DIALOGUE SOCIAL SCIENCE REVIEW

Comprehensive Review "Literature Circle" Teaching and Learning Strategy in Adult Classroom Setting

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Abstract
Aim: This discussion paper consists of 21 research articles regarding literature circle learning strategy in adult classroom setting to find out the outcomes and effectiveness of literature circle learning strategy in adult classroom setting. Literature circle learning strategy is a small group discussion consists of six roles of the students in a circle to reading and comprehension in classroom setting.
Background: There is need of assess engagement of students in classroom students are anxious when teacher in classroom asks question from student regarding pre reading and post reading at the home. Students are not satisfied with conventional method of teaching and learning therefore new strategies regarding engagement of class is very necessary in classroom (Nawaz et al., 2024). Theory is useless without practice because the student is having funds of knowledge but teacher is a facilitator teacher should be having skills to engage the students in classroom like activities in classroom the retention of knowledge is increased with the teaching and learning with activates as compared to traditional and conventional strategies of teaching and learning in BSN education. (F Soomro et al., 2021). A cross sectional descriptive study was conducted in Dow University in nursing department to evaluating the academic performance of students and issues in Nursing education in public sectors. there were multiple problems regarding altered academic performance of students observed, one of those problems is the lack of interest in classroom learning. There should be conducted any interventional study regarding teaching and learning strategies (V Kumar et

al., 2024). There are so many problems in academic performance in nursing education services it is scoping review of different 21 articles. According to author of this scoping review students of BSN education are weak in English language due to lack of environment therefore they need to create a circle for literary work in classroom to engagement in English literature. Study of book has been decreased in this period due to usages of AI to complete the assignments because students are not interested in reading deeply but they want to finish the degree program.(Davis et al., 2024). The qualitative research study was conducted in to detect the needs and gaps in teaching and learning strategy in classroom of BSN education. Interviews were conducted from students stated that students were satisfied in education with activities in classroom in which students can do something. Findings of study that students were not motivated without facilitation of teachers in classroom teacher should encourage to students in engagement in literary work in classroom. (S Alexander et al., 2024). There are 21 article review in this paper which consists of total 20 international papers and one Pakistani research paper. 36 articles were read but 21 were selected for literature review. Database google scholar, PubMed and scispace were used to searching the articles. Bullion operators "OR" and "And" were used to searching the articles. Most of research articles which were reviewed according to articles literature circle learning strategy is effective for teaching and learning in classroom and it is best for retention of knowledge among students in adult classroom. It is learner centered approach based on literary work in classroom. It is best for reading in a circle of students.

Keywords: Literature circle, Adult class room, Teaching strategy, Learning strategy, Students engagement

Introduction
Literature circle learning strategy is based on literary work and small group discussion in a student circle. It is effective for reading and comprehension in classroom setting. According to author the nursing students are having anxiety due to question asking from teachers in classroom. The nursing students do not have enough knowledge due to not reading the books and literatures. Nursing students need attention for theoretical knowledge to make the critical concept making but they are task oriented and not interested in deep study of books.(Nawaz et al., 2024). In class teacher should motivate to students regarding literary work to engage the students. Sometimes students are not motivated by teacher for engagement in study therefore students need to choose any learner centered approach which is motivated by teacher in classroom for reading and comprehension. (Azizah et al., 2024). In Karachi there are lack of resources in institutes of Nursing education services therefore students are not engaged in classroom. Students need to motivate in learning and critical thinking. Lack of books and literatures in classroom is the biggest problem that leads to alteration in classroom study in nursing education. Teacher should be facilitating to students in critical thinking through any leaner centered approach that is not observed in many students in Sindh. (F Soomro et al., 2021). According to author institutes of nursing education in Karachi were observed that there was lack of self-directed learning strategy in classroom. There is the era of Z Generation students of this generation are having mind of self-directed learning but teacher in nursing

institute use conventional strategy of teaching which is not effective in this new renovation of 20th century students are more motivated through self-directed learning with liberty as compared to conventional strategy of learning. (B Richard et al., 2022).

Purpose of the review

Compare between literature circle learning strategy and conventional method of teaching and learning strategy in classroom. Students are mostly task oriented and worried about GPA only but they are not interested to read the published reference books which are preferred by a teacher therefore, research study is very necessary to evaluate the needs and gaps in classroom teaching and learning. The teacher should motivate the students in literary work in classroom to engage the students. Students are motivated by teachers. Literature circle learner centered approach motivates the student toward learning through literary work or books. (Sevigny, 2022).

Definitions
Literature circle

Literature circle is learning strategy. It is learner centered approach. It is based on literary work in the circle of six roles which consist of Discussion director, passage picker, vocabulary finder/word wizard, connector, illustrator and summarizer. the passage picker and all members to concentrate the particular passage of the book which is read by passage picker, passage picker starts the reading of passage. vocabulary finder gives meaning of passage to the members after reading the particular difficult vocabulary, Illustrator presents the illustrations, drawings and pictorials which are related to the particular passage or discussion. Illustrator is also called artful artist he teaches the members through artful way like colors drawings and shapes then connector connects the discussion or passage with outside of the world with examples which are related to discussion. then summarizer summarizes the whole discussion starting to the end. At the end of process discussion director asks the question like: how, when, who, where etc.

Book club: literature circle strategy is also called book club because it is based on literary work on book reading which is preferred by the particular teacher in particular course. Literary work is based on a published approved books or articles. Students in nursing education services should be encouraged for critical thinking so that they use books for reading.

Retention of knowledge: Retention of knowledge is very necessary in the classroom. The group study is better than individual study for retention of knowledge. Literature circle is a small group study. Literary work with newspaper, articles, research articles and books are very necessary for students in nursing education services.

Engagement of students: students are engaged by the tasks which is given by the teacher in the classroom teacher should be use the literature circle learning strategy which is based on literary work in a small group. Literature circle learner centered approach is best strategy to engagement of students in classroom. Engagement of students prevents the class from noise pollution and boring among students. Literary work motivates to students regarding critical thinking. Nursing students are made for patient care therefore they should be having good critical thinking skills.

Literature Review

Research conducted in private University Banjarmasin Indonesia. Study design was qualitative in which in-depth interviews were conducted from students. 4-5 participants were selected for interview from each group physically and online. Some of the students were selected for online interviews due to issues of not attending the class. Total sample size was not mentioned in the study. The study outcomes were very effective. The study roles regarding literature circle consisted of discussion director, passage picker, vocabulary finder, connector, illustrator and summarizer. The students were observed engaged with pleasure in the study.(Azizah et al., 2024). Published in pre-print.org. study was conducted in Genelza Switzerland. Qualitative interviews were conducted in the study to check the knowledge, attitude and practices of students toward literature circle. satisfaction of students was observed in the study toward reading with literature circle roles in the classroom, researcher conducted interviews but he simultaneously observed the student's facial expressions and gestures during reading in literature circle in classroom. Researcher mentioned that the literature circle is a very good learner centered approach for engagement students and retention of knowledge through the outcomes of the research. In-depth interviews were recorded in the research study.(GENELZA, 2024). Qualitative research study was published in springer nature link in 2022. Researcher conducted the research study in Japanese University, students or participants were having topic of EFL. The researcher mentioned issues in the research before conducting the study he observed the problems in (micro class room), macro administrator and Meso (coordinator). (English as a Foreign language). Intermediate level students were selected for the study. Researcher mentioned that the LC literature circle is a student centered approach. It is amazing strategy to engage the students and it motivates the students toward study of literatures.(Sevigny, 2022). Study was conducted in University of Diyala college for education and Humanities. Study participants were having literatures to reading in the classroom regarding EFL from a page of book. Published in 2024 in AL Adab journal in Baghdad. The study was quasi experimental study. 30 students were selected as an experimental group and other 30 students were selected as a control group. The task of experiment group was reading EFL through literature circle approach whereas the task of control group was conventional traditional method. The effectiveness of literature circle group was very effective as compared to control group. According to researcher the literature circle is very effective method to develop the interest of students in classroom toward the study.(Jawad, 2024). Cross sectional descriptive study regarding knowledge, attitude and practice toward literature circle learner centered approach in BS-Nursing students of first year. Researcher collected data from survey of classroom of first year BS-Nursing in Iqra University Nursing department. Satisfaction of students were received as a questionnaire form consists of literature circle roles to check the satisfaction, knowledge, attitude and practice regarding study with literary work according to appropriate assigned role in a circle in classroom. Sample size was 47 male and female students in first year in BSN. According to author the students engage in the literary work and literature circle through assigned roles as compared to traditional method literature circle is the best strategy to motivate the student toward reading and comprehension. (Asif et al., 2024). Published in ELT Lectura journal by 2024. Researcher collected the

data from qualitative interviews after selection of 20 participants from intermediate class of education. All participants were adults. The researcher analyzed the data through three steps. Data reduction, drawing of the data and conclusion of the data. Researcher assigned the students in different roles of literature circle and he observed each participant to fulfilling the task with interesting. (Rahmasari and Chasanatun, 2024).the research study has published in Unigal Repository journal in 2024.basicaly the study was qualitative study. In this study the researcher selected 2 teacher participants for the in-depth interviews. The researcher wanted to observe the facial expression, gestures, attitude, knowledge and practice of teachers regarding literature circle to determine the what was experience of teachers toward literary work in classroom. (Mulyana, 2024). Researcher got publication of this research by 2024 in JCRL (Journal of Classroom Research in Literacy). That qualitative case study was conducted in Niagara University Canada. In the research 5 teachers were selected for reflexive and reflective interview during literature circle. The research observed and conducted interview of teachers before, during and after the literature circle application. The interview time was 45 minutes for each teacher, the data was collected through online zoom interviews. The codes related to safe and fair environment in classroom, selection of appropriate book for literary work and planning of appropriate unit for selected book. According to author conclusion was very good the teachers were having good knowledge, attitude and practice regarding literature work. According to participants the students were engaged and enjoyed through literature circle strategy in classroom. (Ahmed et al., 2024). Research quantitative study was published in Jordan journal of applied science-humanities series by 2024, was conducted in University of Jordan in Jordan country. 127 male and female students were selected from eleven grade intermediate level. 67 male and female were selected for control conventional study. Al Balqa comprehensive secondary school for girls. The quasi experiment study lasted till 8th weeks. The researcher applied test for analysis to check results before and after literature circle strategy. Research used MANOVA quantitative parametric test to check significant difference of the study. (Al-Alaween and Al-Hashmi). Article was Published in jurnal CULTURE (culture, language and literature review) in 2023. The study was conducted on mixed method quantitative and qualitative. The researcher used parametric test to check quantitative analysis. Interviews were conducted for qualitative approach. In conclusion according to researcher the literary work with literature circle is best approach to engage the students in classroom. Literature is beneficial for teachers and students.(Talenta and Himawati, 2023). The literature circle learning study was conducted in Minnesota state University and published in 2021 as a dissertation of PhD scholar. Cross sectional analytical study was conducted researcher aimed to observe the effectiveness of student learning through literature circle learning strategy. Researcher observed the students till four weeks and every week researcher signed the attendance of students to analyze present and absent. The researcher analyzed the study results that effectiveness of literature circle learning strategy is much better than conventional learning strategy. (Mrak, 2021). This is thesis work which has been published in 2023 in ProQuest journal. The researcher aimed to elaborate the effectiveness of literature circle learning strategy in bilingual students. Researcher recorded the audio of students like speaking during literature circle and observed student's behavior during the literature circle learning

strategy. Students were from African and American languages therefore researcher mentioned bilingual language in the thesis. Course was completed within five weeks which consists of recordings, direct or indirect observation, artifacts of students, active and passive survey of students were analyzed in the study. According to author conclusion was that they students were engaged in the strategy of literature circle and comprehension was observed. It is best for social interaction among students. (Pruett, 2023). book was published in Taylor and Francis group in 2023 regarding literature circle. In this research researcher used book club word for literature circle. Researcher focused on student LED discussion. Denial preferred to students regarding literary work and small group discussion in classroom. Literature circle learning strategy is best for small group discussion in classroom this circle consists of six roles discussion director, passage picker, vocabulary finder, illustrator, connector and summarizer. (Daniels, 2023). Research was published in CELTIC journal in 2021. The research was conducted in state polytechnic in Malang. The researcher selected 50 participants from D3 AND D4 students from business administration bachelors program. Researcher distributed the task to the members of the literature circle for discussion then students were performed effectively as directed by the researcher. The researcher received distributed questionnaire form from participants then analyzed the data on SPSS software. Outcomes of the study were good. Effectiveness of literature circle learning strategy was beneficial in the classroom observed by researcher. (Rahayu and Suryanto, 2021). The thesis of the scholar of master's program was published in 2022 which was conducted in Norway. The population of the thesis was students of upper secondary school in Norway. The scholar or researcher completed the research study in 8th weeks. The researcher aimed to check student's engagement through literature circle learning strategy. The researcher aimed to detect what is difference between students centered approach and teacher centered approach in classroom. After the completion of 8th weeks of the study students focused group interviews were conducted by the researcher to describe the data. (Midtbø, 2023). Thesis of the master's scholar was published in 2019 which was conducted in Istanbul Aydin University in Turkey. The researcher selected 18 third grad participants from secondary school. Design of the research study was qualitative. The researcher collected survey based questionnaire form from students before the focus group interview. Researcher also silently observed the students during the study. Students were enjoyed from the strategy. Students were observed engaged in a small group of circle, students wrote down the reflection individually which was directed by researcher. Total thesis work was completed in 2018-2019. (Kökler, 2019). Research article was published in journal Taylor and Francis online in 2022. The material of literary work was EFL English as foreign language in the literature circle. Design of the study was both group quasi experiment study which consisted of control and experiment group. Sample was first year students. Sampling technique was simple random sampling. Sample size was 60 students/participants, 30 students for control group and other 30 students for experiment group. The researcher before the experiment checked pretest of the both groups. Intervention of literature circle was given on experiment group and other control group was observed as conventional teaching and learning strategy. Researcher analyzed the both groups after intervention. Posttest was analyzed after intervention to compare between both groups. According to author of the study the conclusion was that the experiment group was

satisfied and engaged in the classroom. Experiment group performed task very effectively as compared to control group. (Chou, 2022). Research was conducted as a thesis purpose was published in 2022. Researcher selected the quasi experiment design for the research. Different 4 schools were selected randomly for control and experiment groups making. Sampling method was purposive sampling. Reliability coefficient of researcher's tool was 0.85 pretested. There was no any difference in significant in research study. (Chou, 2022, Omodolap, 2022).

Discussion
Theory is useless without practice because the student is having funds of knowledge but teacher is a facilitator teacher should be having skills to engage the students in classroom like activities in classroom the retention of knowledge is increased with the teaching and learning with activates as compared to traditional and conventional strategies of teaching and learning in BSN education. (F Soomro et al., 2021). A cross sectional descriptive study was conducted in Dow University in nursing department to evaluating the academic performance of students and issues in Nursing education in public sectors. there were multiple problems regarding altered academic performance of students observed, one of those problems is the lack of interest in classroom learning. There should be conducted any interventional study regarding teaching and learning strategies (V Kumar et al., 2024). There are so many problems in academic performance in nursing education services it is scoping review of different 21 articles. According to author of this scoping review students of BSN education are weak in English language due to lack of environment therefore they need to create a circle for literary work in classroom to engagement in English literature. Study of book has been decreased in this period due to usages of AI to complete the assignments because students are not interested in reading deeply but they want to finish the degree program.(Davis et al., 2024). The qualitative research study was conducted in to detect the needs and gaps in teaching and learning strategy in classroom of BSN education. Interviews were conducted from students stated that students were satisfied in education with activities in classroom in which students can do something. Findings of study that students were not motivated without facilitation of teachers in classroom teacher should encourage to students in engagement in literary work in classroom. (S Alexander et al., 2024). Most of research articles which were reviewed according to articles literature circle learning strategy is effective for teaching and learning in classroom and it is best for retention of knowledge among students in adult classroom. It is learner centered approach based on literary work in classroom. It is best for reading in a circle of students. Literature circle is best learning and teaching strategy to engaging the student in classroom setting for reading and comprehension because it is better than traditional method of teaching and learning.

Conclusion
Most of research articles which were reviewed according to articles literature circle learning strategy is effective for teaching and learning in classroom and it is best for retention of knowledge among students in adult classroom. It is learner centered approach based on literary work in classroom. It is best for reading in a circle of students.

strategy which were used to literature review for comprehension.

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