondary or higher education English classrooms.

The data collection process will involve retrieving articles and documents that meet the selection criteria outlined above. Systematic searches will be conducted using the identified keywords, and relevant sources will be carefully reviewed to determine their suitability for inclusion in the annotated bibliography.

Overall, this research design aims to provide a structured framework for identifying, selecting, and analyzing literature on the use of literature in higher education English classrooms. By adhering to rigorous selection criteria and employing systematic search strategies, this study seeks to generate insights into the role of literature in enhancing student learning outcomes in higher education setting.

This annotated bibliography (AB) covers literature related to English literature in English learning. Initially, there are thirty articles collected from Scopus database research using the keyword English Learning and English Literature. It consists of various objects of studies in various media including television, print and website advertisement, YouTube video as well as textbook. After carefully selecting and narrowing down the topic, the object analysed in the study, and the theoretical framework used — which are applying one or combination of Higher Education and teaching English Literature—, fifteen studies with various methodology used are selected to be presented in this AB. The literature is written in alphabetical order.

RESULT AND DISCUSSION

The study explores the use of interactive teaching strategies to enhance students' understanding of literary texts, focusing on Reciprocal Teaching Strategies. This involves instructors and students discussing various aspects of a text in a conversational manner, with the goal of enhancing students' reading comprehension. The theory is based on the principles of constructivism, which suggests that interactive, dialogue-based techniques and the reconstruction of ideas can improve the performance of struggling readers. The study used an experimental design with a control and an experimental group to examine the impact of interactive teaching strategies on students' understanding of literary texts. The sample included 46 female students from the English Department's 4th level at UST University in Yemen, divided into control and experimental groups. Students' reading comprehension was tested using a Pre- and Post-Reading Comprehension Test (RCT) throughout the teaching of literary courses. Finally, data was analysed with a paired sample t-test to assess the statistical significance of the difference between the pre-test and post-test scores of the experimental group. And the result suggest that reciprocal teaching can be a valuable approach in teaching literature, encouraging active student participation and improving comprehension skills. The findings are specific to the context of UST University in Yemen and may not be applicable to other educational settings. Besides, the control groups which received traditional instruction may not provide a fair comparison to the experimental groups' novel reciprocal strategies. Therefore, while this article is useful for an insight of strategies to enhance students' understanding while using literature or literary texts. Limitation of its research base will need some adaption to be an inclusive for higher education context. But in order to be used to different major than students' from English major, some adjustment would be best before conducting the research.

The authors describe literature as something that often neglected in foreign language classrooms and it is often seen as a barrier to the more exciting aspects of learning. The massive outreach of the internet also caught the authors' interest where learning shifted to smartphones, tabs, and laptops. That's why the authors decided to explore the shift to online literature education for EFL learners in Saudi Arabia during the Covid-19 pandemic, highlighting its effectiveness and student satisfaction. The main focus of the theoretical frameworks are Literature as a Learning Tool, Multimodal Learning, Learner and Teacher Perspectives, and Pedagogical Efficacy. For this research, the authors utilized a mixed-methods approach where they surveyed 55 Male students, 14 female teacher and 16 male teachers. They assessed the attitudes of both teachers and students towards online literature

classes. They found that there was high satisfaction among students and teachers, with the benefits including material efficacy, autonomous learning, and interactive opportunities. Thus, the study suggests enhancing online literature education by integrating multimedia resources and providing immediate individualized feedback for future research. Although all the high satisfaction and all, this study did not collect Gender Representation (it only collected from male student) which limits the applicability of the results to a mixed-gender population. And since this study only used limited sample, and affect the generalizability of the findings. These limitations suggest that future research could benefit from a more diverse participant pool and a larger sample size to enhance the applicability of the results. This article would best suit for reference of research which include using literature and for students of non-English major in higher education. The discussion in this article could be valuable insight to understand the affective aspects of students which includes critical thinking skills.

This study investigated the effects of exposure to news, cartoons, and films as three types of authentic audiovisual programs on the language proficiency of low lever language learners. This article's main theory comes from the authenticity theory in foreign language learning. According to this theory, authentic materials are materials in English that have not been specifically produced for the purpose of language teaching. To do this study, they used two parallel IELTS tests as a pre-test and a post-test to measure the language proficiency of 60 participants who were divided into three groups randomly. And their findings show that exposure to cartoons and films significantly improved the language proficiency of low-level language learners, while exposure to news did not. To conclude, the study stated that cartoons and films with good story lines can motivate the learners to absorb the language input better and have a significant effect on language improvement. The main limitation in this study is they only used three types of audiovisual programs. Although numerous additional sources of authentic language input, including podcasts, documentaries, and songs, could be investigated. Furthermore, an examination of the impact that various genres, topics, or styles of the chosen programs have on language acquisition could be added to the subject of this study. Therefore, while this article is undeniably motivational, it might benefit from an examination of how such exposure could enhance specific language abilities, such as vocabulary or listening. In cartoons, the exposure could improve their pronunciation or grammar.

The authors' claimed that digital comics have a positive impact on EFL students' vocabulary acquisition, especially during the COVID-19 pandemic when online instruction is necessary. In supporting their claim, the authors provide strong argument that digital comics offer benefits such as quality and image resolution, personalisation of characters and scenes, learning vocabulary in context, and long-term retention of new words. After the experiments, the authors concluded that digital comics have a positive impact of EFL vocabulary learning, especially during the pandemic. But this research was done in the pandemic conditions in which activities were done by online (zoom meetings). Therefore, another research could be done but in on-site learning environments and consider using digital comics for teaching other specific linguistic skills. Although this research was mainly focus on post-Covid-19 pandemic, the insight still can be used as a reference in topics such as literature and English learning. But in order to get more insight about how it impacts the critical thinking, some adaption and adding more reference that include critical thinking in their viewpoint.

In this article, the author argues that literature, culture, and language are interrelated and that literature components should be included in English as a Foreign Language (EFL) textbooks to e(Alkodimi & Al-Ahdal, 2022; Bahrani & Sim, 2012; Castillo-Cuesta & Quinonez-Beltran, 2022; Eid et al., 2023; El-Esery, 2023; Fernanda Espinosa-Cevallos et al., 2022; Hollis, 2023; Liao & Teoh, 2021; Lo, 2023; Ma et al., 2023; Mardiani & Baharuddin, 2023; Pereszlényi, 2022; Schauer, 2022; Ugwu, 2022)nhance language learning and cultural awareness. In doing this, the authors conducted a content analysis of the Action Pack Series (APS) textbooks used in Jordanian public schools and finds that the inclusion of literature components is very limited and uneven across different grades and genres. Because of that the authors suggested that APS should embed more and diverse literature components in the textbooks. For supporting the arguments, authors gathered data from questionnaire and interviews with English teachers and supervisors, who express positive attitudes towards the inclusion of literature components and their benefits of EFL learners. This article is useful to look for information to find out about what are the role of literature in teaching English as a foreign language especially in this case, in the context of Jordan. Although it is versatile and same research may be implemented elsewhere, but this study can't be generalized for another situation. It is a valuable literature to learn how other people perceive the use of literature.

The article evaluates the effectiveness of virtual literature circles (VLC) as a reading strategy for EFL learners in online learning settings. The author argue that literature circles can be adapted to online learning by using virtual learning circles (VLC) that maintain electronic communication and presentation among learners. By using a quasi-experimental

study with 60 EFL students who were divided into experimental and control groups. The experimental group followed by VLC strategy, while the control group followed the regular teaching method. The findings of this article show that the VLC strategy led to significant improvements in vocabulary acquisition and reading comprehension for the experimental group, compared to the control group. They concluded that the VLC strategy is suitable and effective for synchronous and asynchronous face-to-screen learning, and recommends its use in EFL reading courses. In particular, this article will assist researchers who want to see if the VLC impact vocabulary acquisition and reading comprehension. But it will not give any further information for other skills such as speaking, writing, or grammar.

The study explores the impact of literature circles on EFL students at a university in the Amazon Region of Ecuador. This was chosen because Ecuadorian students are not willing to read complete books in English. They had limited command of vocabulary which make them constantly translate terms and affect their reading comprehension. Their base theories were from Vygotsky's and Krashen's hypothesis. Action-Research method was used in this study, and it was conducted for the span of 4 college semester. Data were collected using Likert Scale Questionnaire and Interviews to assess the strategy's impact. There were 3 English teacher and 214 participants from the age of 18-28. The students were grouped and given classic readings and online books to discuss in specific roles. Therefore, this study resulted in enhanced students' language abilities, their critical thinking and also their cooperative work and autonomous learning. Despite the limitation during the study, such as students' understanding challenges, team responsibility, language barriers, and creative issue, they still suggest that using VLC will encourage engagement of students in reading actively. They recommend to use effective implementation of the program. For future research, long-term research and wider variety of reading materials (books). Therefore, this article is useful for an analysis of using or conducting Literature Circle in classroom especially if in virtually. The limitation of this study will require some attention and adaptation. For future research, it also needs to consider students' personality and their academic needs before conducting literature circle. The main limitation of the article is the sample size dan diversity which may not represent all Nigerian secondary schools. The study is limited to a specific region and the result might differ.

This article explores the relationship between reading fiction and nonfiction and critical thinking. It argues that fiction may play a unique role in critical thinking by providing simulative practice for real-life interactions and counterfactual reasoning. The authors adopt Currie's "intentional approach". Currie define fiction as that which invites make-belief, while

nonfiction invites belief. It also discusses the role of public libraries in promoting critical thinking and fiction reading, and identifies a gap in the current research on the value of fiction as an experiential reading mode. Fiction reading was underexplored and previous researches would only consider nonfiction as the source of Information Literacy (IL). The article used an intentional approach, and because of this the result rely on the participants' subjective judgement and may not reflect the actual genre or nature of the texts they read. This study conducted in a small-scale study with 12 participants. Because this limit the generalizability and diversity of the findings. It didn't collect any demographic information of the participants, while by doing so it could affect how their reading and critical thinking experiences and preferences. Lastly, it didn't compare or contrast the findings with previous literature on Information Literacy, critical thinking and fiction reading, which could provide more context and insight into the research topic. This article is useful for analysing different ways that readers experience and evaluate what they read, and how they are transported into the texts they read.

The study investigates factors causing literature anxiety among university students studying Literature in English. Here literature anxiety was defined as anxiety experienced when studying literature, analysing texts, or undergoing a literature course. For this study, the author identified three main factors inducing literature anxiety such as situational, dispositional, and environmental. The author utilized Grounded Theory and content analysis as its methodological framework. These methodologies help in identifying and categorizing factors inducing literature anxiety from the student' perspective. The study also employed the Literature Anxiety Scale (LITAS) to measure students' literature anxiety levels. Finally, the study found that the most frequently mentioned were related to the lecturer's behaviour and expectations, which could provoke anxiety in students. Students' own attitudes towards literature studies and their perceived abilities significantly influenced their experience of literature anxiety. And factors such as educational background and age were also reported to affect students' anxiety levels. The main limitation of the study here that this study explores a particular group of students in a specific setting, which may limit the generalizing of the findings to other literature in English students elsewhere. There is a need for replications of this study with Literature in English learners of varying levels of competency and from different learning contexts to understand the broader applicability of the study's findings. Focus on Literature Anxiety and Educator's sensitivity. Although this is a good reference to understand various aspects of literature anxiety and its impacts that could become relevant to

do research on reading, literature and critical thinking, especially if the research going to explore the emotional and psychological aspects of literature in education.

This author's purpose is to seek perspectives of teachers who use Digital Learning due to the pandemic. Because of the pandemic, there has been a shift in the way of teaching from traditional to digital. That is the reason to look for teachers' responses, perspectives, benefits, challenges, personal or professional views. For this research, author used social constructivism approach to understand how digital learning provisions can be improved. Finally, article stated its finding as having positive impact, personal and professional growth but it also finds some challenges and gave insight for future implementation to be well prepared either in teacher's skills to the technology used. Although the author did not state their limitation, but it is stated that for future research to see how far teacher experiences, opinions and attitudes are influence by broader cultural and personal valuations of the role of the teacher in the classroom. Therefore, while the article is helpful for an insight of how the teaching shift from traditional classroom to digital classroom. It helped to understand how teacher perceived the new conditions in their classrooms. Since this is specially bound in their countries, seeking answer based on the same viewpoint for different locations are acceptable.

In this article, the authors' review reading as a fundamental tool that supports the development of other skills. In Chinese tertiary education, reading is a compulsory core subject for students. That's the main reason they want to explore the attitudes of Chinese English-major students towards literature circles as a method for teaching reading, and the benefits of reading literature in language learning. For this research they conducted a one-shot case study and qualitative data collection to assess participants' attitudes and perceptions. Some theories were found in this article such as Language and Literature Integration, Cooperative Learning Theory, Reader Response Theory, and Authentic Material Use. This study involved English-major students with intermediate English levels, conducted in 4 weeks and used limited literary texts. These facts are also their limitation. Therefore, while this study is useful as a literature review for future research these limitations need to be look up. Try to use more literary texts or even books so that the effect for it will become greater.

During the post-Covid-19 Pandemic, educational institutions transformed the learning method from conventional learning environments to Virtual Learning Environments (VLEs). The article discusses the advantages of integrating literature into English as a Foreign Language (EFL) instruction, highlighting its role in developing language skills, learning

motivation, and cultural understanding. To do this study, the authors implemented a qualitative method with a library research approach. They analysed 8 articles, 4 books, and 3 conference papers related to the use of literature in EFL. In doing so, they focused on several benefits over by literature in EFL activities, such as enhancing learners' language skills, triggering learning motivation, and providing multi-cultural understanding. They found out that literature is effective in enhancing students' language skills, include vocabulary, grammar, and pronunciation, through various literary forms like prose, drama and poetry. Literature can significantly boost students' motivation to learn English by making reading activities enjoyable and engaging, thus encouraging extensive reading activities enjoyable and engaging, thus encouraging extensive reading and vocabulary building. Exposure to literature allows students to gain insights into different cultures, ideologies, and historical periods, fostering a deeper intercultural understanding and tolerance for cultural diversity. The document suggests several models for integrating literature into EFL teaching. The article has concluded that their findings highlight the multifaceted benefits of using literature as a tool in EFL instruction to create a more enriching and comprehensive learning experience. The limitations of the study lay in technological challenges, lack of preparedness, motivational issues and cultural barriers. Therefore, although this article is subtle for exploring the use of literature in EFL instruction in similar studies. This would be a comprehensive reference for research in Literature and the use of literature in EFL.

Preparing English as a Foreign Language (EFL) students for final exams and language exams has become more and more significant in secondary education. The study examines the reading habits, skills, and strategies of first-year English majors from the perspective of EFL and English literature tutors. It highlights the challenges students face in tertiary education, such as coping with literary texts in English. Tutors from a Hungarian university share their insights on the necessary reading skills and strategies for literature courses. They discuss the common issues students encounter, including language proficiency and lack of background knowledge. The study suggests solutions to improve students' reading abilities, such as guided reading and explicit instruction in reading strategies. It emphasizes the importance of selecting appropriate texts and providing additional support in both EFL and literature classes. This research aims to bridge the gap between language and literature teaching, and to enhance students reading development for better academic performance in English majors. It advocates for closer cooperation between EFL and literature educators. In order to answer the questions in this research, the author used Interview Study. Focused on tutors' perceptions of first-year English majors' reading habits, skills, and strategies from a

university in Hungary. So, the findings are summarized in these key findings such as Reading Challenge where students often lack of proper reading skills and strategies, Tutors' Expectations where they expect students to have background knowledge, appropriate language skills, and the ability to critically analyse texts. Many students read superficially, focusing on the gist rather than understanding texts in depth. The study suggests that reading more and receiving guidance on reading strategies from tutors can help improve students' reading abilities. The main limitations the students' perspective should be included in the future study, so a comparison of teachers' and students' viewpoints to gain more detailed picture of the topic. And a follow-up focus-group interview involving tutors from other or different institutions could broaden the scope of the study. Therefore, this article would suit the need of researcher who focused on students from English major, and if not, researcher would need to adapt the insights to fit the context of non-English majors.

The idea that authentic literature written in the target language could be usefully employed for teaching a second or foreign language. The article discusses the use of graphic novels for teaching second language (L2) pragmatics to young learners, emphasizing the need for varied and consistent input of key speech acts and formulaic expressions. It highlights the potential of graphic novels as a rich source of pragmatic input due to their direct speech content, which can be utilized in various ways in the L2 classroom. The study examines four graphic novels suitable for beginner and intermediate level English as a Foreign Language (EFL) learners, providing an overview of speech act occurrences and a detailed analysis of individual speech act expressions. It aims were to expand research on literature's role in L2 pragmatic teaching, particularly for a group that has received less attention, young learners.

Therefore, this study conducted a quantitative overview analysis of different speech acts by analysing their frequency in four graphic novels. The sample are four graphic novels. Two of these were suitable for young learners in primary school, and the other two were appropriate for teenage learners aged 13-16. The novels were selected based on criteria such as relevance to the learners' age group, representation of different geographical regions, and inclusion of real-life topics. Supports for these claims is documented in several key point such as Speech Acts in Graphic novels, Pragmatic input for learners, Formulaic Expressions, and teaching implications. Therefore, in non-English major for higher education research, this article would benefit as an alternative teaching materials, or offers an analysis of speech acts in graphic novels might be useful for understanding language use in educational material. But since this research were primary focus on young learner, this may limit its applicability in different age criteria.

Literature-in-English is a major school subject that equips students with language and other soft skills needed for entry into the workforce. The study focusses in investigate challenges in teaching literature-in-English in Nigerian secondary schools. Highlights obstacles like poor learning environments, textbook shortages, and low language proficiency. The study is anchored on the Context, Input, Process, and Product (CIPP) Evaluation Model. This model is used to understand the effectiveness of educational programs and ascertain whether objectives are being met. A mixed-methods research design is used to gather both qualitative and quantitative data. It allows for a comprehensive investigation from different perspectives, maximizing strengths and minimizing weakness of each data type. In this way, the author identified issues such as underfunding, lack of resources, low language proficiency, misconceptions about the value of literature, heavy workloads, lack of parental support, and poor students' performances. Some schools even lack dedicated literature teachers. This condition will need improvement in the near future. Therefore, this study will help others to see how the real situation on using Literature in English Language Classroom.

CONCLUSION

The exploration of English Literature in Higher Education as a topic in literature education is not novel; rather, it undergoes dynamic changes over time, adapting to diverse situations and cultural contexts. Despite the existence of various topics concerning English Teaching in Higher Education, the significance of incorporating English Literature in classrooms remains steadfast. Consequently, recent articles delve into conducted studies employing relevant theories for Teaching English Literature in higher education. These articles implement suitable research methodologies to conduct their investigations, making them pertinent to the evolving landscape of literature instruction.

It is crucial to acknowledge that, over time, these studies reveal the evolving nature of English Literature in Higher Education. They not only identify gaps and hypotheses related to the problems at hand but also showcase the hybridity of theories applicable to the analysis of English Literature in Higher Education classrooms. In essence, these previous studies offer more than access to relevant literature; they contribute to the upcoming replication study by providing relevant theories and methodologies for the use of English literature in higher education classrooms.

Through the examination of these previous studies, the identification of gaps and hypotheses related to the problems at hand becomes apparent. Moreover, these studies highlight the hybridity of theories that can be employed in conducting the analysis of English

Literature in Higher Education. In summary, these prior investigations not only serve as a gateway to relevant literature but also play a pivotal role in presenting potential directions for further research in the realm of English Literature in Higher Education studies.

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