

**A Theoretical Review of Teaching Literature
in EFL Context: Its Models, Significance, Current Issues,
and Needed Solutions****Belmerabet Fatiha ¹**¹ University of Ibn Khaldoun ,Tiaret (Algeria), fatiha.belmerabet@univ-tiaret.dz**Summary:**

English literature covers a crucial area in teaching a foreign language. It provides students with the language skills and knowledge needed to access their professional world. However, students' noticeable failures in literature are alarming, which triggers the attention of practitioners and pedagogues to this situation. This paper is a theoretical review of previous research conducted by different researchers reporting the current situation of teaching literature in EFL classes. It adopts a thematic synthesis approach, which analyzes a selected body of literature published between 2000 and 2022 to identify existing models, pedagogical justifications, and present issues like learners' negative stance toward literature and teachers' incompetence. It also offers some pedagogical solutions in the field of teaching literature in EFL, such as acknowledging the learners' personal attitudes toward literature and enhancing teachers' competence through constant professional development and training that focuses on literature pedagogy. This paper focuses on the use of literature to teach English to EFL students through its attributive models and approaches. It explores the significance of integrating literature in this area. Ultimately, it examines current issues that are related to the teachers' and learners' readiness and to the external conditions that impede the learning-teaching process. Results show that to avoid failure in teaching literature, urgent strategies should be implemented by the authorities and practitioners to help both teachers and learners build their self-confidence, elevate the teaching/learning process to a higher quality, enhance their competencies, and heighten their cultural awareness.

Keywords: Teaching literature in EFL context; teaching models; significance of literature; current issues; possible solutions

INTRODUCTION

The persistent improvement of educational and linguistic research results in a noticeable enhancement in teaching foreign languages. However, teaching a foreign language employing literature has continued to be classic. It still focuses on the exposure to literary history rather than the artistic achievement or the outcome of the analysis of the target piece of literature. Besides, literature is directed to students of superior abilities both linguistic and perceptual. Scholars like Widdowson H.G (1975) argue against the use of literature in EFL classes and justify their refusal by claiming that the language of literature is visibly difficult, understanding its notions is practically time and effort-consuming, and it is unique to a peculiar culture or authentic situation and hence does not fit the aims of teaching grammar or helps students fulfilling their academic and occupational needs.

McKay (1982), who studies the cons and pros of using literature, thinks that these scholars do not take into consideration the careful choice of teaching methods and strategies, literature is a rich tool that guarantees both linguistic and cultural sides of foreign language learning. The considerable quantity of studies in contemporary criticism and linguistics initiates a new outlook on the methodology of teaching. It concentrates more on the cultural and linguistic codes of literature which help to assume literature and language teaching. For Van (2009), learning literature in an EFL classroom is advantageous for various motives. It offers an evocative context that contains an insightful variety of vocabulary, dialogue, prose, and poetry. Moreover, it calls the imagination and increases inspiration; promotes critical reflection; and aligns with Communicative Language Teaching principles.

Thereby, teaching literature in an EFL classroom acquires more concerns and encourages the individual participation of the student. The latter is often discouraged because of the insufficient cultural and linguistic readiness to work with the literary text that needs pre-literary knowledge and practice which would deal with the lexical, syntactic, semantic, and cultural difficulties presented in the text to be examined. Such a pre-construction of the language as a means of communication, before the contact with the literary language with its multiple facets, may be an implementation that enables the teacher and the learners to exploit time for a literary discussion, which is the core interest of a literary study.

To explore how these debates and pedagogical shifts have evolved over time, the time frame of 2000 to 2022 was chosen for this review. This period allows for a comprehensive examination of long-term trends, recurring challenges, and shifting pedagogical standards in teaching literature in EFL contexts. It also permits the identification of persistent concerns and unresolved gaps that continue to shape current practice and research.

2. Models of Teaching Literature in EFL Classroom

In our EFL classrooms, today, literature is viewed as a compelling subject and an indispensable component of modern liberal arts. It occupies a permanent seat among school curriculums. In contrast to the past, a noticeable reactivation of the concerns in the teaching of literature in EFL classes (Hall, 2005). Thus, many discussions were held to shed light on the location of literature in the didactics of a foreign language. They examine the connection between language as a means of communication and literature as an expression of life through the medium of language. In the same way, Edward Sapir (1921) compares language to literature in a metaphoric image as being the instrument that a literary sculptor uses to fashion his art piece. Connectedly, three models of teaching literature are suggested by Carter and Long (1991, pp. 2-3) to justify the basic reasons for using Literature in ELF classes. These models are interconnected but may be depicted distinctively.

- Language Model (The Language-Based Approach)

In the language model, teaching literature aims to introduce a wide range of vocabulary implemented in proper and correct grammar forms. In this sense, Parkinson and Reid (2000, pp. 9-11) suggest that literature serves as a good model for good writing. Nevertheless, the instructors who preferred to confine to this model are disapproved because it is argued that they limit and diminish the significance of the literary text. Also, they tend to drag their lectures far from the real aspirations such as artistic, evaluative, and appealing objectives of teaching literature.

However, choosing a specific text by the educator denotes his desire to acquaint his learner with illustrations of the authentic use of language. Some admit that by employing literature in teaching a foreign language, they provide good materials to enhance language development and mastery. Instead, teaching according to this model is restricting literature to a mere understanding of language and trivializes the humanistic values and objectives of literature through which the learner develops his analytic and critical stance towards a specific topic.

- Cultural Model

As far as this model is concerned, teaching literary texts may be a suitable way to convey the context in which the text occurs. The learner may encounter its social, political, and historical background. Besides, he meets a large amount of vocabulary, idioms, ideologies, religious creeds, and the author's social conventions and/or the universal conventions that the literary text conveys. Through this model, the learner is given the chance to realize different cultures and ideologies and elevate their awareness regarding the world's diversity. However, this pattern focuses on the quality of cultural cognizance that the learner may acquire rather than other facets from which the literary text may be scrutinized.

- **Personal Growth Model (Interpretation-Based Approach)**

This model is concerned with the personal growth of the learners' reflective side; it is more interpretation-based. Therefore, it invigorates students' creative and literary imagination and develops their appreciation of literature. According to Lazar (1993), who proposed to teach literature differently by engaging the learner in the comprehension and interpretation of the cultural features in the literary text, evaluation and awareness about language and its subjectivity may be developed through a free expression of the student's viewpoint on the text (p. 14). Generally, literature in a language classroom provides enough space for the learners to comment, justify, and mirror themselves, which permits them expression in the target language. Finally, it endeavors to associate the language model and the cultural model by emphasizing the specific use of language in a text while locating it in a precise cultural context. This model engages the learner's individual, rational, and affective experience.

In this view, foreign language acquisition occurs quickly, and the outcome will be rich and hopeful. This model may be considered motivational. It has pertinence in teaching language because the literary text displays the authentic feelings of the writer, and this generates a powerful motivation in the learner's interpretation and response to this text. With the literary text, the student accesses this personal experience; if he is touched and provoked by the theme, he will be able to relate what he is reading to his world and to what he knows and feels. Preparing stimulating exercises that prompt the learners is the greatest challenge for language teachers, and literature has a strong inducing power due to its inviting characteristics to personal experience.

- **The Integrative Approach**

The integrative approach in teaching literature is an instructive method that joins multiple ways, disciplines, and perceptions to offer the students a comprehensive and engaging learning environment. This approach stresses the relationship of the literary texts with other disciplines like history, sociology, psychology, and culture. It can be applicable through the implementation of different teaching plans that comprise the use of modern technologies (ICTs) and creative writing activities. The students gain knowledge through working on a project over a long period, which paves the way for them to have real-life experiences in which they would be able to collaborate and solve real problems.

This approach is learner-centered; more autonomy is given to the learners, which allows them to collaborate and develop a sense of problem-solving. It is also an activity-based approach that results in students' active involvement in activities. Through this approach, the teachers urge their students to reflect and actively participate in the meaning-making process of their learning instead of being passive, receptive, and dependent. Furthermore, Rosenblatt (1978) emphasizes the active connection between the reader and the text being discussed. She also

advocates the integrative approach that harmonizes the personal response with the critical analysis. She argues, "The literary work exists in the live circuit set up between reader and text: the reader infuses intellectual and emotional meanings into the pattern of verbal symbols, and those symbols channel his thoughts and feelings" (1938, p. 25).

3. The Importance of Literature in EFL Class

The natural relationship between literature and language is undeniable. Literature is made up of language, and it represents one of its most recurrent uses. Thus, language is the vehicle of thoughts, ideologies, and excitements carried throughout literary expression. Also, language and linguistic analysis can be employed to access literature from the learner's point of view. Brumfit (1981) and Carter (1988) viewed literature as "an ally of language" (Qtd in Koutsompou, 2015, p. 47). This alliance between these two disciplines allows literature to be present in the evolution of teaching language along the different periods of the human educational timeline. Literature was relatively present in various teaching methods and approaches. Parkinson and Thomas (2000, pp. 9-11) summarize the significance of teaching literature. They consider literature as a provider of the following:

- Linguistic model: literature offers rich writing and linguistic diversity.
- Expansion of Linguistic Competence: it helps the student to develop language proficiency.
- Mental Training: it offers room for reflection and imagination.
- Authenticity: it is a realistic linguistic material, not a linguistically synthetic textbook.
- Open for analysis: it can be a basis for interaction.
- Memorability: a poem is easily remembered or leaves an everlasting souvenir and feeling.
- Cultural Enrichment: it is a vivid material of human cultural practices, raises tolerance, and it is an ideal area for intercultural exchange.

These benefits will be given in detail in the following sections.

- Language Refinement

First of all, literature is a rich and wide recipient of vocabulary and expressions of highly refined structure. According to Collie and Slater (1994), it is full of correct and highly elaborated sentences. It is also a relevant source of new and strange grammar forms and healthy ways to link ideas. After that, Lazar (1993) asserts that by exposing the learners to literary text, the teacher is driving his class to reflect on the standards of proper use of language. Learners are encouraged to accustom themselves to different language functions, forms, and norms. Such acquaintance is fundamental for the learners, particularly when language development is sought. Therefore, the learner can esteem the richness and variety of the language and acquire a responsive ability to its characteristics.

- **Introducing Culture and Raising Sensibility through Literature**

Previously, it was believed that to “learn a second language successfully, one has only to get the linguistic competence in that language” (Brown, 2000, p. 247). However, nowadays, concerns about the language teaching-learning process are differently oriented, and more interest is given to other realms of language. Language learning, as Brown (2000) suggests, does not need only a mastery of the four skills but requires deeper submergence in its features. This requirement may be achieved through the incorporation of literature in EFL classes.

Implementing literature in EFL classes has always been a field of fevered debates that gave birth to two distinctive vistas: advocates and opponents. Moreover, literature may be beneficial to EFL learners because it is a rich source of cultural knowledge, and it is a virtual visa to foreign cultures. McKay celebrates the use of literature in language pedagogy and claims literature as being a medium to: “enhance students’ understanding of a foreign culture and perhaps spur their creation of imaginative work” (1982, p. 531).

Amos Paran’s article, “The Role of Literature in Instructed Foreign Language Learning and Teaching: An Evidence-Based Survey” (2008), explores the significance of literature in enhancing communicative competence through engaging students in meaningful and context-rich language exercises. The assigned activities are important because they allow the students to interpret and analyze the target literary text, which leads to ameliorated communication skills. Furthermore, Collie and Slater (1987) relate the development of learners’ fluency and accuracy in language use in communication to literature. They identify the improvement of the students’ speaking, listening, reading, and writing skills to practice opportunities provided through the study of literary texts in integrated ways. This would align with the aims of communicative teaching. Khatib et al. (2011) confirm that the evolution of the student’s communication abilities is due to their exposure to authentic language and cultural contexts in which the literary texts are set.

Nevertheless, another recent category called Intercultural Competence has been introduced. It consists of five elements. Two of these elements are related to the attitudes of the learners and their knowledge about a specific culture. First, their outlook, curiosity, openness, and readiness to suspend their disbelief about other cultures, as well as their beliefs about their own culture, are necessary. Second, their knowledge and familiarity with social groups and their products and practices in both their own culture and the culture of the other interlocutor, along with an increasing interest in developing critical awareness and reflection based on explicit criteria and perspectives, are essential (Byram et al., 2001).

In the EFL context, students cannot access the foreign language culture, which can lead to difficulties in understanding it. In this situation, students must be taught about culture, as it is a social action, as Kramsch (1993) proposes. Several

methods have been suggested by different scholars. These methods create environments in which learners can engage with the target culture, even without direct access to it (Rezaee, 2011, p. 1775). To create a mental image of the culture in question, it is advisable to employ the “role play” technique by celebrating, for instance, a feast or a social rite. This may help students connect with the target culture (Jones, 2011, p. 1).

Before being introduced to culture through language, the learner may have a pre-constructed image imbued with special meaning about the culture of the people whose literature they are supposed to engage with. Thus, teaching culture helps the EFL learner become aware of the foreign culture of the target language and develop an understanding of universal perspectives. This understanding allows for the examination and deconstruction of stereotypes without necessarily embracing a new culture. Additionally, it provides space for interculturality, where two cultures come into contact, which should not be regarded as an easy or comfortable encounter.

Though some practitioners have dismissed literature from the universe of teaching in EFL classes for being imaginary and saturated with fictitious elements, it presents settings in which characters from specific social backgrounds are described. In such literary works, learners can discover how the characters perceive the external world. In other words, their thoughts, feelings, customs, traditions, possessions, beliefs, fears, joys, and how they converse and act in different settings and situations are revealed. Engaging with a literary text can help the foreign language learner decode the preoccupations and emotions that shape a real society through visual literacy.

Furthermore, literary texts provide aesthetic, intellectual, and emotional pleasure. Due to their symbolic and figurative content, literature generates significant enthusiasm for language learning. According to Zhen’s study (2012), teaching foreign literature is primarily educational. Thus, literature serves as an effective tool for teaching and learning. It enables a clear distinction between virtues and vices. By implementing literary materials, one can teach ethics and morality. Moreover, through literature, the instructor can make the class more vigorous and exciting, which aligns with the current motto of “embedding learning in enjoyment” (p. 43) through great mastery and nuanced teaching methods.

4. Current Issues in Teaching Literature

Although theorists have established four theoretical models for successful literature teaching in the EFL context, there are still practical drawbacks accompanying the teaching-learning process of language, especially in relation to its literature. These gaps may weaken and slow down the learning-teaching process. Below, some of these issues are briefly examined. Frequent problems are associated with both students and teachers, and empirical research has identified

a list of aspects that hinder their quick and successful learning of language through the use of literature.

Some difficulties are identified in the learners' behavior and aptitude, such as the learner's stance, personality, language competency, and primary literary knowledge. Others are identified in the teachers' readiness and choices, including teachers' incompetence and inappropriate teaching methods. Finally, other issues are beyond the control of both the students and the teachers, arising from external circumstances such as text and genre selection, inadequate teaching atmosphere, and the time allocated to literature teaching sessions.

Learner's Negative Stance

According to Tayib and Hassan's (2020) study, students' lack of enthusiasm for learning literature can be caused by various factors. First, learners may be demotivated to engage with foreign literature. Additionally, students' cultural intolerance towards foreign literature can also prevent them from engaging with literary texts. Due to their ignorance of the cultural context of what they are reading, they distance themselves emotionally, socially, and historically from the characters in the literary works. Hussein and Al-Emami (2016) add that a learner who develops a negative stance toward literature often lacks the necessary knowledge of the culture and social background of the target literary texts. This ignorance of the literary sphere is another factor that decreases their interest and prevents them from identifying with the text.

Ain Suraya and Norhanim's (2021) investigation into literature teachers dealing with students in literature classes confirms that their learners believe literature is a dull subject. They also conclude that their learners "have difficulty in understanding vocabulary in literature material" and "have difficulty engaging with literature lessons" (p. 99). It is also stated that learners underestimate the value and necessity of studying English Literature as a subject, which can negatively impact their reception of it. Furthermore, learners' negative stance on literature stems from their refusal to read, as they find it tiring, difficult, or simply because they are lazy (Ugwu, 2022, p. 186). Some of them justify their increasing unwillingness to read by citing the archaic topics of the texts they are meant to read.

Negativity towards learning literature is a disturbing issue that poses significant challenges for English teachers. In EFL learning, positivity is vital as it can be a facilitating factor in the learning process (Gardner et al., 1985, p. 207). To overcome this issue, it is recommended that teachers maintain a positive attitude toward literature to inspire and enhance their learners' motivation. Noraishah et al. (2015) conclude their study on the challenges that learners and teachers encounter when dealing with literature by stating that teachers' positivity "indirectly... will affect the students positively to ensure their success in learning literature" (p. 111).

- **Students' Character**

Besides the learners' stance, their character can also impede teaching literature. Personal response and moral philosophical approaches confirm that evocative and thorough debates encourage learners to engage in critical analysis and reflection upon literary texts. However, some studies, such as those by Farhanah and Hadina (2022), affirm that learners are often inactive and unwilling to participate in their teachers' debates, activities, and questions (p. 159). Other investigative studies conducted by Tayib and Hassan (2020) concluded that shyness and lack of confidence among learners can challenge teachers' progress in literature classes. Since literature encompasses various types, such as dramas, short stories, poems, and novels, physical activities are required for learners, such as singing, acting, or reciting poems. However, shy and anxious learners might find it difficult to perform publicly. Therefore, teachers' patience, assistance, and guidance are crucial for helping learners build their confidence and interact during literature classes (p. 6266).

According to a study conducted by Kheladi (2017), diverse aptitude classes are those in which students display differences in their personal accomplishments, requirements, interests, educational environments, learning styles, anxiety levels, motivation, and willingness to learn. Therefore, students' personalities are reflected through a set of elements that teachers should consider and adapt their teaching strategies to meet these needs and the nuances of their classes.

- **Students' Language Skill**

Many studies confirm that learners' language incompetency is among the most hindering factors in their comprehension of literary texts, as these texts suggest a set of meanings beyond the literal one. This is because the language used in literary texts is often complex and/or outdated, which can confound students who are not well-equipped with vocabulary. In addition to the complexities in reading and understanding the text messages, struggling with pronunciation also prevents low-skill students from studying the required literary texts. Hussein and Al-Emami's (2016) study, for instance, maintains the idea that three challenging factors affect the teaching of literature: "the language proficiency level of the students, the linguistic and stylistic degree of difficulty of the texts, and the degree of cultural (un)familiarity" (p. 125). For Farhanah and Hadina (2022) low-skill learners usually resort to language dictionaries or look for the words online to discover the meanings and pronunciations, which is a time-consuming operation since the literary work is quite long. According to Ain Suraya and Norhanim (2021) teachers who want to provide students with poor vocabulary stock with room for extra examinations, which consumes a lot of time, would not be able to finish the syllabus. Commonly, having low proficiency in English can delay the students' critical analysis, discussion, and appreciation of literary texts (p. 97). Learners in the EFL context have a weak mastery of English, which would end in a limited or

superficial comprehension of English literature, particularly in its original way without being simplified. This point requires teachers to be attentive and careful in material selection as well as in teaching progress. Zhen recommends that:

Teachers need to help them clear the obstacles on their way to literature appreciation by explanation, exemplification, interpretation, and illustration. In the meanwhile this class should keep and highlight the features of literature. From this perspective, it is not difficult to find that language learning and literature appreciation effectually go side by side in literature classes in the EFL context (2012, p. 40).

- **Students' Basic Literary Knowledge**

Basic knowledge of literature is another issue that impedes learners' successful progress in dealing with literature as a subject matter and as a source of language learning. Hassan (2018) puts forward a set of challenges that the learners come across in EFL class among them the contents of the textbooks stuffed with cultural elements and technical terminology like the plots, characters, narrator, conflict, and settings. That the learners find strange or foreign. These aspects decrease their creativity and imagination (p. 17).

Students who do not have a firm base of literary knowledge would be unable to scrutinize a literary text vigorously. Furthermore, students with biased opinions on foreign literature and culture face serious difficulties in understanding and appreciating literature. This is justified by little acquaintance with literature in schools or by little interest in the language arts (Dar et al., 2021). Therefore, to overcome this condition, teachers can prepare pedagogical materials like texts, videos, and songs with written lyrics to assist the students in understanding what literature is (Noraishah et al., 2015).

Other previous articles brought to light teacher-related issues that accompany the teaching of English literature. These issues are teachers' lack of proficiency and unsuitable teaching methods.

- **Teachers' Incompetence**

Since literature has a significant function in students' language improvement, cultural reception, and tolerance, in addition to the evolution of their critical and analytical skills, Teachers' proficiency is a necessary factor in the teaching of English literature. Nevertheless, one of the most noticed issues in this field is teachers' lack of proficiency and skills. Ingersoll (1999) relates the issue of underqualification of teachers in general to "the phenomenon known as out-of-field teaching—teachers assigned to teach subjects for which they have little training or education" (p. 26). Tayib and Hassan (2020), a study on a group of teachers in English Language Departments at Salahaddin University – Erbil, share the same opinion that "lack of establishing teacher" (p. 1237), deteriorates the development of teaching literature in the classrooms. This can be avoided by

teachers who develop their efficiency and thus, “can help the students to enjoy literature classes and to analyze the texts were given” (p. 1235).

The primary cause of teachers’ incompetence in teaching literature can be also linked to the lack of teachers' training. A large number of participants in the study by Tayib and Hassan (2020) strongly agree that teachers’ inadequate or lack of training in literature teaching is one of the critical factors that cause trouble while teaching literature. Furthermore, Teachers who are not specialized in literary studies, though good enough in the English language, encounter problems in using literary notions or suitable strategies to deal with literary texts with their students. This fact causes a delay in the intelligibility of the students and a lack of self-confidence for teacher which is another cause of the deteriorated learning-teaching process.

Teachers’ lack of confidence in their capacity to sustain a successful lecture of literature is demotivating. Therefore, it is important to provide teachers with the necessary instruction and assistance to increase their confidence and motivation. Noraishah et al., (2015), assume that: “Teachers need to be shown models of good teaching either through simulated teacher training or video clipping of actual teaching session. Great and creative teachers will be able to help their students discover the joy of learning literature and develop a reading habit among their students”(p. 110), i.e., a well-trained teacher might be a creative and a facilitator of the learning process and make literature enjoyable.

- Inappropriate Teaching Methods

Chesterman (1983) thinks that teachers’ unsuitable, limited, outdated, and fruitless methods due to their lack of training or their meager knowledge about literature as a subject matter can be confusing for the learners. Noraishah et al. (2015) see that students are less focused and not taking part in the lesson because they feel the teachers’ weakness and limitations in providing comprehensible clarification on the literary text being discussed.

In his investigation on teaching literature in EFL classes, Khandoker (2018) recommends:

Teachers should shift from the traditional teaching methods to the communicative approach. They have to forget the ways they were taught literature in their Honors and Masters classes. Their authoritative nature should be changed. They should be aware of the curriculum objectives mentioned in the preface of the text. To achieve the learning outcome, a teacher’s role is the most important factor. Only careful preparation; selection of teaching techniques and dedication are the requirements to exploit literature in EFL (p. 24).

Here, Khandoker stresses the importance of choosing methods by teachers that allow the students to communicate and try to limit their centeredness in their

classes. Instead of being the sole information providers, they should be open to the students' suggestions and own research.

- **Text And Genre Selection**

Van (2009) relates the teachers' failure in choosing the appropriate literary texts to the excessive use of "what is called the traditional canon- those famous, classic, award-winning literary texts that often contain language that is difficult for a learner to comprehend" (p. 3). However, teachers should reflect on language mastery and students' skills, think about how far the selected text will fit curriculum objectives, the type of vocabulary used in the text, and the text's ability to stimulate the learners' personal motivation, interaction, and cooperation. The selected texts should be meaningful to the life experiences, emotions, or dreams of the learners and the appropriate genre of literature should also be carefully selected.

In EFL classes, English texts are culturally distant, not to say strange, and their themes are contextually foreign. Therefore, students find it hard to access and understand this type of text. It is preferable to include moderately challenging literary texts. Simple and short poems and short stories that encourage personal involvement would allow them to reveal their potential and creativity. In this respect, taking into account the students' fluency and skills children's literature too can be considered when it comes to the selection of texts.

Moreover, texts that lead to the refinement of the four language skills should be chosen to help the students develop their skills in coordination with the skills of literature not isolated. To achieve this level, teachers' proper training to apply this principle is more than required (Khandoker 2018). As McKay (1982) argued: "The considerations including length, genres, themes, classic status and the availability of the printed text are of great value in selecting appropriate literary texts for students" (Qtd in Cevdet, 2012, p. 87) therefore, the selection of the appropriate text material has a prominent significance for the success of the teaching-learning process.

Furthermore, regarding Carlisle's view (2000), a careful selection of the appropriate text is gaining a pivotal role in fostering teaching-learner literature. Besides, the implementation of the reader-response theory; (Elliot, 1990) stresses the fact that synthesis between reader and text is having a growing influence on EFL literature classes. In this order, a stimulation of interpretive participation of the learner and enhancement of his creativity may be reachable.

- **Inadequate Academic Atmosphere**

According to the study of Işıklı and Tarakçıoğlu (2017), teachers respond negatively to the outnumbered classes which creates a poor and unfruitful teaching-learning atmosphere. Teachers are not capable of giving their students their full share of interest and explanations as the outnumbered classes are often noisy. The poor learning environment also can be due to the attitudes of the authorities towards language learning because of the country's poverty or because

the importance is given to other fields of study which cause a serious shortage of teaching materials. For Ugwu (2022): “The non-availability of textbooks and learning resources in most schools is attributed to poor funding of education” (p. 164). And in other cases, parents cannot afford the necessary school supplies for their children.

Ugwu continues to argue that: “Lack of teaching-learning resources affects the quality of teaching and contributes to unequal access to basic education, failure, class repetition, dropout, and perpetuation of illiteracy” (p. 164). Outnumbered classes may be a hindering factor in the teaching-learning process as the student’s learning styles and characters are different on many levels. Thus, teachers can not dominate the large number of students and may lose control of the lesson’s progression.

- **Time Allocated to Literature Class**

Time allocated to the session of literature is a significant criterion for the success of the EFL teaching/learning process. Still, the syllabus or language course design is related to the objectives the curriculum designer wants to attain and the level of the students to reach. However, insufficient time allocated to teaching literature can prevent teachers from dealing with a myriad of material, texts, and topics, and applying the relevant method to teach literature which would make it hard for students to evolve their understanding and appreciation of literature.

Carter and Long (1991) discuss time management in literature EFL classes in a way that balances the depth of the literary study with the limitations of time. Paran (2008) proposes a management of time with curriculum design. These suggestions are effective yet they consume the time and effort of the teacher outside the educational setting. Besides, they need a very well-trained teacher to attain equilibrium in terms of the approach, teaching material, and curriculum objectives.

9. Pedagogical solutions

Based on the aforementioned issues encountered by both the learners and the teachers, the following are some pedagogical solutions to address and overcome these issues competently.

- **Solutions Centered on Learners’ Issues**

To deal with the issues met by EFL learners in literature classes efficiently, it is crucial to first recognize that these learners have diverse language proficiencies, personal attitudes (both positive and negative), and varying background knowledge. Additionally, they lack motivation to learn about literature because they are unfamiliar with the target culture. The use of archaic texts that seem irrelevant to the learners also hinders their motivation to learn literature and diminishes their appreciation for it.

These challenges can be reduced by opting for more engaging methods and materials that are appropriate for the learners' levels and preferences, and by

using multimedia resources like movies, videos, and audio in the target language to enhance the learners' cultural and literary awareness. To ease the learners' comprehension and encourage them to engage actively with their teacher, it is important to implement scaffolded teaching, such as introducing vocabulary and literary concepts before addressing the literary text. Furthermore, to help shy or anxious students, the teacher may create a supportive classroom environment through group work and low-stakes activities, which help learners build confidence and encourage their participation. He can also incorporate relatable and familiar themes and allow learners to choose some texts to read, which fosters individual investment and pleasurable learning of literature. Finally, the mutual love between the teacher and his students can be a basic tool for their motivation and engagement in the teaching-learning process. Thus, having a good relationship between these two participants is more than essential.

- Solutions Centered on teachers' Issues

As teachers are the pivotal participants in determining students' experiences with literature, they should be well equipped with tools and strategies to enhance their success. However, their participation in this field is restricted due to inadequate or a lack of training, old methods, and insufficient institutional accompaniment. Elevating teachers' proficiency necessitates constant professional progress centered on literature instruction, classroom strategies and tools, and learner-centered techniques like the communicative approach and literature circles.

To overcome these issues, authorities should provide adequate training to teachers to help them select texts that fit learners' skills, levels, and interests while combining language and literary objectives. In addition, English literature classes should be divided into smaller groups, which help teachers to manage them well. However, this procedure takes a long time and clear strategy by the authorities to be solved. Therefore, to manage large classes with little resources, teachers are obliged to resort to creative methods like peer teaching, through which students help each other learn in group work or literature circles instead of relying solely on the teacher's instructions; digital tools can also be used to enhance lectures. These tools provide greater readability and visibility for the information presented, making it a less time-consuming method to introduce literary terms, for example.

Moreover, teachers should collaborate through sharing successful experiences with their students, resources, teaching materials, tools, and methods. Finally, to maximize the benefit from the limited time of literature classes and instead of teaching literature and language independently, teachers can implement integrated teaching models that combine literary appreciation with language skill

improvement. By doing this, they maximize student learning and production within the program's limitations.

10. Conclusion

Even though, teaching language through using literature sways between contention and agreement, literature has a significant position in the realm of teaching a foreign language. It proved to be crucial and beneficial through its interactive models separately or through the integrated approach. With the careful selection of texts and other materials that cover the needs, anticipations, and interests, literature can be successfully taught and learned. Consequently, students are motivated by their interactions with the literary text. They can be engaged to express their opinion and reflectively evaluate the piece. Besides, they can develop their linguistic competence, and their understanding of the text, maximize their knowledge about the culture that the text is exhibiting, and diminish their prejudice connected to it. Accordingly, they build up new meanings. As literature is no longer a product for entertainment only, it may be purely instructive and it is a rich recipient of the target culture which introduces the learners to the foreign sphere of a community through the cultural elements provided in the literary texts.

It is worth emphasizing that the challenges faced by both the teachers and the learners can interrupt the progression of teaching and learning literature when the challenges are not dealt with properly. This leads to ineffective teaching resulting in poor learning with meager results. Nonetheless, these hindrances are surmounted by undertaking quick and efficient solutions to improve the effectiveness of literature teaching and learning. It would be an immense leap for the Ministry of Higher Education to create a debate among practitioners and decision-makers resulting in the necessary remedies for these challenges. This move can bring solutions to external problems like the poor learning environment, the lack of equipment, the outnumbered classes, and the proper training for the teachers, which create an uncomfortable atmosphere for the success of learning a foreign language, especially through literature.

Teachers themselves can participate in solving some issues related to the field by taking the time and effort to survey their students' needs, characters, competence, and learning styles and try to choose the proper strategies, approaches, and activities that facilitate and boost the learning process. Through the evasion of boring and monotonous ways, teachers can create meaningful and beneficial teaching. In many countries, the classic teaching manner is authoritarian. The teacher is, in Illich's phrase, the "custodian of the secret" (cited in Mclaen, 1980, p. 33), he is wise and he is constantly correct. This situation is extremely intimidating to most learners. The teacher needs to show that he is not prodigious, he can mistake, and he ignores a lot of things.

11. Recommendations

1- Meetings and seminars should be organized by pedagogues to debate and suggest practical solutions for learners' issues in dealing with literature.

2- Institutions should invest more time and effort to train teachers to teach literature successfully, relying on experts' experience in the domain.

3- Teachers should supply students with appropriate guidance about improving their language skills and employing relevant techniques to study literature.

4- Teachers should provide students with suitable and motivating activities and assignments to develop their language proficiency and lead them to engage actively in the teaching-learning process.

5- Teachers should allow students to interact and communicate their ideas confidently during literature classes.

6- As an initial procedure, institutions should prepare a plan to meet the needs of their English teachers by supplying their libraries with useful and new books about literature to motivate learners to read and provide audio-visual equipment to address the lack of resources and give teachers more valuable tools to diversify their teaching methods.

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