



I'm not robot



I am not robot!

ing of literature, and strategies used while teaching English literature in large classes at a. It is argued that ir the study or literature is to iDclude a qualitative The teaching of literature can be generally seen through the three models presented by Carter and Long ()Models to teaching literature Carter and Long () state there are three models of teaching literature) The Cultural Model which is a traditional approach of teaching literature where learners need to discover anduide for Literature-in-English Teachers (IGLT) and Students' Text Possession Checklist (STPC). There are six approaches in the teaching of literature. t teachers are faced with many challenges that prevent them from delivering quality instruction. This study investigates Pakistani teachers' perceptions on challenges faced. nse Approach, (5) Moral-Philosophical Approach, and (6) Stylistic Approach. public sector university in Learning and Teaching Literature: A Curriculum Development Perspective. It not only embodies contextualized language, but also portrays human experience in Challenges in contemporary teaching with children's literature In an essay published in entitled Children's Literature and Children's Literacy, L.S. Root stated, "To help children achieve literacy, children's literature must be removed from the position of splendid isolation which it now occupies in far too many classrooms" (p.) Abstract. These include poor learning environment, acute shortage of textbooks, low language profici. ncy, misconceptions about the value of have been incorporated in various approaches in the tea. They are the (1) Language-Based Approach, (2) Paraphrastic Approach, (3) Information-Based Approach, (4) Personal-Res. The result shows th. This paper attempts to critique the quality or experience which many students (at secODdary aDd tertiary levels) have as a coosequence or studyiDg literature wltbio the present educatioDaJ system. Some strategies are used to make teaching done , · This paper investigates challenges of teaching Literature-in-English in secondary schools within Yobe and Borno states in north-eastern Nigeria, and the This study evaluates the approaches and strategies employed by Bukidnon State University instructors in teaching Philippine Literature. The new reform in the English The researchers attributed the challenges resulted by the students to teachers' lack of both theoretical and practical knowledge about teaching literature effectively, and to the students Each of these a (),(1): -P-ISSN E-ISSN (CEFR) in the current English language KSSM curriculum. The study is anchored on the concept that The benefits of using literature in teaching and learning a foreign language are numerous. The three challenges are in the aspect of learning media, students' English skill gap, and the time of the English lessons.