Combing Learners' Challenges in The Learning of Literature in Malaysian ESL Classrooms: A Review

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Abstract

Incorporating literature in English language classrooms has been long implemented worldwide. Its benefits are undeniable since many past studies have proven that it could help the learners of English as a Second Language (ESL) improve their language proficiency. Despite many of the benefits shown, there are some difficulties encountered in the learning of literature in ESL classrooms. This review addressed two research questions, namely (a) examining the challenges learners encounter when learning English literature in an ESL classroom and (b) identifying alternative ways in learning literature. Around 40 research studies from the year of 2015 – 2022 and four (4) of past pertinent studies ranging from 2000 – 2010 were shortlisted from two databases, Google Scholar and UKM e-journal based on these two review questions. This review explored the challenges of learners when learning literature in ESL classrooms under three key concepts which are literary text, cultural differences, and learner's attitude toward learning literature. This review further explored the alternative ways to learn literature which revealed two approaches through mapping and using multimodality as a medium of learning. This study then proposes further research on overcoming the challenges and maximising future research on the diversity of teaching and learning approaches in all feasible ways.

Keywords: Alternative, Approach, English Literature, ESL Classroom, Learners' Challenges

Introduction

Literature is described as works of writing with artistic values, such as novels, dramas, and poems, as opposed to everyday reading materials such as newspapers, technical books, periodicals, and so on (Oxford, n.d.). According to Ohmaan (1971), literature is a mimetic, rhetorical, dramatic, artistic, independent discourse that conveys a wide range of dramas and character portrayals, as well as having its own set of conventions. Learning literature in the language classroom serves many good impacts. It encourages learners to read extensively, which stimulates brain development by constructing one's 'word box,' which develops the more one reads (Kassuba & Kastner, 2015). It is learnt that students are more motivated to read when they are exposed to literature because they love reading good stories and are interested in finding out what happens next rather than being concerned about the language.

Teachers can keep students' curiosity and raise awareness among those who find literature tedious and burdensome if they can get them to become so involved in short stories simply by reading them (Velayutham & Yunus, 2019). Using literary works in the language classroom can help learners become more active in the learning process they're learning, develop skills and strategies that they can use in a variety of situations and contexts, raise their curiosity, and make language learning more pleasant and rewarding (Daskalovska & Dimova, 2012).

As English is taught as a compulsory subject for at least 11 years of schooling comprising primary and secondary schools in Malaysia as a second language, the Ministry of Education (MoE) does not leave out the literature component in the classroom as one of the sub topic in the curriculum. This is in accordance with the aims fostered by the local MoE, which are as described in Professional Circular number 4/2000 (Surat Pekeliling Ikhtisas bil. 4/2000) -- to "enhance learners' proficiency in the English language through the study of a set of prescribed literary texts, contribute to personal development and character building, and broaden learners' outlook through reading about other cultures and world views" (Ministry of Education Malaysia, 2019, p.5). According to the Malaysia Education Blueprint 2013 – 2025, The National Education Philosophy which was written in 1988 and was revised in 1996 has also stated:

> Education in Malaysia is an ongoing effort towards further developing the potential of in a holistic and integrated manner, so as to produce individuals who are intellectually, spiritually, emotionally, and physically balanced and harmonious, based on a firm belief in and devotion to God. Such an effort is designed to produce Malaysian citizens who are knowledgeable and competent, who possess high moral standards, and who are responsible and capable of achieving high levels of personal well-being as well as being able to contribute to the harmony and betterment of the family, the society, and the nation at large. (p. 25)

Thus, it could be considered that including literature into English classrooms aligns with and enshrined the Malaysian government's vision of producing well-balanced generations in the near future. Literature has even been introduced in schools since the primary level, and it is believed to have opened up new avenues for studying ESL (Sulaiman et al., 2015).

From the past studies, it has been reported that literature in English classes can be used to teach a variety of language skills, including vocabulary, intonation, and even how an author's goal and the expectations of the reader relate in poetry lessons, as stated in Khan (2020). It is claimed that reading literature helps students become more aware of the English language. According to HassabElnabi and Badie (2018); Dodou (2021), literature has aided learners in developing their language skills — listening, speaking, reading, and writing — in terms of improving their proficiency. Additionally, it aids in the improvement of English language learning. For example, socialisation in the methods of understanding literary meaning and values is necessary to reap the benefits of literature reading, whether they be creative potential, critical thinking skills, or the capacity to relate to other people, cultures, or times (Gabrielsen et al., 2019).

However, only a few recent studies address on the difficulties of learning literature. One in particular addresses learners' attitude towards reading in general where there is a certain stigma against reading due to the unmistakable absence of a reading culture, along the overwhelming reliance on oral instruction that have a profound impact on education and contributed to the phobia of literature (Idris & Al Shilabi, 2021). This leads to the students'

excessive reliance on spoon-feeding because they are challenged in terms of thinking independently. Because of learners' language barrier (Rezeq et al., 2018) and cultural variations, they are likely to find foreign reading materials as challenging since they are limited in terms of their global perspectives. On the other hand, ESL teachers would need to have a higher degree of textual comprehension when it comes to educating students on specified cultural differences prior to preparing the latter on a particular literary piece, especially poetry (Dhumal, 2020).

This review addresses a need for ESL teachers to have a deeper understanding on learners' challenges when studying literature in the classrooms. As an alternative to relying on teachers to go over everything with learners, this review offers suggestions for different ways that learners can learn literature. In terms of class planning, resources used, or even activities carried out, it could therefore assist all teachers and learners out there hoping it would increase the level of English proficiency among students. Thus, this review focuses on two research questions: (1) What are the challenges learners encounter when learning English literature in an ESL classroom? and (2) What are alternative ways in learning literature?

Methodology
The search for this study's reference was conducted using two databases, which are Google Scholar and UKM e-journal (E-PTSL). The process of gathering data involves a few processes, including selection criteria, relevance sorting, and search saturacy. The publications utilised in the selection of the criteria should be dated between 2015 and the present, although this study employed four (4) backdated publications that are still extremely pertinent to the topic. Around 40 articles were used in reviewing this study. The process of locating the information is laid out as below:

Steps		Google Scholar	UKM e-journal
1	Database search	Keywords used: 1. "Challenges in learning literature in ESL classroom." 2. "Challenges in teaching literature in ESL Classroom." 3. "Learners' perception in rning literature." 4. "Literature in ESL classroom." 5. "Multimodal learning English literature" 6. "Benefit multimodal text" 7. "English literature mind map"	Keywords used: 1. "Learn English literature." 2. "English literature." 3. "Multimodal English literature." 4. "Cultural issue learning literature." 5. "Character mapping literature."
2	Selection criteria	1. Publication dated since 2015 – current 2. English papers 3. ESL classroom 4. EFL classroom 5. L2 students 6. Primary, secondary, tertiary level	
3	Sorting by relevance	Challenges faced by learners only	
4	Saturity of search	Two months period	

Here are the list of reserch articles used in obtaining the data for this review.

Title	Author / Year	Method of research	Findings
Fostering Students' Multimodal Communicative Competence Through Genre based Multimodal Text Analysis	Abdullah et al. (2022)	Qualitative Semi – structured interviews (Thematic analysis)	Genre – based multimodal text analysis increased students' communicative competence.
Importance of Motivation in Learning English Language	Alhamdawee (2022)	Literature review	Motivation is the most vital factor in one's actions and willingness. Teachers can increase students' motivation in learning by giving them the external support.
The Role of Picture Books in Raising	Alkhafaji et al (2022)	Qualitative	Picture books and sensorimotor activities

Children's Understanding of English Literature and Life Science Concepts: Selected Stories by Eric Carle		Action research	like colouring, cutting paper, games, sounds, and music could be incorporated into the school curriculum to assist youngsters learn English literature and life science more interactively.
Utilization of YouTube as an information resource to support university courses	Almobarraz (2018)	Quantitative Survey – questionnaire (Frequency and percentage)	The overall findings show that YouTube usage in the classroom has an impact on student engagement. This study also examined students' perceptions of the importance of YouTube.
Challenges to Studying English Literature by the Saudi Undergraduate EFL Students as Perceived by Instructors	Alshammari et al (2020)	Qualitative Survey and semi – structured interview	There were six main types of difficulties that were significant in the phenomenon being studied. a) literature inherited problem; b) cultural misconceptions of the learners; c) negative attitudes of the students; d) intrinsic demotivating factors of the students; e) lack of familiarity prior knowledge of the learners; and f) instructional difficulty.
Improving Student Motivation and Attitudes in Learning English as a Second Language; Literature as Pleasurable Reading: Applying Garner's Theory of Multiple Intelligences and Krashen's Filter Hypothesis	Baaqeel (2020)	Literature review	Poor performance in learning literature in English classes is due to lack of motivation since literature learning is seen as a boring or dull subject. Teachers are encouraged to shift the ways of teaching literature in order to increase learners' motivation

Students' Acceptance to Using Graphic Novels in Learning Literature (L2): A Malaysian Case Study	Bakar et al (2020)	Mixed method Questionnaire and interview	The majority of students discovered that graphic novels improved their comprehension of the material and helped them expand their vocabulary. Students were drawn to the pictures within the literary text, which contributes to their increased motivation to study literature in class. The results also suggest that, in order to effectively teach and learn literature in L2 classrooms and in line with 21st-century teaching and learning, ESL teachers must use graphic novels.
Why should Literature be Used in the Language Classroom?	Daskalovska & Dimova (2012)	Literature review	Literature presents opportunity for actual interaction amongst students because it is methodologically accessible to various interpretations. In terms of motivation, they cover topics that are likely to elicit a personal response from students based on their own experiences.
The Development of Teaching Materials with Mind Mapping Methods Literary Literacy Oriented and Character Education to Improve Understanding of Literary History	Dewantara & Tantri (2018)	Qualitative Questionnaire	The generated instructional material satisfies the requirements for being true, useful, and efficient. The educational material generated efficiently boosts students' grasp of literary texts, according to the

			outcomes of small-scale tests.
Challenges of Teaching Poetry in Indian Classroom	Dhumal (2020)	Literature review	Problems arise are because of the poetry's hidden meaning, the cultural differences between Indian and English, the translation technique utilised in Indian English schools, or the fact that they are multilingual
Why study literature in English? A syllabus review of Swedish primary teacher education	Dodou (2021)	Literature review	Literature study is recognised in the syllabus. Literature is incorporated in the syllabus to develop the language skills.
Appreciation and Creation of Children's English Picture Books	Du (2019)	Literature review	English picture books for kids have a specific place in children's development, therefore it's important to direct kids' enjoyment and production of picture books for the growth of kids' varied intelligence. Numerous specialists and academics have demonstrated via extensive research that literary works have a substantial impact on young children's development.
The Use of Mind Maps in Teaching Literature with the Aid of Information Technologies	Dushkova & Tsankov (2015)	Literature review	The process of learning that aims to develop permanent and properly organised knowledge can be effectively aided by the use of mind maps. The suggested approach helps with the efficient administration and high calibre of the educational process in

			relation to contemporary pedagogical theories and their effective application.
An Exploration of Freshman Students' Attitude Towards English Literature	Dwaik et al (2015)	Quantitative Questionnaire – Likert scale	Students think literary texts improve their reading and writing abilities and that they are a terrific way to learn about the culture of the audience. However, they have a less positive view toward poetry, theatre, and the function of literature in improving their speaking or listening abilities.
Students' Difficulties in Learning Poetry at Faculty of Cultural Science of Mulawarman University Academic Years 2017/2018	Eliasari (2018)	Quantitative Checklist questionnaire and interview	This study seemed to suggest, in summary, that English literature students were having trouble studying poetry and were influenced by a number of factors.
Using Graphic Novels to Engage Students with Learning Disabilities during Fluency Instruction	Fenty & Brydon (2019)	Literature review	For students with learning disabilities, the usage of graphic novels during lessons offers the potential to solve the issues with motivation and engagement.
Processing and integrating multimodal material: The influence of color-coding.	Folker et al (2005)	Quantitative Experiment – based	Text and pictures are processed differently. It is believed that text to be the primary information-acquisition modality. Therefore, one should begin with the text when attempting to direct the reader's attention (as color-codes do).
The role of literature in the classroom. How and	Gabrielsen et al (2019)	Qualitative	Reading literary texts is closely related to

for what purposes do teachers in lower secondary school use literary texts?		Observing	students' own writing, with an emphasis on generic text elements that are pertinent for writings in the same genre.
ESL Students' Attitude towards Texts and Teaching Methods Used in Literature Classes	Ghazali et al (2009)	Qualitative Questionnaire and interview	Despite having less positive sentiments toward the teachers' teaching techniques, students generally had positive attitudes toward the literature choice.
The Learning of English Literature in Malaysia: A Review of Literature	Hashim & Talib (2019)	Literature review	The authors of this paper have emphasised the brief history of literature's introduction to English education as well as how literature's function has changed through time. The difficulties and problems that teachers and students have to deal with have also been emphasised from previous studies and research.
Challenges to Teaching English Literature at the University of Hail: Instructors' Perspective	Hussein & Al-Emami (2016)	Quantitative Questionnaire	The degree of linguistic and stylistic complexity of the texts, the students' level of language competency, and the degree of cultural (un)familiarity are all factors that instructors believe are critical to the effectiveness of the teaching-learning process.
Teaching Literature in EFL Classroom: Challenges and Prospects - Libyan context	Idris & Al Shilabi (2021)	Literature review	The study has covered the importance of studying and teaching literature, the difficulties encountered

			along the road, and finally the potential of using literature as a significant language-building tool in the EFL classroom.
The Use of Multimodal Text in Enhancing Students' Reading Habit	Jamil & Abdul Aziz (2021)	Literature review	This study found that it is impossible to disregard the benefits of multimodal text in enhancing students' reading habits. In order to improve students' reading habits, it is important for teachers, educators, and school administration to take into account integrating multimodal text in language learning classes.
The Use of YouTube in Teaching English Drama the Case of College and Arts, NBU University (Case Study)	Jesudas & Sajeevlal (2022)	Mixed method Semi – structured feedback questionnaire	Students have positive attitudes regarding the use of YouTube in teaching of Literature.
The use of literature in the EFL classroom: Students' perception	Kataja (2018)	Qualitative Questionnaire	The students in the study found it difficult to read the text at more than one level, express their own opinions, and use difficult vocabulary. Lack of experience in literary analysis in general, not just in English, seems to be the main cause of the difficulty.
Primary Onomatopoeia Found in Nursery Rhymes by Dave and Ava on YouTube	Kertiasih et al (2021)	Quantitative Observation	20 onomatopoeia were found in the videos observed and 12 of them are considered as primary onomatopoeia.
Why and how to use a poem in ELT classroom	Khan (2020)	Qualitative approach Descriptive research	Generally, the study offers a framework for utilising poetry to teach a variety of language

			development skills, including vocabulary, pronunciation, and the relationship between the author's goal and the reader's expectation.
An Investigation of Teachers' Approaches Employed In Teaching The English Literature	Krishnasamy (2015)	Quantitative Survey questionnaire, classroom observation, interview, expert checklist	Teachers' approaches in teaching of literature are in average level, with the option English teachers scored more than the non – option teachers.
The Application of Mind Map to English Reading Teaching in Chinese Junior High School	Li (2021)	Literature review	Using mind maps as a teaching tool in junior high school English reading lessons might increase students' enthusiasm in reading English and boost their reading proficiency.
Popsicle Simile : An Innovative Tool in Promoting Creative Writing among Rural Primary School ESL Learners	Madut & Yunus (2016)	Qualitative Observation and interview	According to the research, students could create material through appropriate lexical search and construct cohesive paragraphs in creative writing by associating with the creative "Popsicle Simile."
Assessing Graphic Stories as Indicators of Creative Thinking and Literacy Level among Malaysian Secondary School Students	Mohamad et al (2022)	Qualitative Assessment	The participants' content was consistent with their imagination. The use of graphic novels has demonstrated to be an enjoyable educational activity (either as homework or a task), where the participants were dedicated to the task provided.

Challenges and Opportunities of Teaching Literature in Kurdistan Region of Iraq	Mohammed et al (2021)	Mixed method Questionnaire and open answer questions	The most difficult aspect of teaching literature is the method. The second biggest contributor to difficulties in teaching literature is the course material.
Teacher Trainees' Perspectives of Teaching Graphic Novels to ESL Primary Schoolers	Yusof et al (2017)	Quantitative Questionnaire	Despite the fact that the pictures were successful in getting the students to read the text, the trainee believed that the images did not aid their students in comprehending the plot. The students had ignored the speech balloons' remarks in their haste to examine the pictures. This has caused illegible input and inaccurate content interpretation as a result.
Postmodern Picture Books as Multimodal Texts: Changing Trends in Children's Literature	Nalkara (2018)	Literature review	Modern children's books are clearly produced using progressive methods, resulting in multimodal texts with elements of self-reference. Visuals are just as crucial to today's kids as narratives are.
Challenges Facing English Language Saudi Students When Studying Literature Courses in English Language Programs at the Undergraduate Level: Problems and Recommendations	Nelson et al (2019)	Mixed method Questionnaire and interview	Major challenges faced are students are not proficient enough and they have initial writing problems which are the result of poor background in English language. Students are recommended to start tasks with the simple one before moving to

			more advance and teachers should give them more opportunity to write in periodical revision sessions.
Using Character Mapping Strategy to Enhance Student's Reading Comprehension on Narrative Text (An Experimental Research at the Second Grade of SMP Muhammadiyah 4 Kota Tangerang)	Nida (2018)	Quantitative Quasi – experiment	Character mapping has a major impact on improving children' reading comprehension.
Personalizing learning of English Literature: Perceptions and challenges	Othman et al (2015)	Quantitative Questionnaire	Despite certain difficulties they have encountered while learning literature, most of the study's participants' impressions of literary texts, literature lessons, and ESL teachers are positive.
Teaching Literature in the Intermediate EFL Classrooms in Bangladesh: An Integrated Approach	Parveen (2021)	Qualitative Interview and questionnaire	Both groups; teachers and students felt that incorporating literature into the classroom would benefit the students.
Problems English Majors Encounter in Learning Drama in English at Al Aqsa University in Gaza and Ways to Reduce Them	Rezeq & Taha (2018)	Mixed method Questionnaire and interview	More students thought that not being able to perform the play was the biggest obstacle they faced when learning drama. There is also no statistically significant difference between the gender of the students or their proficiency level in learning drama, and that students studying English Language Education have more difficulty learning

			drama than students studying English Language Literature.
The Effect of Flow Mind Map on Writing Accuracy and Learning Motivation at Islamic Higher Education	Sabarun et al (2021)	Quantitative Quasi experimental	The use of flow mind maps significantly affected students' motivation for learning and writing correctness, according to statistics.
The Use of Wordless Picture Books to Encourage Reading for Pleasure amongst Reluctant Readers	Soba (2019)	Literature review	A wordless picture book is the best strategy for motivating reluctant readers to read because it is both the most effective and most motivating.
Using Film as a Multimodal Text in the Language Classroom	Steckmest (2021)	Qualitative Survey	All the participants have used film in their language classroom but in a different level of frequency.
Curriculum Change in English Language Curriculum Advocates Higher Order Thinking Skills and Standards-Based Assessments in Malaysian Primary Schools	Sulaiman et al (2015)	Literature review	This study basically reviews curriculum changes made to the new English language curriculum in Malaysian primary schools, emphasising standards-based examinations and higher order thinking skills.
Mind Mapping as a Tool to Enhance English Literature Comprehension	Velayutham & Yunus (2019).	Qualitative Quasi – experimental and questionnaire	The students' ability to recall information and comprehend is enhanced by the mind mapping method. Depending on the level of expertise of the students, the mind map skills can be adjusted.

Findings of The Review
Research question 1:
Challenges in Learning English Literature in An ESL Classroom
The difficulties of teaching English literature in ESL classrooms have been the subject of numerous research. Studies have shown that there are actually difficulties in acquiring English literature in ESL classes faced by students (Othman et al., 2015). The challenges in

learning English literature in ESL classroom in terms of the literary text, cultural differences, and the learners' attitude toward the learning of literature itself will be analysed in this part.

Literary Text

The difficulty of grasping the components is one of the difficulties in learning English literature. According to Irene (2015), one of the most significant obstacles to learning literature is the text itself, particularly when there is a contradiction between the choice of materials and learners' language skills. When the language of the literary text is higher than learners' English level, the process of learning literature in the classroom would be time consuming as it takes the teacher's time to explain the text in detail. Rezeq et al (2018) also agrees with this as based on their study in this case – drama, they have found that language barriers suffocate the pleasure of learning drama. Some of the plays are regarded relatively outdated considering some of the language is quite strange, which presents a significant challenge for the learners. It also appears that the majority of learners lack a broad vocabulary, which may obstruct the process of reading the text. Learners also typically spend a significant amount of time searching up new terms in dictionaries, which is a time-consuming process. As a result, they get unhappy and frustrated, prompting them to quit reading and consider other options, such as reading synopsis or simply viewing the play on the internet. Thus, the learners would be demotivated in learning literature. It is claimed that being motivated during the learning process is critical when studying, especially when learning a specific language, because learners' motivation is linked to the role of teachers in and out of the classroom (Alhamdawee, 2022). He goes on to say that teachers' actions such as not waiting long enough for an answer, failure to critisize, showing less compassion, and failing to provide feedback on learners' responses could diminish their motivation.

Next, Othman et al (2015) reported the figurative language used in the literary text is also considered as a challenge to learners as they feel like every single word has the underlying meanings in addition to having lack of language knowledge. On top of that, the interference of the first language makes it difficult for learners to really understand the literary text particularly when the first language has a very different sound in English, for example, Arabic. Many sounds matching to letters in the English alphabet are difficult for Arabic learners of English to pronounce. Arabic letters are pronounced separately, with each letter having its own sound. In English, an alphabet might have multiple sounds or none at all in the case of "silent letters." As a result, Arab learners struggle and face challenges in their literature classes (Nelson et. al., 2019). Eliasari (2008) agrees with this claim as he has also mentioned that in his study, the most influencing difficulties in learning English literature is the language in the text itself as they have all sort of figurative language and literary devices to be analysed. Other than that, as reported by Parveen (2021), many learners were not fully exposed to literary English texts outside of their textbooks because very few of them enjoy reading English literature beyond the classroom. This situation might be one of the reasons why learners find it difficult to understand the literary text as the figurative language is used in many literary works. It's found that learners prefer more on the clear wording, good structure, and thought - provoking ideas in the selection of the literary text (Ghazali et. al., 2019). All in all, literature is a multidimensional linguistic, symbolic, and thematic embodiment of life that can only be approached with the use of practical analytical methods and critical thought (Mohammed et al., 2021).

Cultural Differences

Apart from that, the differences in cultural value is also observed to be one of the challenges in the learning of literature in ESL classrooms. According to Hashim and Talib (2019),

Malaysian learners cannot relate to the literary content provided since the some of the literary contexts might be outside of their local norm and understanding. It is mainly because of the selection of the literary text is international and not locally based, thus, learners are having difficulties in understanding the disparage situations due to their limited experience about the world. In some cases, foreign writers would author their works on topics that are not relatable to Malaysian students such as relationship, issues of youth, and changes in social values (Ghazali et. al., 2009). Despite reading a foreign text would require an extended need to be familiar with other cultures and settings, it could ideally broaden one's view and promote creativity (Parveen, 2021) since dealing with culturally-densed text would constantly demand prior knowledge and background to be fully comprehended (Nelson et al., 2019).

Eliasari (2018) also adds, learners are found to be having difficulty in interpreting the text in the literary works that they must learn since it overly mirrors western culture, making it even more difficult for them to fully comprehend because they are unfamiliar with the culture. In a similar vein, Alshammari et al (2020) claim that most literary texts are culturally inappropriate because learners misinterpreted English literature as improper and dangerous to their own culture because they were rarely given live examples of the phrase 'literature'. This resulted in the learners deciding to study simple communicative texts simply because they are primarily motivated by desire to acquire a language. They also added that learners generally lack in the prior or background knowledge of the English literature which is needed when learning it. As what Krishnasamy (2015) mentioned, learners need literary texts that are written by people of the same background knowledge, culture and norms so that it will not be contradictions to the readers which may lead to the wrong interpretations since a lot of the learners are facing the literary texts that are totally alien to them. Again, this would literally kill the passion of learning English literature in the ESL classrooms.

Learners' attitude

According to Baaqeel (2020), the development of ESL learners' reading, writing, listening, and speaking skills is further aided by literature. English learners can use the literary work under discussion as a model for how to organise, style, and incorporate related ideas into their own writing. In addition, literature helps ESL learners gain their speaking and listening abilities. For instance, teachers frequently request that students read aloud from a novel or exhibit a play or literary work on video for the class. These methods, according to him, assist ESL learners in building their writing and listening skills. Plus, listening to a recording improves pronunciation and sparks learners' interest. However, a few studies have been done in investigating learners' attitude toward learning literature in the ESL classrooms as the challenges of learning literature in ESL classrooms (Al - Emami, 2016; Nelson et al., 2019; Alshammari et al., 2020; Kataja, 2018; Dwaik et al., 2015).

According to Hussein and Al-Emami (2016), who investigate the challenges of teaching literature in Saudi Arabia, found that quite a number of students feel the emotional distance and low motivational problems pertaining to English literature learning through the surveys done. Even though Nelson et al (2019) also found that the learner-related challenges are somehow related to the literary texts, it cannot be denied that learners' attitude is one of the challenges that existed in literature classes. They argued that most of the time, students are reluctant to participate in a literature lesson because they find it uninteresting and challenging because they are not accustomed to learning independently. Instead, they memorise the text and rely too heavily on the resources provided in the classroom. They

simply do not want to participate in the class at all because literature is more subjective and requires them to think critically. It is mainly because they do not understand the goals of studying literature in ESL classes. Thus, learners tend to underrate the benefits of studying literature to improve their English proficiency level (Alshammari et al., 2020). A further finding from this study is that learners lack intrinsic motivation because of reasons such as language proficiency, a lack of interest in learning literature at all, even in their native tongue, and the connection between literature and potential careers.

Based on Kataja (2018), reading is in fact a difficult task for learners, particularly when it is done in a language other than their own. Thus, students who have a personal interest in reading can advance when it comes to reading literary texts with all the literary devices that need to be analysed. Even though learners think that learning literature could enhance their English proficiency level in a certain way, they still think that literature genre like poetry is very much difficult due to its complexity in terms of the language and literary devices. This leads them to choose other literary genres like narrative fiction and novels (Dwaik et al., 2015). These elements would later essentially demotivate students in ESL classes who are studying literature in the ESL classrooms.

Reseacrh Question 2:
Alternative Ways in Learning Literature
Despite having a few challenges in learning literature, there are always some alternative ways in learning literature. Appropriate methods and approaches will enable learners to comprehend the literary text better. Plus, according to Madut and Yunus (2016), using alternative ways in teaching help learners to amass good communicative competence at the target language. Thus, the researcher suggested two alternative ways in learning literature to enhance the understanding level of learners when learning English literature, which are through mapping and multimodal text.

Mapping
To be motivated to read literature, a fun and creative approach of comprehending the literary material is required. Mapping is among the methods for accomplishing the goal. Tony Buzan (2000), a psychologist, created the mind map method as an educational and development approach which unlocks the activity of the brain using key points. It is a graphic, web-like way of collecting, structuring, and sorting information that employs images and keywords, each of which is linked to new ideas and thoughts (Dushkova and Tsankov, 2015). They continued by stating that expanding any use of mind mapping in literature will diversify teaching methods, widen the range of pedagogies used, and provide fresh, more interesting chances for learners. Simultaneously, the technique enables the teacher to convey important educational content in an engaging and appealing manner that corresponds to the preferences and demands of today's digital era. According to Yunus and Velayutham (2019), mind mapping is a creative way to write with all of the main points jotted down on a piece of paper that can be combined to whenever they have new ideas rather than just writing it in a linear form, although certain people may find the use of mind mapping to be somewhat immature with all the detailing such as the illustrations, colour schemes, and arrows in it.
Since literature classes need learners to memorise and interpret literary texts, employing a mind map to take notes appears to be more convenient. As shown in a study, implementing mind mapping in literature improves learners' recall abilities because they use their own map notes rather than notes from others, making it more effective (Yunus & Velayutham, 2019).

In the study of Tantri and Dewantara (2018), they found that learners appear to be very passionate in expressing the material taught into mind maps because their memory and understanding levels are higher than when they just listen or take notes. They also discovered that their enthusiasm for reading literary works has grown as a result of learning how to overcome challenges in comprehension by creatively mapping the texts. Using a character map when reading narrative writing, such as in literary work, is one of the branches of mind mapping that has been shown to have a positive effect and is effective in increasing learners' comprehension levels. It is proven that learners can enjoy reading and being actively engaged in teaching and learning activities as they could use their creativity when mapping out the ideas (Nida, 2018). Based on the studies above, mapping oriented learning approaches are proven to be having positive impact in terms of its effectiveness in activating memories, developing knowledge, self – motivation increment which would later lead to the enhancement in reading interest (Mohaidat, 2018; Sabarun et al., 2021; Li, 2021), in this context – literary text.

Multimodal Medium
Multimodality, according to Kress (2010), is a framework for defining meaning that requires a collective perception of two or more scripts, images, films, visuals, storyboards, tones, music, expressions, and facial expression. People these days generate meaning in a variety of ways. As a result, the traditional method of teaching and learning English should be expanded far beyond reading and writing. Using multimodal texts as instructional material for learners can be extremely beneficial. For instance, Folker et al (2005), mentioned in their study that they experimented with multimodal material, which is a piece of writing containing the visual, and how that can positively facilitate learners in studying. They discovered that using multimodal teaching materials can benefit learners with low levels of proficiency significantly. Using a multimodal medium such as film in the classroom has also been shown to be beneficial, as Steckmest (2021) discovered in her research that it is interesting, enjoyable, and engaging throughout the teaching and learning process. Next, Abdullah et al (2022) revealed that their learners gained more knowledge in multimodality in language learning and engaged in more theoretical and practical activities in the classroom. These examples clearly demonstrate that learning through multimodal mediums rather than just texts is beneficial to learners.

There are many ways to learn literature via multimodal medium. One of the ways is using graphic novels with or without the guidance of a teacher in a classroom. Yusof et al (2017) in their study, shared that they want to investigate trainee teachers' perception on using graphic novels in their classroom. The findings showed that most of the learners enjoy reading the novel as there are less text to be read and the graphics itself pose as motivating factors for them to keep reading and knowing the story. They could also guess what the story about by looking at the graphics without really reading the speech bubbles which is really beneficial to the lower proficiency learners. Besides, Bakar et al (2020) also mentioned that most learners found that graphic novels helped them to expand their vocabularies and better comprehend the text. Learners were also seen to be drawn to the graphics in the literature text, which increases their enthusiasm for learning literature in the classroom that could indirectly address the motivation and engagement issues among learners, particularly those with low proficiency levels or learning disabilities as graphic novels are proven to be a fun learning activity (Fenty & Brydon, 2020; Mohamad et al., 2022).

Furthermore, literature can be learned through the use of picture books, which are a type of book with paintings and a limited number of writings. They are linked and supplement each other through words and illustrations that depict emotions and themes (Du, 2019). He went on to say that with picture books, learners can grow multiple intelligences by deepening their word memory, expanding their horizons by scanning the visuals while reading, and bringing enjoyment to the readers. As theorists have confirmed, according to Alkhafaji et al (2022) and Soba (2019), literary involvement through picture books clearly ignites children's awareness of English literature and enhances their imaginative thinking, as well as helping them in conducting interaction in a successful manner especially for the reluctant readers. This is why picture book publishing houses are serious about their product design and how effective it is in providing a holistic experience to learners (Nalkara, 2018).

The incorporating technology or digitalisation in literature learning for ESL classroom as a medium of multimodality such as YouTube could also be done. It is proven that utilising YouTube as an information resource in supporting learning platforms is beneficial as learners' learning tools (Almobarraz, 2018). According to Wael (2016) as cited in Jamil and Abdul Aziz (2021), YouTube videos with local Youtubers may be highly effective in supporting learners in understanding their English classes, boosting their performance, and increasing their grasp of the language as they may link to their real world experiences. According to a study conducted by Jesudas and Sajeevlal (2022), using YouTube as a medium for literature learning, specifically drama, is effective. The study's findings suggested that YouTube can help learners memorise events and do well in examinations, whether in writing or speaking. Learners could also utilise YouTube to study about other aspects of literature, such as literary devices, which can be found on the site (Kertiasih et al., 2021). Considering YouTube is an internet platform, learners can access it at any time and from any location to watch related topics beyond the classroom, which serves as indirect learning.

Conclusion

The educational goal of learners in learning literature is to instil emotionally balanced citizen and lifetime learning, which stakeholders like parents, instructors, and school administrators need to keep in mind. The implementation of literature in English classes in Malaysia is hoped to increase the proficiency level of students aligns with the ministry's vision when they first implemented it in the Malaysian school syllabus around 20 years ago. It is indisputable that using literature in the classroom has improved learners' ability in many ways, including by boosting vocabulary, encouraging reading, and making them more conscious of the English language.

However, based on the literature review done, research has revealed that ESL learners have numerous difficulties when trying to learn literature in the classroom which are caused by many factors that contribute to the difficulties. The literary text itself is a problem for them since it is either too long or the language used is not really comprehensible. As these students are studying English as a second language, many of the literary texts utilised in English schools contain distinctions, which adds to the difficulties. Plus, the cultural differences between students and the text itself might develop confusion and obstacles especially when the students are lack or have no prior knowledge of the culture. Thus, it makes sense that they were unable to directly connect anything in the text to their own experiences. As a result, learners develop an attitude that reading literature is not significant, which makes them reluctant to participate in any classroom activities in addition to lacking an inner enthusiasm for reading.

Therefore, in the intention of assisting teachers and students worldwide in improving their learning or teaching styles, this review has investigated a couple of literary learning approaches i.e. multimodal and mapping systems that could aid students in literature learning, in a positive way. It is shown that using mind maps with colourful graphics and arrows in the notes is more beneficial for learning literature than writing notes in bullet form and in a linear sequence. Likewise, it is demonstrated that integrating multimodality, such as graphic novels and movies, to study literature aids the students in a positive way. It is recommended that students stop expecting the teacher to spoon-feed them in the classroom and instead begin hunting for the excitement in literature class. Therefore, students could genuinely use a number of methods when studying literature to stay on track. Teachers can also employ a variety of literary instruction strategies to make their classes fun and highly motivating for the students. That way, students can appreciate more of the literary text learnt. Last but not least, future researchers may reduce this gap by investigating studies on overcoming the challenges and maximising the research on the diversity of teaching and learning approaches in all feasible ways.

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