

## INVESTIGATING PROBLEMS OF ENGLISH LITERATURE TEACHING TO EFL HIGH SCHOOL STUDENTS

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### ABSTRACT

This article focuses on the problems of non-native speakers when they read literature in English. In this article also mentions the causes of difficulties in the process of reading literature

**Keywords:** English literature teaching; student-related problems; English language proficiency; linguistic and literary competence; curriculum development, cultural values, interpretation and inference.

### INTRODUCTION

The introduction of English literature as a separate school subject into the Uzbek high school curriculum revealed a slew of issues during its practical implementation, including students' low levels of English proficiency, teacher incompetence, low motivation, and lack of confidence, limited resources, and a lack of materials. The literature component in English is aimed at enhancing students' language proficiency, and it is also geared for the purpose of generating the aesthetic part of the language that is personal response from students.

Different cultures have different sets of values that define ideas such as good and terrible, right and wrong, and reasoning standards. The thought patterns of the inhabitants revolve around cultural norms and values and cannot be characterized outside of their society. Values practiced and accepted in one culture may not be appreciated in another. Dealing with foreign literature is a difficult issue because the content is completely dependent on values and beliefs that necessitate a cross-cultural understanding in order to comprehend the book. When examined in a different cultural setting, interpreting such work presents certain difficulties.

Given the vastness and multifaceted nature of the new experience, as well as the ongoing interference of a number of external circumstances, the emphasis of this study was restricted to identify the principal source of problems in EFL contextualized English literature instruction. A teacher questionnaire and an English language competence

exam were utilized to collect data for this purpose. According to the questionnaire analysis, student-related problems, particularly students with poor proficiency levels, are the most significant cause of difficulty for English teachers.

## METHODOLOGY/DISCUSSION

The language proficiency exam was used to determine whether this finding confirmed or denied the teacher's perception of students' poor proficiency levels. The test indicated the true levels of competency of students in accordance with the Common European Framework of Reference for Languages (CEFR). It revealed that approximately half of the students' proficiency levels were significantly lower than expected, partially confirming the teacher's opinion on low proficiency levels as evidence of students' general inadequacy for studying English literature at the levels prescribed by the national curriculum. The study concluded that there is an urgent need to re-adjust English literature curriculum to account for students' actual levels of skill, and to evaluate or reconsider it in ways that favor linguistic competence growth over literary development.

Among the issues in EFL literature teaching - poor motivation, lack of confidence, insufficient teaching methods, test stress, under qualified teachers, insufficient in-service training - students competence levels have always stood out as the most significant (Abdullah, T. et al, 2007)

According to Krishnasamy (2015), unless the program reflects students' true levels of competence, there is a risk of establishing "a mismatch between the material picked and students' linguistic aptitude," which would undoubtedly have a detrimental impact on course implementation (p.139). There is no doubt that students should have a strong enough command of the English language to keep up with the speed and workload of the English literature program. English literature, after all, is a real academic discipline. When it comes to deciding what degree of competency students should have in order to study English literature, the debate becomes heated.

The study of English literature should begin with "mastery of the English language itself." Similar viewpoints go so far as to say that English literature should be studied solely by expert English students rather than novices. Nonetheless, given the immense appeal of English literature around the world, particularly in EFL environments, such radical viewpoints are unlikely to be accepted and implemented.

One of the most beneficial activities to come from reading a novel as a class is discussion. Discuss what you read. Discuss what the author's message is. Discuss what your opinion of the issue is. Allow your students to observe what they read, interpret it and apply it to their own lives. Giving discussion questions ahead of time will allow students to think while they read and be more prepared for class discussions.

In addition to proficiency levels, although motivation and self-confidence are regarded as essential factors influencing student performance, field knowledge and teacher training are regarded as equally important factors influencing instructor performance. In Katz's (2001) study, English teachers perceived themselves to be professionally inept in teaching English literature, criticizing their pre-service training for its predominant concentration on English language teaching rather than English literature.

## CONCLUSION

It can be concluded that the objective of learning English literature, which is to cultivate the learners' aesthetic sense, enhance their reflective thinking skills, and appreciate foreign culture, is not being met. Few suggestions are provided to improve the effectiveness of English novel study.

- Tolerance and appreciation for cross-cultural values can be nurtured in students if foreign literature is introduced at a young age.
- When local and global literatures are studied concurrently, students can compare and contrast different civilizations. Their comprehension of diverse nations' rites and customs would be broadened, as would their respect for other nations and religions.
- Teachers who work with foreign texts should be taught in order to design successful ways that allow students to enjoy the texts on pure literary grounds without being influenced by their own cultural values.

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