



## Utilizing Integrated Teaching Approach In Teaching Literature To ESL Learners: A Systematic Review

**Jomar G. Mercado**

*Graduate School Student, Master of Arts in English Language Education (MAELE), Philippine Normal University (PNU), Manila, Philippines*  
[jomar.g.mercado@gmail.com](mailto:jomar.g.mercado@gmail.com)

DOI: <http://doi.org/10.36892/ijlls.v7i1.1941>

**APA Citation:** Mercado, J.G. (2025). Utilizing Integrated Teaching Approach In Teaching Literature To ESL Learners: A Systematic Review. *International Journal of Language and Literary Studies*. 7(1). 258-272. <http://doi.org/10.36892/ijlls.v7i1.1941>

**Received:**

18/11/2024

**Accepted:**

10/01/2025

**Keywords:**

Literature;  
Literary Teaching;  
Teaching Approach;  
Integrated Approach.

**Abstract**

*The success rate of language learning hinges on the effectiveness of teaching approaches employed by teachers in ESL classes, particularly in literature teaching. Thus, this study explored the use of the Integrated Approach in literary teaching to ESL learners. Furthermore, this study ventured into teaching approaches utilized by the teachers that made up the Integrated Approach, the effectiveness of the approach to literary teaching, and the potential interactive activities that can be implemented using the approach. Systematic literature review method was used in the study and findings revealed that teachers used various literature teaching approaches, having the information-based approach as the most commonly employed while the stylistic approach was the least. Furthermore, the Integrated Approach was seen as effective in literary comprehension and appreciation, critical and creative thinking enhancement, and more so in language learning. Lastly, extensive question exercises, lecture sessions, discussion, utilization of differentiated teaching strategies, audio-visual materials, and collaborative activities were seen to be the best activities and practices in literary teaching. In conclusion, the findings of the study may help both teachers and learners in literary education. This may help in the design of an instructional module for teachers relative to the use of the Integrated Approach in teaching literature.*

### 1. INTRODUCTION

In the Philippines, Basic Education is enacted by Republic Act No. 10533 or the K-12 program. It mandates the Department of Education (DepEd) to implement an inquiry-based, varied, constructivist, retrospective, collaborative, and integrative curriculum that holds a firm grip towards various teaching approaches (Del Rosario, 2022, p. 194) because the country's educational system accentuates on the learning of 21<sup>st</sup> century skills namely: "Communication, Collaboration, Creativity, and Critical Thinking" or the so-called 4Cs (Bustamante, 2022, p. 205). Due to a huge paradigm shift in education, from the implementation of the K-12 curriculum to the newly- rolled out MATATAG curriculum, teaching literature in English subjects demands serious attention for both language teachers and learners. These massive changes brought forth crucial imperatives to search for innovative pedagogical approaches to effective literary teaching.

In the context of language learning, traditional approaches or teacher-centred approaches such as the structural approach or direct teaching of language structures and properties through traditional grammar are already deemed obsolete. Teaching language in this modern time requires contemporary approaches which are learner-centred and communicative in approach. The traditional belief that the teacher is the sole source of the skills in learning the second language (L2) has already been discarded by language researchers, educators, and enthusiasts. Thus, in English classes, literature is used as a powerful tool to learn the L2 by making it a springboard, as it helps heighten the language ability of the learners, particularly English as Second Language (ESL) learners (Benonguil & Barnido, 2022, p. 243).

Literature offers a wide array of benefits with respect to language learning. One benefit it gives is that it intensifies the five macro-skills of the English language such as reading, writing, listening, speaking, and viewing. Furthermore, Baca, et al. (2020) as cited in Del Rosario (2022, p. 193) underscore that teaching literature in ESL classes contains a salient language contribution to the learners, likewise serves as a crucial spring of motivation. It could also hone linguistic competence when elements and structures of the language present in a text are focused on (Swain, 2000 as cited in Del Rosario, 2022, p. 193).

However, despite the aforementioned benefits that literature gives, ESL learners still encounter timeless issues in literary learning. The research of Benonguil & Barnido (2022) revealed that the most common challenges Filipino ESL learners encounter in literature learning are: (i) trouble engaging with vocabulary words, (ii) different personal reader responses, (iii) inability to deepen literary text discussion, (iv) language barricade in literary discussion, (v) teacher's nonattendance, and (vi) learners' struggles. However, the common logical assumption that can be generated on these challenges is the teachers' approaches in literature teaching which serve as the major catalyst that incites the aforementioned.

Every teacher is an implementer of the curriculum. The success of the attainment of the learning outcomes targeted in the curriculum hinges on them. However, in ESL classes, English teachers encounter a myriad of challenges in teaching literature. If the learners experience issues, so do the teachers more intensely. Consequently, despite massive and commendable efforts that the teachers exert in fastidious planning, strategizing, and implementing their instructional approaches and methods, literature learning is still compromised due to a multitude of factors.

In the Philippines, a huge number of teachers mostly rely on traditional approaches to teaching literature. For instance, silent reading, a method of literature reading, is still prevalently implemented by teachers despite the educational shift in K-12 curriculum which calls for 21<sup>st</sup> century pedagogical approaches. On this note, ESL learners will never develop good retention skills nor will they appreciate the literature due to very traditional, obsolete, ineffective, and unreliable teaching approaches in teaching literature especially in delivering, comprehending, analyzing, and interpreting literary texts (Calingacion, 2002 as cited in Benonguil & Barnido, 2022, p. 244).

The above-mentioned is supported by Del Rosario (2022, p. 194) in his paper which stresses that the usual and generic approach utilized by the teachers in ESL literary teaching is teacher-centered. The approach is often monologue and monotonous, for which a lot of effort is exerted throughout the traditional lecture method to relay understanding from the text. This was proven by his research in the same year that the most commonly used approach by Junior High School and Senior High School teachers in teaching literature is an inquiry-based approach which was

affirmed by the research of Resueño, Jr., and Resueño, (2021) in their research for tertiary education literature teachers, Parojenog (2020) for SHS teachers, and Fikray and Habil (2022) in their systematic literature review paper. He justified that the most common reason the teachers in using this approach is due to limited time and effort despite their desire to utilize 21<sup>st</sup>-century learning activities to engage their learners in literary discussion. Due to limited time, schedules are congested and the teachers need to rush up everything, missing and opting out of interactive methods in teaching literature, needless to mention the struggles of the ESL learners themselves also, which include poor comprehension skills due to low proficiency in English that also add up to the issue which is also pointed out by Bustamante (2022, p. 206) which underscores the students lack of fundamental skills in processing vital information and interpreting some literary texts like poetry and prose which can be interpreted using different pedagogical approaches of the teachers in literature learning. This was also generalized by Parojenog (2020, p. 52) in his paper emphasizing teachers' hurdles in maximizing students' comprehension of literature.

Likewise, the research of Parojenog (2020) revealed that the most common reason why teachers resort to information-based approaches is due to convenience and availability of resources. Furthermore, Benonguil & Barnido (2022, p. 245) mentioned that ESL teachers do not utilize activities as part of their instructional process in literature teaching to ESL learners. He added that learners are straightly fed with the details or information about the literary piece and regrettably, have no exclusive opportunity to explore its values and meaning through the supposed teacher-initiated student-centered activities. However, the research of Patunob and Ibojo (2023) revealed that English teachers encountered issues and struggles in teaching world literature due to scarce literature-related seminars and training attended. Thus, there is an urgent need for innovative pedagogical approaches to the literary teaching of ESL learners.

Teaching literature to ESL learners has been a huge hurdle for English teachers given some of the reasons in the foregoing discussions, for it needs rigorous preparation whilst ample time. From planning an effective approach, brainstorming for a good strategy, and creating a sound method to implementing a useful, relevant, and engaging technique, everything must be well thought out so that the intended learning outcomes for the lesson are successfully attained. Moreover, careful planning of activities is also paramount to enforce and complement the teaching approaches utilized by the teachers.

Literary teaching is anchored on various teaching models namely: the cultural, language, and personal growth model as presented in Carter and Long (1991) as cited in Hwang and Embi (2007, p. 3). Hwang and Embi (2007, p. 3) explain that the Cultural Model (CM) sees literature as a spring of facts or information; thus, reading is inclined to be anchored on acquiring information. In this teaching model, the teacher transfers understanding and information to the learners. Likewise, Al-Mahrooqi (2012, p. 173) mentioned that CM focuses primarily on text, venturing into its "social, historical, political, and literary context." The main focus is on the interpretation of text which is commonly teacher-centered and not learner-centered.

Consequently, the Language Model (LM) pursues an intimate incorporation between language and literature. Learners can increase their linguistic proficiency by utilizing literature as a repository for language learning (Hwang & Embi, 2007, p. 3). Furthermore, this model explores a "reductive approach to literature" by putting attention on deconstructing or analyzing the literary piece into its linguistic features; for instance, dissecting or breaking it down for literal and figurative language. Therefore, literature is mainly employed as a way to teach distinct language facets (Al-Mahrooqi, 2012, p.173).

Lastly, the Personal Growth Model (PGM) pursues the chance for learners to integrate and respond to the themes and issues by generating a network in their personal lives. Furthermore, learners' growth in terms of "language, emotions and character development" is boosted (Hwang & Embi, 2007, p. 3). Likewise, this model consists of the characteristics from the cultural and language-based models, for the reason that it blends attention to language with attention to setting and the meaning or interpretation of text. Furthermore, in this model, students are stimulated to partake and to express their feelings and thoughts and to synthesize relations between the characters in the text and scenarios and their own lives. Thus, it develops students' ideas and assists them in their personal growth (Al-Mahrooqi, 2012, pp. 173-174).

However, there was a radical shift in using these models and approaches in teaching literature, as it was seen that there were overlaps in these models (Hadjoui & Kheladi, 2014 as cited in Moustafa & Naima, 2022, p. 255). Hence, considering the three literature teaching models hypothesized by Carter and Long (1991), an "integrated approach" to literary teaching was introduced. This model is founded on the idea that the three models can be systematically integrated (Marin, 2017 as cited in Moustafa & Naima, 2022, p. 255). Furthermore, this integrated approach incorporates three consideration types observed by the teachers: linguistic, cultural, and communicative considerations. With this, this approach converges literature to communication and likewise makes texts and lessons engaging, practical, and communicative (Divsar & Tahriri, 2009 as cited in Al-Mahrooqi, 2012, p. 174).

The issue of the most effective teaching approach in teaching literature has been disputed by language experts in the field of language education. In fact, there has been no established effective teaching approach in teaching literature to ESL learners because of the concept of "no one size fits all." In fact, according to San Jose and Galang (2015), as cited in Fikray and Habil (2022, p. 150), it is impossible to select a single teaching approach that will suit the needs of all types of learners since learners comprise of various motivational dynamics in which they react variably during the lesson. For instance, implementing an activity-based method in the learning process of literary learning might be in favour of the active learners and dismay the diffident students. A number of reasons including literary categories: poetry and prose, learning styles of the ESL learners, teachers' knowledge of different literary teaching approaches, etc. should also be considered by literature teachers in selecting the effective teaching approach.

Thus, the constant search for an effective teaching approach in literature necessitates the conduct of this study. Furthermore, there have been no existing studies conducted about integrated teaching approaches in teaching literature in ESL settings that strengthen the purpose of this study. Thus, this study seeks to utilize an integrated teaching approach in teaching literature to ESL learners in the hope of helping the teachers have an effective approach in teaching literature to the learners, more to facilitating the learners in analyzing, interpreting, and appreciating literary texts, whilst amplifying language learning. The findings of this study will massively help language experts, enthusiasts, and educators alike in finding an efficient, effective, and relevant teaching approach relative to teaching literature to ESL learners and contribute to a comprehensive teaching methodology in English language education. Furthermore, this study may help to produce an instructional module for literature teachers that they may use in teaching literature based on the findings of the study. This will help the teachers and learners have a profound understanding of the implications of literature to one's language learning and character development.

### **1.1. Purpose of the Study**

To further expound on the Integrated Approach in teaching literature, this study was conducted based on the research objectives:

1. To identify the teaching approaches used by the teachers that made up the Integrated Approach to literature teaching;
2. To determine the effectiveness of the Integrated Approach to literary teaching; and
3. To specify 21<sup>st</sup> century learner-centered interactive activities that can be employed in Integrated Approach.

## **2. METHODOLOGY**

This study employed a systematic literature review method to fulfil the objectives of the study. Furthermore, this study adapted the Chalkiadaki (2018) framework of research procedure as cited in Fikray and Habil (2022, p. 154) in determining the inclusion and exclusion criteria for the research articles reviewed in the study. Below is the framework:

Table 1. Inclusion and Exclusion Criteria for Research Article Resources

<b>Criterion Type</b>	<b>Criteria</b>	<b>Inclusion</b>	<b>Exclusion</b>
Academic Database	ResearchGate, Academia.edu, Semantic Scholar, Scribd, Internet TESL Journal, International Journal of Education and Research, and Canadian Journal of Language and Literary Studies	x	
Keywords	Integrated Approach in Literature Teaching, Literature Teaching Approaches, Activities in Literary Teaching	x	
Publication Type	Journal Articles	x	
	Conference Papers	x	
	Reports		x
	Thesis		x
	Dissertation		x
	Books		x
Access	Online	x	
	Paper		x
Research Publication Period	2000-2024	x	

<ul style="list-style-type: none"> <li>● Research Findings Included</li> <li>● Literatures Included</li> </ul>	2015-2024	x	
	2000-2024	x	
Publication Place	Worldwide	x	
Study Type	Empirical Studies	x	
	Theoretical Studies	x	
	Article Reviews	x	
Research Method	Qualitative	x	
	Quantitative	x	
	Mixed-Method	x	

This study collected a vast number of existing journal articles in various open-access journals and academic databases such as ResearchGate, Academia.edu., Semantic Scholar, Internet TESL Journal, etc. pertinent to the keywords used (i) Integrated Approach in Literature Teaching, (ii) Literature Teaching Approaches, and (iii) Activities in Literary Teaching. However, only published journal articles and conference papers that aligned with the study's objectives were taken to ensure depth and breadth of analysis, leading to 21 total research articles collected, having 7 local articles and 14 foreign articles respectively. Concerning the publication period, this study discarded all research findings which were older than 2015 to guarantee the depth of analysis in the research gap of the study. However, some literatures from these dated research articles were still used to support the literature discussions of the paper due to the dearth of research relative to the use of the Integrated Approach in literary teaching. Still, due citations were given to these works.

### 3. RESULTS AND DISCUSSION

The following were the emerging themes in the review of the articles. Conclusions were provided to elaborate the given themes to the objectives of the study.

#### 3.1. Benefits of Literature Teaching

"Literature is one of the best manifestations of language" (Fareh, 2022, p. 68). Al-Mahrooqi (2012, p. 172) stressed that literature is "indispensable for teaching target language culture" because it has a limitless repertoire of "authentic materials." In the sense of authentic materials, Collie and Slater in Cruz (2010) as cited in Fauziah (2016, p. 147) stated that literature can be considered as a lavish spring of 'authentic material,' for it represents two elements in its written text: first is "language in use," which pertains to the utilization of linguistics of the individuals who became adept to it in a manner aimed for native speakers; the second is the beautiful depiction of the oral language that is intended to retrieve or introduce the language in a particular cultural setting. Kaowiwattanakul (2021) in the paper of Fikray and Habil (2022, p.

150) asserts that the authenticity of these literature texts enables readers to widen their vocabulary to be utilized in the real-world contexts which boosts linguistic enhancements, and increases other linguistic skills such as speaking, writing, and listening. Furthermore, the connection between form and function can be best observed in literary pieces compared to scripted texts. In a similar sense, literary pieces contain authentic communicative goals, and they interact genuinely with true readers (Fareh, 2022, p. 68).

Likewise, literature being one of the sources for teaching the language encompasses the language skills namely: reading, writing, listening and speaking, and language domains such as vocabulary, grammar and pronunciation (Hismanoglu, 2005 as cited in Fauziah, 2016, p. 146). In fact, the research of Hussein, et al. (2021) states that Iraqi learners consider literature as a fundamental tool in learning the English language and developing the four major linguistic skills through their demonstrated favourable attitudes. This was further affirmed by the findings of Fareh (2022) who revealed that literature can be utilized to increase learners' linguistic awareness, develop reading, writing, and speaking skills; and boost their motivation. Lastly, this was also supported by the research of Baharuddin, et al. (2022) which revealed that utilizing literature in English learning is effective in enhancing and developing the linguistic skills of Indonesian learners. Thus, it can only be concluded that using literature as a tool in English classes helps one learn the English language.

Meanwhile, Mustakim et al. (2014, p. 35) underscore that literature in language education is geared towards developing the capabilities of learners in a "holistic, balanced, and integrated manner" covering the mental, spiritual, affective, and physical facets to produce a stable and harmonious human individual with high social norms. Thus, the ultimate purpose of integrating literature into the English Language curriculum is to enhance learners' linguistic ability. He further emphasized that literature is not only intended to respond to the social and informational artistic value of learning, but further than that where the learners acquire learning about individuals, culture, ethics, attitudes, and other societal norms. In addition, literature is intended to be appreciated, for the reason that literature can be utilized as an instrument to advocate knowledge and proficiency in the language. It aids students to handle problems of societal, cultural, racial or conflict that includes life in the real context. In fact, Latch (2007) in the paper of Fareh (2022, p. 69) affirms the utilization of literature as an instrument and source for teaching the target language, for it gives learners real-world linguistic, sociolinguistic, and cultural material. Additionally, literary pieces give the learners details about the culture of the target language of the literature. These details are requirements for the creation of the ESL learners' sociolinguistic and pragmatic competence. Furthermore, literature can be employed in ESL classes to cultivate learners' culture and advocate their cultural comprehension and consciousness.

Additionally, Cheng (2008) in the paper of Mustakim et al. (2014, p. 38) emphasized that literature learning helps in language acquisition by enhancing the learners' consciousness on how the language works in discursive settings and experiencing the form of narratives. In fact, literature has the potential to initiate learners to share thoughts in the context of classroom scenarios, at the same time creating a connection between the literary piece and real-life contexts (Rew & Moon, 2013 as cited in Hussein et al., 2021, p. 28) because literary pieces are specified to be the most stimulating and they have motivational features in language learning and enhancement.

With regard to improving the critical thinking of a person, Van (2009) in Khatib and Askari (2012, pp. 38-39) emphasizes that literature promotes critical thinking because it calls for wider

imagination to the learners, likewise boosting their creativity. In a similar sense, Khalil (2024, p. 134) asserted that through literature, learners hone up their critical thinking skills when they get to read literary texts. Parojenog (2020, p. 52) also affirms that literature is vital in day-to-day life, for the reason that it links individuals with bigger truths and ideas in society and supplies meaningful contexts. He added that for some crucial reasons, individuals ponder that learning literature is a fundamental aspect of one's life which is closely linked with day-to-day life. He further stresses that literature's "logic, clarity, and conscientiousness" have been verified beneficial in comprehending and discerning the world in all magnitudes and aspects of individuals' activities.

In addition, as far as English language learning is concerned, with respect to cultural appreciation, Yimwailai (2015) as cited in Del Rosario (2022, p. 193) asserts that literature may stimulate a higher call of appreciation for culture when various social issues from a different culture's lens or perspective are discussed. In fact, the research of Hussein, et al. (2021) revealed that learners found literary texts to enhance recognition of cultural knowledge in the Iraqi context. It was then affirmed by the findings of Baharuddin, et al. (2022) which revealed that the utilization of literature gives cultural understanding in the Indonesian context.

In terms of personal and societal transformation, literature expands one's mental perspectives and cultivates intellectual maturation and it also assists learners in growing feelings for the language they are learning (Nasr, 2001; Bagherkazemi and Alemi, 2010 as cited in Khatib & Askari, 2012, p. 39). Furthermore, literature may boost one's personal growth whether spiritually, emotionally, mentally or psychologically. This happens when teachers allow their learners to express their thoughts and share beliefs dispositions, and feelings about different civilizations, cultures, value systems, and customs. In general, students may expand their outlook on universal principles (Centre of Development Curriculum, 2000 as cited in Del Rosario, 2022, p. 193).

In a nutshell, using literature in language learning does not only confine to learning the structures, properties, and elements of the English language, but also it taps the other domains such as the psycho-social and cultural elements of the literature itself which contribute to the holistic learning of the language.

### **3.2.Struggles of the Learners in Literary Learning**

Literature learning has never been easy for ESL learners for a number of reasons. In fact, these hamper the learners' interest and skills in literature learning. One huge dilemma that ESL learners always face is that oftentimes, they find literature boring and complicated (Parojenog, 2020; Simene, 2014 as cited in Del Rosario, 2022 p. 194). This interferes with the learners' ability to digest the literary contents, more so obstructs their potential to appreciate the literary piece. Furthermore, they do not invest themselves in the emotional experience of literature. In fact, the research of Moustafa and Naima (2022) revealed that learners were not indulged emotionally in the literature experience in the Algerian context. Another problem that learners face in literary education is their incapability to comprehend and adapt to the teaching approach employed by the teachers in class which this context may lead to disappointment throughout the teaching and learning process (Fikray & Habil, 2022, p. 151).

In general, these are only some of the innumerable issues that learners experience relative to literature learning. Thus, there is a great need for innovative pedagogical approaches in



literature teaching that will respond to these challenges, and likewise promote intensified language learning through literature.

### 3.3. Issues in Literature Teaching

Teachers serve as the implementers of the English curriculum to the learners. They ensure that the competencies for English learning are acquired by their learners. Thus, they play a major role in the language learning process of ESL learners. The research of Fauziah (2016), revealed that the teacher plays a vital role in creating classroom settings in the Indonesian context. Mok (2013) as cited in Del Rosario (2022, p. 194) stressed the importance of the teachers' approaches in the teaching and learning process because these approaches play a very critical role in helping learners. Hence, when one implements a brand-new teaching approach in the classroom, it will create various responses from the learners and it may also influence the success rate of the intended learning competencies. Consequently, the research of Benonguil & Barnido (2022) revealed that ESL learners favoured interactive learning activities, admirable pedagogical approaches, readiness in literary discussion, positive responses on assessment and evaluation, and commendable teacher character. Thus, most of the factors that influence the success rate of literature learning of the learners are from the teachers.

Consequently, using interactive approaches in literary teaching is still not the everyday pedagogical practice in every literature class. In fact, there have been no updated research findings conducted about this matter; hence, only affirms the necessity of this research. Therefore, huge demands for research on innovative approaches in literary teaching are currently imposed on language researchers and educators. *Literature Teaching Approaches*

Effective teaching of literature to the learners does not only include the use of tools, techniques, and strategies, but also the understanding of meanings particularly how learners acquire learning, decode information and details, motivate themselves, and the factors that interfere with learning (Center to Teaching Learning, 2014 as cited in San Jose, 2015, p. 42). This effective teaching hinges on the literature teaching approaches which are deeply rooted in the discussed teaching models: Cultural, Language, and Personal Growth. These approaches are: the information-based approach which lies under the cultural model, the paraphrastic approach and the stylistic approach which anchors on the language-use model; and the personal response approach and moral-philosophical approach which inclines with the personal-growth model.

The information-based approach sees literature as the main source of information to the learners (Hwang & Embi, 2007, p. 4). Thus, teaching methodologies are teacher-centered. The paraphrastic approach, on the other hand, focuses primarily on the superficial meaning of the text where educators employing this approach may paraphrase or re-word the literary piece in a casual language or even decode it into another language (Hwang & Embi, 2007, p. 5). However, the stylistic approach teaches students to see how linguistic features in a literary piece take play in transmitting messages to the reader (Hwang & Embi, 2007, pp. 5-6). Furthermore, Ikonne (2016, p. 77) mentioned that this kind of approach deals with taking a closer look at the text respective to the author's style and comparing it with another author. The personal response approach, in contrast, emphasizes getting students' responses to a text which aims to persuade learners to create a connection between the central theme of the text and their own understanding by relating their lives and personal experiences to it (Hwang & Embi, 2007, p. 5). Lastly, the moral-philosophical approach focuses on the search for moral values while reading a certain literary piece where students' mindfulness of the values is seen and this approach helps learners realize themes in future readings; thus, students can introspect what they have acquired depending on their readings of a certain literary text (Ibid).

There was only very little research conducted pertinent to literature teaching approaches. In the Philippine context, the research of Parojenog (2020) revealed that teachers frequently employed an information-based approach in teaching literature to Senior High School students and a stylistic approach as the least among other approaches. It was then affirmed by the findings of Resueño, C., Jr, and Resueño, I. B. (2021) for literature teachers in tertiary education and the research of Del Rosario (2022) for both Junior High School and Senior High School teachers. However, in foreign settings, the research of Fikray and Habil (2022) affirmed the foregoing findings, with the information-based approach being the most frequently employed by teachers. In contrast, the findings of Fauziah (2016) contradicted the foregoing, revealing that the language-based model was the most frequently employed.

In general, given the foregoing, it can only be concluded that most teachers across the globe still adhere to the traditional approaches in teaching literature to both EFL and ESL learners. Thus, there is a dire need for the utilization of contemporary approaches such as the Integrated Approach in literary teaching that will incite marvellous breakthroughs in language learning, considering that language learning setting calls for 21<sup>st</sup> century teaching approaches.

### **3.4. Integrated Teaching Approach in Teaching Literature**

Fareh (2022, p. 66) stresses that a teaching approach that incorporates literature into teaching linguistic competencies may develop a genuine learning environment in which learners advance from typical reading and decoding information or details from literary pieces to cognitively experiencing them. This leads to the so-called integrated approach in teaching literature.

Integrated approach in teaching also pertains to the interdisciplinary approach, which entails that the teaching of concepts goes across more than one subject domain or approach (Yimwilai, 2015, p. 14). Adeyami (2010, p. 9) as cited in Yimwilai (2015, p. 14) elucidates that in this teaching approach, educators merge various methods, techniques, and technical devices. Integration, in perspective, implies employing useful and significant concepts from many disciplines or approaches, he added. Furthermore, Integrated Teaching Approach as a language approach to teaching literature employs some of the techniques used in stylistic analysis, discovering texts, literary and non-literary, from the concept of style and its connection to content and form and this approach investigates in detail the structures of a text stylistically to demonstrate what it means and the manner it proposes what it means (Divsar & Tahriri 2009 as cited in Al-Mahrooqi, 2012, p. 174). Moreover, the integrated approach gives a wide array of benefits to the learners. In fact, this teaching methodology assists learners draw connections (Langa & Yost, 2007 as cited in Yimwilai, 2015, p. 15), provides students with more comprehensive learning that is rich and interesting (Adeyami, 2010 as cited in Yimwilai, 2015, p. 15), and aids group learning, more so assist students emerge self-governing problem solvers (Knowles and Smith 2001 as cited in Yimwilai, 2015, p. 15).

However, there was only very little research conducted pertinent to the utilization of the Integrated Approach in literature teaching. In foreign settings, the research of Yimwilai (2015) revealed that an integrated approach in teaching literature in the Thai context was effective and it had a positive impact on the learners' achievements, critical thinking skills, and attitudes. It was then supported by the study of Amirani, et al. (2016) which revealed that the learners held very positive or favourable attitudes toward the integrated approach in teaching literature and the concept towards literature in the Iranian context. They also showed favourable responses

to the Integrated Approach compared to the lecture-based or information-based/ traditional approach. However, it can be observed that there have been no existing local studies conducted pertinent to the use of the Integrated Approach in the ESL setting. Thus, it only insinuates that the use of contemporary literary teaching approaches is not yet rampant nor implemented in ESL classes. Additionally, it only justifies the great necessity for these modern approaches to be implemented to respond to the challenges in language learning.

### **3.5. Activities in Teaching Literature**

Designing effective activities in literature classes to intensify language learning has posed huge demands for every language educator, as on these hinges the success of the teaching approach implemented. In fact, the findings of Ikonne (2016) showed that teachers should not reduce the interest of the learners by utilizing approaches and methods which are not challenging for the learners. It was supported by the research of Fareh (2022) which underscored the need for teachers to prepare well and target the interest of their learners so that they can indulge with texts which explore mostly universal themes.

In the Philippine setting, the research of San Jose and Galang (2015) showed that lecture-discussion was seen as the most effective strategy in literary teaching by tertiary teachers. Another finding in the research of Resueño, C., Jr. and Resueño, I. B. (2021) revealed that most tertiary teachers in the new normal employ extensive question exercises, lecture sessions, and discussion, having the first one as the most frequently used. Consequently, the findings of Patunob and Ibojo (2023) revealed that the utilization of differentiated teaching strategies, audio-visual materials, and collaborative activities were found to be the best practices employed in teaching world literature.

However, in foreign settings, the research of Ikonne (2016) revealed that some techniques such as audiovisuals like music, movies, and slide presentations must be utilized in literary teaching. He further stated that in the selection of literary text, the teacher must take into consideration the readability qualities of the literature, more so the interest of the learners.

In general, the selection of effective activities and materials for literary teaching to amplify language learning is dynamic. It varies from one activity or method to another depending on the types of learners a teacher has in the classroom. Therefore, the only effective activity or method to use is the one that works in the context of the learners and likewise supports their language learning skills.

## **4. CONCLUSION**

Integrated Approach in teaching literature comprises a combination of existing approaches namely: (i) information-based approach, being the most frequently used by language teachers, (ii) personal-response or reader-response approach, being second mostly employed, (iii) moral-philosophical and (iv) paraphrastic approach, being both employed at the same time, (v) stylistic approach, being the least employed. Thus, the teachers may maximize these approaches in coming up with a better-integrated approach that they can implement in their literature classes. Concerning the effectiveness of the Integrated Approach, the findings proved that this approach to literary teaching is effective not only in literary comprehension, appreciation, critical and creative thinking but also in learning the English language. Lastly, extensive question exercises, lecture sessions, discussion, utilization of differentiated teaching strategies, audio-visual materials, and collaborative activities may be used as effective

activities or practices in literature classes in order to intensify the language learning skills of ESL learners. However, given the foregoing findings, this study has limitations. One of which is the non-availability of local research articles pertinent to the use of the Integrated Approach in literature teaching; thus, some dated articles conducted relative to the approach were considered in the review though it might have given a different implication, considering the year gap to the present time. Nonetheless, the findings brought only the crucial themes in relation to the approach. Consequently, the findings may help both teachers and learners pertinent to the use of the Integrated Approach to literary teaching and learning; likewise, may assist in designing an instructional module crucial to the approach.

## REFERENCES

- Adeyami, M. B. (2010). *A Study of Secondary School Teachers' View on the Teaching of Integrated Social Studies in Oyo State of Nigeria* (Unpublished doctoral dissertation). ObafemiAwolowo University, Ile-Ife, Nigeria.
- Al-Mahrooqi, R. (2012). An Investigation of Literature Teaching Methodologies at a Higher Educational Institution in Oman. *TESOL Journal*, 6 (1) 172-180.
- Amirani, D., Tahriri, A., & Barekat, B. (2016). The Effect of an Integrated Approach to Teaching Literature on EFL Learners' Motivation and Attitude. *International Journal of Research Studies in Language Learning*, 5(5), 53-66. <https://doi.org/10.5861/ijrsl.2016.1395>
- Baca et al. (2010). How Literature can Influence the English Language Learning? [https:// blogs.funiber.org/formacion-profesorado/2010/10/08/how-literature-can-influence-the-english-language-learning](https://blogs.funiber.org/formacion-profesorado/2010/10/08/how-literature-can-influence-the-english-language-learning)
- Bagherkazemi, M. & Alemi, M. (2010). Literature in the EFL/ESL Classroom: Consensus and Controversy. *LiBRI. Linguistic and Literary Broad Research and Innovation*, 1(1).
- Baharuddin, A. F., Isma, A, & Mardiani (2022). Students' Views on Literature-Based Learning Model in Optimizing English Skills. *Proceedings of English Linguistics and Literature*, 3, 57–65.
- Benonguil, J. A. & Barnido, J., (2022). Teachers' Instructional Approaches in Teaching Literary Texts in an ESL Classroom: Learners' Impressions at Core. *International Journal of Language and Literary Studies*, 4(2), 243–264. <https://doi.org/10.36892/ijlls.v4i2.948>
- Bustamante, J. A. (2022). The Teaching of Literature: Voices and Lenses. *International Journal of Learning, Teaching and Educational Research/International Journal of Learning, Teaching and Educational Research*, 21(4), 205–219. <https://doi.org/10.26803/ijlter.21.4.12>
- Calingacion, B. (2002). *Literature Alive: A Performative Approach in Teaching Literature*. Retrieved from <http://magyarszak.unimiskolc.hu/kiadvanyok/drama2002/ea/belen.htm> on December 1, 2018.
- Carter, R. and Long, M. (1991). *Teaching literature*. London: Longman.

- Centre of Development of Curriculum. (2000). KBSM Syllabus for Secondary Schools. Malaysia: Ministry of Education.
- Center to Teaching Learning (2014). *Effective Teaching Strategies*. [Online] Available: <http://www.fau.edu/ctl/EffectiveTeachingStrategies.php> [July 11, 2014]
- Chalkiadaki, A. 2018. A Systematic Literature Review of 21st Century Skills and Competencies in Primary Education. *International Journal of Instruction*. 11(3).
- Collie & Slater (1988). *Literature in the Language Classroom: A Resource Book of Ideas and Activities*. Cambridge University Press.
- Cruz, J. (2010). The Role of Literature and Culture in English Language Teaching. *Linguistica Aplicada*, 7 (9), pp. 1-16.
- Del Rosario, V. A. (2022). Approaches in Teaching Literature in Public Secondary Schools of Southern Nueva Vizcaya. *IOER International Multidisciplinary Research Journal (Online)/IOER International Multidisciplinary Research Journal (Print)*, 4(2), 193–201. <https://doi.org/10.54476/0942821>
- Divsar, H., & Tahriri, A. (2009). Investigating the Effectiveness of An Integrated Approach to Teaching Literature in An EFL Context. *Pan-Pacific Association of Applied Linguistics*, 13(2), 105-116.
- Fareh, S. (2022). Integrating Literature into Teaching the Language Arts. *International Journal of Arabic-English Studies*, 22(2), 65–82. <https://doi.org/10.33806/ijaes2000.22.2.4>
- Fauziah, F. (2016). The Approaches to Teaching Literature for EFL Young Learners. *JELTL (Journal of English Language Teaching and Linguistics)*, 1(2), 145-158. <https://doi.org/10.21462/jeltl.v1i2.26>
- Fikray, F. M., & Habil, H. (2022). The Implementation of Literature Teaching Approaches in the ESL Classroom: A Systematic Review. *LSP International*, 9(1), 149–165. <https://doi.org/10.11113/lspi.v9.18595>
- Hadjoui, G., & Kheladi, M. (2014). Towards an integrative approach to teaching literature in an EFL context. *IMPACT: International Journals of Research in Humanities, Arts and Literature*, 2(4), 113-126. Available at <https://oaji.net/articles/2014/488-1400578956.pdf>
- Hismanoglu, M. (2005). Teaching English Through Literature. *Journal of Language and Linguistic Students*, 1 (1): 53-66.
- Hussein, S., Meena, R. S., & Ali, H. F. (2021). Integration of Literature in English Language Teaching: Learners' Attitudes and Opinions. *Canadian Journal of Language and Literature Studies*, 1(1), 27-43. <https://doi.org/10.53103/cjlls.v1i1.12>
- Hwang, D., & Embi, M. A. (2007). Approaches Employed by Secondary School Teachers to Teaching the Literature Component in English. *Jurnal Pendidik Dan Pendidikan*, 22,

1-23.

[http://apjee.usm.my/APJEE\\_22\\_2007/JPP%2001%20AMINUKM%20ART%201%20\(1-23\).pdf](http://apjee.usm.my/APJEE_22_2007/JPP%2001%20AMINUKM%20ART%201%20(1-23).pdf)

Ikonne, U. H. (2016). The Teaching of Literature: Approaches and Methods. *International Journal of Education and Evaluation*, 2 (5), 73-78.

Khalil, E.R. (2024). Teaching Literature Activities in EFL Classroom. 25. 134-142.

Khatib, M., & Askari, H. (2012). A Study of the Effects of Teaching Literature on Improving Students' Second Language Attitudes. *International Journal of Applied Linguistics and English Literature*, 1(4), 37–45. <https://doi.org/10.7575/ijalel.v.1n.4p.37>

Knowles, E., & Smith, M. (2001). *Reading Rules! Motivating Teens to Read*. Westport, CT: Libraries Unlimited.

Langa, M. A., & Yost, J. L. (2007). *Curriculum Mapping for Differentiated Instruction*. New York, NY: The Dryden Press.

Marin, M. (2017). An Integrated Approach to Teaching Poetry in a Greek EFL Classroom. A Case Study: Comparing Cavafy and Shakespeare. *Research Papers in Language Teaching & Learning*, 8(2). 89-102. Available at <https://www.proquest.com/scholarly-journals/integrated-approach-teaching-poetry-greek-efl/docview/1929028690/se-2>

Mok, S. S. (2013). *Educational Psychology & Pedagogy: Learner and Learning Environment*. Penerbitan Multimedia.

Moustafa, A., & Naima. G. (2022). An Affective Approach to Teaching Literature: I Feel Therefore I am. *Arab World English Journal*, 13 (2) 253-266. DOI: <https://dx.doi.org/10.24093/awej/vol13no2.17>

Mustakim, S. S., Mustapha, R., & Lebar, O. (2014). Teacher's Approaches in Teaching Literature: Observations of ESL Classroom. *Malaysian Online Journal of Educational Science*, 2(4), 35–44.

Nasr, N. (2001). The Use of Poetry in TEFL: Literature in the New Lebanese Curriculum. *Revista de Filología y su Didáctica*, 24: 345-363.

Parojenog, R. C. (2020). Approaches in Teaching Literature Employed by Senior High School Teachers. *IOER International Multidisciplinary Research Journal (Online)/IOER International Multidisciplinary Research Journal (Print)*, 2(2), 52–58. <https://doi.org/10.54476/iimrj366>

Patunob, N. G. B., & Ibojo, N. D. T. M. (2023). Best Practices in Teaching World Literature: A Phenomenological Study. *World Journal of Advanced Research and Reviews*, 19(1), 1310–1315. <https://doi.org/10.30574/wjarr.2023.19.1.1507>

Resueño, C., Jr., & Resueño, I. B. (2021). Teachers' Approaches in Teaching Literature in the New Normal. *International Journal of Science and Research (IJSR)*, 10(1), 878–882. <https://doi.org/10.21275/SR21106090333>

Rew, S., & Moon, Y. (2013). The Effects of Using English Drama on the Learning of Target Expressions for Primary School Students. *The Journal of Asia TEFL*, 10(4), 215- 239.

San Jose, A., & Galang, J. (2015). Teaching Strategies in Teaching Literature: Students in Focus. *International Journal of Education and Research*, 3(4), 41–50.

Simene, G. M. J. P. (2014). *Approaches and Strategies in Teaching Philippine Literature Employed by Instructors*. *Asia Pacific Journal of Social and Behavioral Sciences*, 11, 16-16.

Yimwilai, S. (2015). An Integrated Approach to Teaching Literature in an EFL Classroom. *English Language Teaching*, 8(2), 14-21. <https://doi.org/10.5539/elt.v8n2p14>

### **AUTHOR'S BIO**

*Jomar G. Mercado is a current graduate school student of Philippine Normal University (PNU), Manila, Philippines. He is currently taking up Master of Arts in English Language Education (MAELE). He is an English and Research educator and enthusiast. His research interests align with English Language Education or English Language Teaching, Literature Teaching, Morphological Analysis, and Critical Discourse Analysis. As research educator, he has helped many student researchers.*