WHO HOLDS THE PENDULUM?

Findings of a systematic review of literature teaching development

ANDRESSA JOVE GODOY AND AMÉLIA LOPES

Centre for Research and Intervention in Education, Faculty of Psychology and Educational Sciences of the University of Porto

Abstract

Societal and pedagogical tensions have defined the complex and unstable historical development of literature teaching as a curricular area. To understand this volatile process, we conducted a systematic literature review to identify the sociopolitical phenomena and the theoretical-methodological trends that have characterised the history of literature teaching in the context of first-language basic education. We thus thematically analysed 33 articles (indexed in Scopus and Web of Science) developed under historical research. In this article, the analysis of the bibliometric tendencies and the results from four of the twelve categories revealed ('content', teaching 'goal', 'literature concept' and 'oeuvre' selection criteria) demonstrate that literature teaching evolves slowly due to the weight of nationalist, historiographical and instrumental baggage that characterised its genesis. Because of that, new theoretical-methodological currents have less representation than expected.

Keywords: literature teaching evolution, literature concept, teaching goals, school canon, systematic literature review

1.   INTRODUCTION

Literary texts have been consistently present in language classes since the birth of the modern school (Arbona & Garcia-Raffi, 2017). From there, the consequent configuration of literature as a curricular matter has evolved according to sociopolitical and didactic-methodological tensions (Cosson, 2020), reflecting the dominant values and interests in a society at a given historical moment (Goodson, 2014). These dynamics seem to transform literature teaching into a very conflicted and unstable area, with its definition and function being constantly questioned and revised in attention both to theoretical changes in the conception of literature and its sociopedagogical potentialities (Cosson, 2020).

With the aim of understanding this dynamic process, we conducted a systematic literature review (SLR) (Boland et al., 2017) to identify trends that have characterised the development of literature teaching in the first-language, basic education context. To do this, we included articles resulting from historical research (Cohen et al., 2018), on which researchers studied the configuration of literature teaching during a given period by analysing historical and documentary data from that time.

Based on the outcomes of the review, in this article we present the sociopolitical and didactic-methodological aspects that have determined the development of literature teaching over the years. To accomplish this, we seek to answer two questions: [1] Which sociopolitical phenomena and didactic-methodological theories have influenced the development of the literature teaching field? [2] How have these influences characterised the development of literature teaching features over time?

In this way, we first present the corpus selection procedure and the analytical method in topic 'Research design' and, subsequently, the data analysis process and outcomes in topics 'Findings' and 'Concluding remarks'.

2.   RESEARCH DESGIN

The first step in conducting this SLR was to select the corpus. Guided by our objective and exploratory searches, we developed inclusion and exclusion criteria concerning contextual and research design aspects (see Table 1).

Table 1. Inclusion and exclusion criteria

	Contextual	Research design
To include	formal education first-language teaching basic education	studies developed based on historical research and on a time overview
To exclude	informal and non-formal education foreign language teaching higher education	studies that approached literature teaching from other perspectives

To analyse literature teaching as a curricular subject, we decided to include articles that address its presence in first-language, formal, basic education classes developed

on any geographical context, consequently excluding studies that address the approach of literature teaching in other contexts. Thus, while recognising their importance, we did not include in this SLR articles developed on informal and non-formal literary education initiatives and programmes, foreign language teaching (FLT) classes, or higher education courses. We also considered the research objectives, including those that, based on a time overview of any extension, analysed the development of literature teaching as a curricular subject. Because of that, we excluded from the corpus records that approached literature teaching through methodological perspectives other than the historical one.

After defining the inclusion and exclusion criteria, we set the search definitions based on results from exploratory searches that we carried out in indexed journals whose scope addresses literature teaching. By reading articles published in these journals that could be included in the corpus of this study, we identified and selected four *types-of-intervention search terms*: 'literature teaching'; 'teaching of literature'; 'literary education'; and 'literature education' (see Figure 1), which we organised in a logic of interchangeability to constitute the initial string. To minimise the risk of excluding eligible articles, we refrained from incorporating search terms related to *contextual*, *population*, or *research design* features, as these aspects are effectively addressed within the inclusion and exclusion criteria (Boland et al., 2017), as already explained.

Figure 1. Initial search string
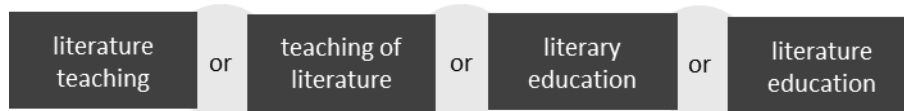
Recognising the need for more refined searches, we established search parameters based on three categories: document type, publication language, and scientific area (see Table 2).

Table 2. Search-accuracy parameters

Document type	Language of publication	Scientific area
studies published as articles in peer-reviewed journals	studies published in English, Portuguese, or Spanish	studies from education, social sciences, or language & literature areas

In the first category, we restricted the searches to peer-reviewed articles as a tool to assure the quality of eligible studies. Exploratory searches guided our selection of languages in the second category, English, Spanish, and Portuguese, reflecting the most recurrent idioms of publications on the research topic. We also limited the research to the domains of education, social sciences, languages, and literature in

the third category, ensuring that the records would meet the interests of this SLR by focusing on themes related to literature teaching practices. Due to our intention to map the scientific production on the topic of this SLR, we did not adopt any time or geographical related search-accuracy parameters.

We then searched the *Scopus* and *Web of Science* databases by applying the basic search string and adopting the search-accuracy parameters. We performed the final database search in January 2024, looking for records published up to December 2023. The search generated an initial result of 1376 records. After discarding 301 duplicates and 188 incorrectly flagged records by reading their titles, abstracts, and keywords, we screened the texts of the remaining 887 records, categorising them based on the preset inclusion and exclusion criteria. Figure 2 summarises this process.

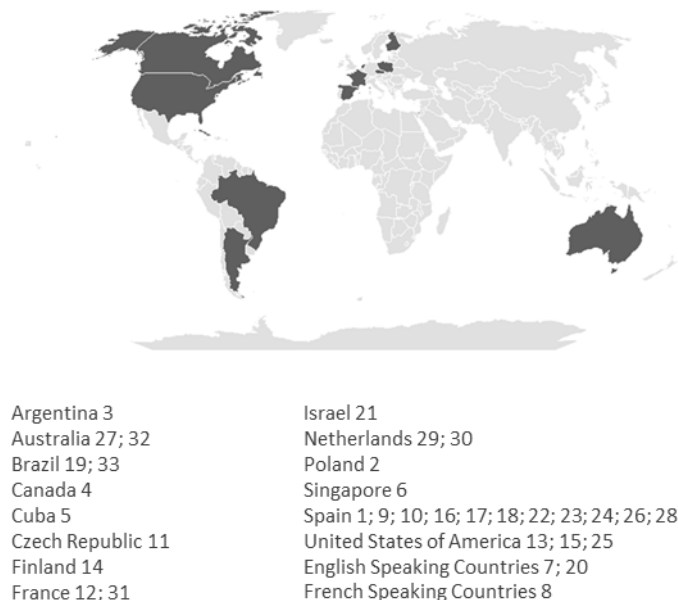*Figure 2. Corpus search and selection process*
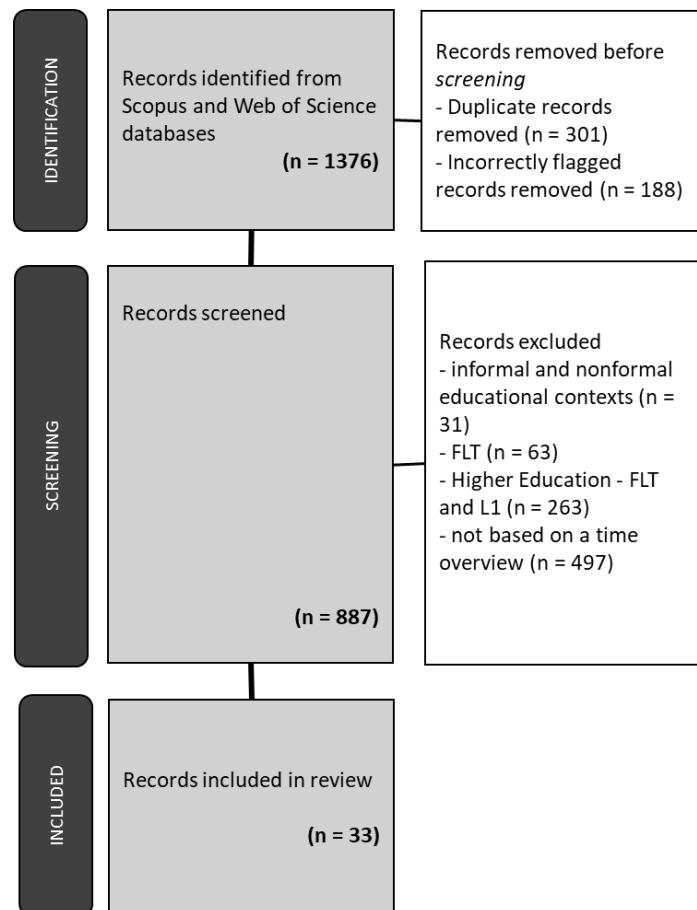
Therefore, we obtained a corpus of 33 articles, of which we undertook an in-depth reading and analysis in two phases. In the first, we focused on categorising bibliometric and methodological data, aiming to identify research and contextual trends in the studies included. Following this, we conducted the second phase based on the thematic analysis method (Braun & Clarke, 2022) and aided by the qualitative data analysis software NVivo. In this step, the intention was to recognise and categorise emergent aspects that could have defined the development of literature teaching in the contexts studied in the corpus. The following section presents the findings resulting from both steps.

3.   FINDINGS

3.1 Corpus characterisation

By analysing features related to the bibliometric data and research design (detailed in Annexe 1), we first focused on the geographical context aspect, verifying that the corpus includes research on fourteen countries from five continents, in addition to comparative studies on English-speaking and French-speaking linguistic communities. The Figure 3 demonstrates the geographic representation of the corpus, listing the articles that address each context.

Figure 3. Geographical context

Argentina 3
Australia 27; 32
Brazil 19; 33
Canada 4
Cuba 5
Czech Republic 11
Finland 14
France 12; 31

Israel 21
Netherlands 29; 30
Poland 2
Singapore 6
Spain 1; 9; 10; 16; 17; 18; 22; 23; 24; 26; 28
United States of America 13; 15; 25
English Speaking Countries 7; 20
French Speaking Countries 8

Despite international representativeness, the low presence of studies on countries and regions from the African and Asian continents, as well as those from Eastern Europe, imposes some contextual limitations on our analysis and results. Besides the impact of the previously defined search parameters, we believe that this lack reflects the unbalanced participation of authors, reviewers, editors and scientific journals from the global North and the global South in traditional databases, such as Scopus and Web of Science (Collyer, 2018; Demeter, 2020).

On the other hand, it is also notable that 11 articles address literature teaching in Spain, symbolising the most represented geographical context of the corpus. Although including publications in Spanish could have influenced this result, it is noteworthy that the researchers have had a significant interest in literature teaching issues in Spain, mainly due to its usage to the consolidation of the country as a nation-state and especially during the Franco dictatorship.

Nonetheless, the model of literature teaching linked to the formation and defence of a nationalist ideal is not exclusive to Spanish schools. Studies that portray, for example, the post-independence period of Brazil (Oliveira, 2015; Zappone, 2018) and Finland (Mäkikalli, 2023); the construction of French (Houdart-Mérot & Albanese, 2008) and Israeli (Poyas & Shalom, 2002) nation-states; and cultural legitimisation in Quebec (Chapman, 2012) and Catalonia (Arbona & García-Raffi, 2017) also analyse the adoption of this model.

The function of literature teaching in nationalist sociopolitical conjectures is a prominent subject in the corpus; the included articles address it and other issues (e.g. decolonisation of literature curricula and influences of neoliberalism in the devaluation of literature teaching) focusing on one of three general objects: impacts of 'curricular reforms', literature theoretical-methodological 'teaching trends' and the construction and adoption processes of a 'school canon'. The Table 3 demonstrates the representativeness of these research objects in the corpus.

Table 3. Research objects

	References
Curricular reforms	2; 3; 5; 31; 32; 33
School canon	4; 17; 18; 22; 23; 24; 29; 30
Teaching trending	1; 6; 7; 8; 9; 10; 11; 12; 13; 14; 15; 16; 19; 20; 21; 25; 26; 27; 28

The time frames included in the corpus are also an emerging result of the SLR. The period covered by the corpus extends from the 1800s to the 2020s. However, as demonstrated in Figure 4, each of the articles focuses its research on a specific sociohistorical context, with variable time frames, corresponding to its questions and research objectives.
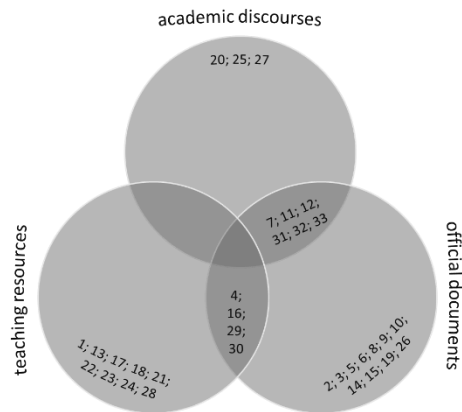
Figure 4. Timelines
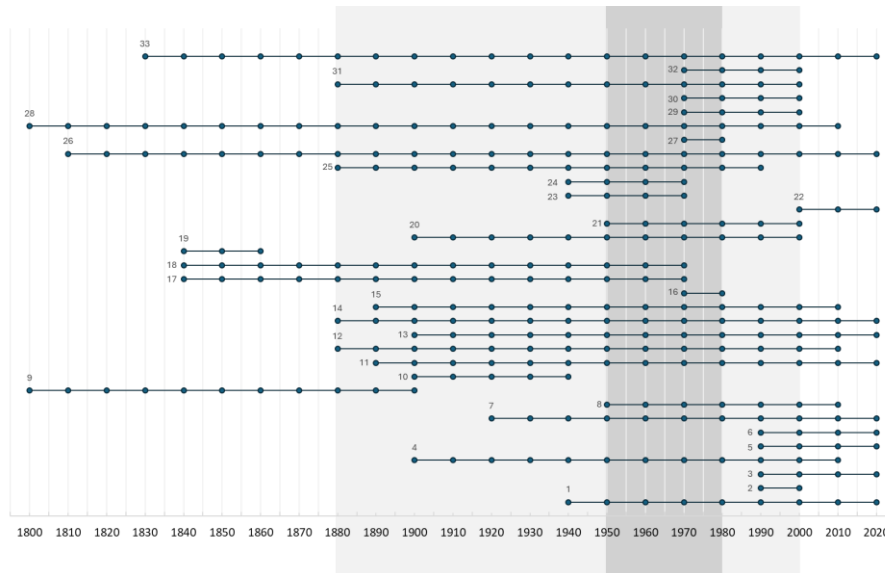
Even all decades are represented by at least two articles, the corpus most densely covers those around the 20th century, marked in light grey in Figure 4. Articles exploring the relationship between the teaching of literature and sociopolitical events like wars, revolutions and dictatorships in the second half of the century have led to even more frequent coverage of the decades marked, in the same Figure, in dark grey.
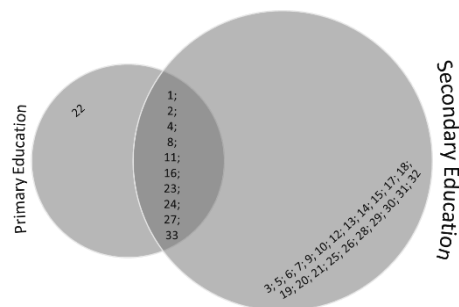
Given the historical character of the articles, all authors approached their research topic using documentation analysis. As Figure 5 shows, the main data source includes 'academic discourses' (i.e. scientific articles, books, and theoretical trends), 'official documents' (i.e. curriculum, guidelines, reports) and 'teaching resources' (i.e. books, exam papers, textbooks). This demonstrates the potential of these sources in studies on the characterisation of teaching. Despite the pre-eminence of documentation analysis, the articles by Chong et al. (2020), Choo (2016) and Verboord and Rees (2008) — which cover time frames composed of the years contemporary to their research — in addition to documents, analysed 'subject's perceptions' collected using methods such as focus group, interview, observation and survey.

Figure 5. Data source

academic discourses

20; 25; 27

teaching resources

official documents

7; 11; 12;
31; 32; 33

4;
16;
29;
30

1; 13; 17; 18; 21;
22; 23; 24; 28

2; 3; 5; 6; 8; 9; 10;
14; 15; 19; 26

Besides contextual and research design tendencies, the corpus also represents a predominance of studies on what each studied context calls 'secondary education', addressed as the only context studied in 22 articles and as a part of the two formal educational system stages in 10 others, as listed in Figure 6. Even though the articles do not make the motivations for this choice explicit, it is possible to infer that, possibly due to an understanding of literature teaching which is common to most of the studied contexts, the presence of literary texts in the initial years of schooling may not have been considered as teaching literature per se.

Figure 6. Educational stages

Primary Education

22

1;
2;
4;
8;
11;
16;
23;
24;
27;
33

Secondary Education

3; 5; 6; 7; 9; 10; 12; 13; 14; 15; 17; 18;
19; 20; 21; 25; 26; 28; 29; 30; 31; 32

The results of the bibliometric and methodological analysis helped to understand research features of the selected corpus and collaborated in the characterisation of literature teaching perspectives developed and adopted throughout the years, as we discuss in the following sections.

3.2 Overview of categories

By means of the thematic analysis method (Braun & Clarke, 2022), we could discern 12 broad categories (see Figure 7) emerging from the corpus and constituting possible determining aspects of the development of literature teaching. In those categories, we grouped statements from the corpus which define, characterise, and analyse (A) 'assessment'; (B) 'class dynamic'; (C) 'content'; (D) 'curricular configuration'; (E) 'educational resource'; (F) 'goal'; (G) 'literature concept'; (H) 'oeuvre' selection criteria; (I) 'school's characterisation'; (J) 'student's characterisation'; (K) 'teacher's characterisation'; and (L) 'theoretical influence'.

Figure 7. Main categories and its definition

A. ASSESSMENT	B. CLASS DYNAMIC	C. CONTENT
Definition, characterisation and analysis of social events and artefacts used to assess knowledge related to the literature **Presence: 12 articles**	Definition, characterisation and analysis of strategies and activities mobilised in literature classes. **Presence: 28 articles**	Definition, characterisation, and analysis of content taught in literature classes **Presence: 28 articles**
D. CURRICULAR CONFIGURATION	E. EDUCATIONAL RESOURCE	F. GOAL
Definition, characterisation and analysis of the curricular status and organisation attributed to literature teaching **Presence: 28 articles**	Definition, characterisation and analysis of textbooks, books and ICT mobilised in literature classes **Presence: 28 articles**	Definition, characterisation and analysis of teaching objectives and their nature **Presence: 32 articles**
G. LITERATURE'S CONCEPT	H. OEUVRE	I. SCHOOL's CHARACTERISATION
Definition, characterisation and analysis of concepts of Literature, literary texts, literary reading and their social roles **Presence: 30 articles**	Definition, characterisation and analysis of strategies, theories and criteria to construct and adopt the school Canon **Presence: 25 articles**	Definition, characterisation and analysis of school institutions, its general policies and social roles **Presence: 21 articles**
J. STUDENT's CHARACTERISATION	K. TEACHER's CHARACTERISATION	L. THEORETICAL INFLUENCE
Definition, characterisation and analysis of Literature students and their social status **Presence: 17 articles**	Definition, characterisation and analysis of Literature teachers, their education, career and social status **Presence: 19 articles**	Definition, characterisation and analysis of scientific theories from different knowledge areas which influenced literature teaching **Presence: 30 articles**

While the 12 categories held the potential to exemplify the historical development of literature teaching, in alignment with the objective and questions of this article, we focused our analysis on those that the corpus deemed crucial aspects in its social and didactic-methodological development. We therefore selected the categories

highlighted with darker shading (C, F, G and H) due to the substantial concern the corpus devotes to teaching 'goal' and 'literature concept' categories, alongside the strong influence they have on the 'content' and 'oeuvre' selection criteria.

3.2.1   What is literature?

The answers to the question in the title of this subsection have been constantly debated and contested, resulting in a consistent dispute about the concept of literature. A pendulum that moves between the understanding of literature through its ethical or aesthetical aspects has characterised this theoretical battle. The different positions that this pendulum can assume and its constant changes influence not only what educational communities have assumed as literature over the years but also important aspects that define its teaching, as we will demonstrate in this and the following subsections. Because of that and bearing this dichotomy in mind, we begin our reflection on the historical configuration of literature teaching by analysing the definitions of literature constructed and assumed in the social contexts studied in the corpus. For this process, we categorised statements that express, characterise, and analyse the direct conceptualisation of literature, as well as those on the literary canon, which we considered demonstrative of the understandings of literature. Table 4 summarises the definition of the three perspectives of literature we identified in the corpus and lists their representation in it. In the following subsections we deepen their explanation.

Table 4. Perspectives of literature

	Definition	References
Literature -as-ideas	is "a perspective on an issue/concept/theme" (Sawyer, 2013, p. 29)	3; 4; 5; 6; 7; 8; 9; 10; 12; 13; 14; 15; 16; 17; 18; 19; 20; 21; 23; 24; 25; 26; 28; 29; 30; 32
Literature-as-linguistic-artefacts	is "how texts might represent an issue and the ways in which such representations could shape understanding of that issue/concept/theme" (Sawyer, 2013, p. 34)	1; 3; 4; 5; 8; 9; 10; 12; 14; 17; 18; 21; 25; 26; 27; 28; 31; 32; 33
Literature-as-transaction	is based on the idea that "'Literariness' itself resides in the reader-text transaction" (Sawyer, 2013, p. 32)	7; 12; 15; 28; 32

Side A: Literature-as-ideas. The conceptualisation of 'literature-as-ideas' demonstrates the connection of this view to its contextual meaning and social place, emphasising its capacity for developing knowledge about oneself, others, and the world. On the one hand, in educational contexts in which schools have the responsibility of disseminating and protecting elected values (common in the 19th century, but not only), this feature was responsible for literature holding "un poder adoctrinador" [an indoctrinating power] (Salido-López, 2019, p. 70), being "a powerful agent of educational processes, promoting socialisation" (Poyas & Shalom,

2002, p. 77) and reflecting dominant ideals (Chapman, 2012; Houdart-Mérot & Albanese, 2008; Fuentes, 2011; Salido-López & Ortiz, 2019; Mäkikalli, 2023; Nuñez-Ruiz, 2014; Nuñez-Ruiz, 2004; Oliveira, 2015; Santos-Rovira, 2023; Tobar, 2016).

On the other hand, some studies (Bombini, 2020; Chong et al., 2020; Choo, 2016; Doecke, 2017; Dufays, 2007; Mora-Luna, 2019; Patterson, 2014; Santora, 1979) represented educational contexts which, in line with context-based theories (e.g. *New Criticism* and *Decolonisation Studies*), endorse or defend that literary reading provides opportunities for improvement of social awareness and personal identity, sensibility, creativity, and the development of a critical sense, as "literature was intended to broaden one's horizons and expand perceptions about other topics as well. Under this notion, literature was frequently taught as a tool for gaining insight into some other area such as social justice, race relations, or democracy" (Santora, 1979, p. 39).

Side B: Literature-as-linguistic-artifacts. The conceptualisation of 'literature-as-linguistic-artefacts' is differently categorised into three groups. In the first, we identified literature definitions "como exponente de uso creativo y lingüístico" [as an exponent of creative and linguistic use] (Arbona & Garcia-Raffi, 2017, p. 3). This perspective, based on the rhetoric principles and most adopted during the 19th century (Arbona & Garcia-Raffi, 2017; Chapman, 2012; Fuentes, 2011; Nuñez-Ruiz, 2014; Nuñez-Ruiz, 2004; Santos Rovira, 2023; Verrier, 2007), focuses on the literary text as a representative of aesthetic beauty and in its relation "con la elocuencia, con la capacidad para expresarse correctamente" [with eloquence, with the ability to linguistic express correctly] (Fuentes, 2011, p. 330).

The second group shares its literature understandings with those from code and text-based literary theories (e.g. *Close Reading* and *Narrative Theory*), according to which literary texts are "able to be discussed without reference to the conditions (social, material, political) of their production" (Watson, 2005, p. 96). In line with the dates of emergence of these theories, this view of literature became more popular in educational contexts from the mid-20th century onwards (Bombini, 2020; Houdart-Mérot & Albanese, 2008; Mäkikalli, 2023; Nuñez-Ruiz, 2014; Poyas & Shalom, 2002; Santora, 1979; Tobar, 2016; Watson, 2005).

The last group, represented in the studies of Dufays (2007) and Zappone (2018), corresponds to the destitution of the specificity of literary texts, as they "apareciam apenas como mais um entre tantos gêneros discursivos, sem que lhe fosse dado o tratamento artístico que a teoria literária do século XX havia intentado construir" [were mentioned as just one among many discursive genres, without being given the artistic treatment that 20th-century literary theory had attempted to construct] (Zappone, 2018, p. 418). Both authors addressed the communicative vision of literary texts, which was quite common during the transition between the 20th and 21st century.

An alternative: Literature-as-transaction. By analysing the polarised understandings of literature, we identified that neither of them disregards the constitution of literature by its aesthetical and ethical features. The difference lies in how they hierarchically dispose of the aspects: for one, the form is only a strategy to attract readers to content; for the other, the content is only possible because of the form. We could also notice that concepts of 'literature-as-ideas' and 'literature-as-linguistic-constructs' assumed different outlines and were even combined throughout the years to respond to social demands. Thus, what seems to matter most are the sociopolitical and theoretical-methodological contexts in which the pendulum swung.

Considering this, even the dichotomy between principles of form and content prevailed in the examples of the definition of literature demonstrated in the corpus; it represents another conceptualisation: 'literature-as-transaction'. Based on reader-response theories, this perspective defines literature not focusing on the text by itself like the other two, but on the relationship the reader establishes with it. In other words, the centrality relies on readers and, more specifically, on the ways they "interact with the words on the page to create an experience in their minds that allows them to be empathetic, critical, and challenged" (McConn & Blaine, 2022, p. 334). Doecke (2017), Houdart-Mérot and Albanese (2008), Mäkikalli (2023), McConn and Blaine (2022), Tobar (2016) and Watson (2005) argue this understanding of literature as desirable in their contemporary context, during the first decades of the 21st century.

Given this typology, we present in the subsequent section the evolution of literature teaching 'goal' and the implications of the changes in the 'literature's concept' in this process

3.2.2   *What do we want to achieve by teaching literature?*

The statements in the corpus about the definition, characterisation, and analysis of the teaching objectives configure a typology oriented, in some cases by the instrumentalisation of the literary text, in others by its self-determination, as we describe below.

A curricular constancy: Instrumentalised goals. The timeline of literature teaching constructed throughout the corpus analysis begins from (and is pervaded by) the instrumentalised schooling of literary texts, which aspires to socialisation, linguistic improvement, and the acquisition of sociohistorical knowledge. Since that point, the previously mentioned disputed process of defining literature has raised consonances and dissonances in curriculum development. One example is the battle of two political forces that alternately ruled Spain during the 19th century, led by the conceptual duality of literature (Fuentes, 2011). Their disagreement about the presence of literary texts in Spanish classes occurred because, for "los moderados, el pragmatismo de estas asignaturas se encuentra en el desarrollo professional del

individuo; mientras que los otros, los progresistas, prefieren fomentar el desarrollo personal del ciudadano a nivel individual y colectivo [moderates, the pragmatism of these subjects is found in the professional development of the individual; while the others, the progressives, prefer to promote the personal development of the citizen at an individual and collective level] (ibid., p. 351). Because of this, the first group preferred classes to concentrate on literary texts as writing models, while the second argued that they should concentrate on meaning and its potential to form citizens.

Despite the conceptual divergence researched by Fuentes (2011), the outcomes indicate that there is a propensity for collaboration between ethical and aesthetical instrumentalised objectives in educational contexts enrolled in the development and promotion of national identity and ideals (Arbona & Garcia-Raffi, 2017; Chapman, 2012; Dufays, 2007; Fuentes, 2011; Houdart-Mérot & Albanese, 2008; Mora-Luna, 2019; Nuñez-Ruiz, 2014; Nuñez-Ruiz, 2004; Oliveira, 2015; Poyas & Shalom, 2002; Santos Rovira, 2023; Verrier, 2007; Zappone, 2018). To this end, a chosen group of literary works serves as models for writing, a ludic way to transmit pedagogical messages, and, because of those, a tool to shape identities. Thus, this instrumentalised model of approaching literary texts in the classroom was standard during the 19th and part of the 20th centuries (Tobar, 2016) in recently founded nation-states and non-democratic ruled eras, consolidating a rhetorical-historiographical model of literature teaching.

Table 5 presents a summarised definition of the instrumentalised goals, divided into four aspects of 'socialisation' ('cultural'; 'moral'; 'nationalist'; and 'religious'), 'linguistic improvement', and 'sociohistorical knowledge'. It also includes the corresponding articles that address them.

Table 5. Instrumentalised goals

	Definition	References
Socialisation	*Cultural:* use of literary texts to provide "the national-cultural socialization of pupils and students" (Dufays, 2007, p. 26) by teaching the hegemonic cultural patrimony	2; 3; 5; 6; 7; 8; 9; 10; 12; 13; 14; 15; 16; 17; 18; 19; 21; 23; 24; 25; 26; 27; 29; 30; 31; 32; 33
	Moral: "empleo de textos literarios para la educación en valores o el adoctrinamiento moral" [use of literary texts for education in values or moral indoctrination] (Salido-López, 2019, p. 219)	6; 9; 10; 12; 13; 15; 17; 18; 20; 21; 23; 24; 25; 27; 28; 33
	Nationalist: use of literary texts as "herramientas socializadoras en la ardua tarea de la construcción nacional" [as socialising tools in the arduous task of national construction] (Mora-Luna, 2019, p. 786)	1; 4; 6; 8; 9; 10; 12; 14; 16; 17; 18; 19; 21; 23; 24; 26; 33
	Religious: "empleo de textos literarios para la formación religiosa" [use of literary texts for religious formation] (Salido-López, 2019, p. 219)	4; 9; 10; 12; 17; 18; 23; 24

Linguistic Improvement	"empleo de textos literarios con funciones metalingüísticas" [use of literary texts with metalinguistic functions] (Salido-López & Ortiz, 2019, p. 220)	1; 2; 4; 8; 9; 12; 15; 16; 17; 18; 19; 21; 24; 26; 28; 31
Sociohistorical knowledge	"empleo de textos literarios con intención de crítica social" [use of literary texts with the intention of social criticism] (Salido-López & Ortiz, 2019, p. 220) and historical awareness	2; 16; 20; 23; 24

In this way, the historical "institucionalização do ensino de literatura, em qualquer lugar que tal fenômeno tenha ocorrido, é um processo de construção discursiva da identidade nacional" [institutionalisation of literature teaching, wherever such a phenomenon has occurred, is a process of the discursive construction of national identity] (Oliveira, 2015, p. 933), and because of that, has its genesis marked by this more instrumental bias.

An academic desire: Literary goals. Despite the steadiness of instrumentalised goals, new theoretical-methodological movements emerged in the mid-20th century (Mora-Luna, 2019) and new objectives for literature teaching began to be set or desired. The new typology of teaching goals is centred on literary aspects and divided by their focus on aesthetic, ethical and reader features, as synthesised by the definitions in Table 6, which also references the articles which discuss them.

Table 6. Literary goals

	Definition	References
Aesthetically focused	Literature study for students to know "una copiosa ristra de figuras, reglas y preceptos que los escolares memorizaban, cuando no a la escritura y recitación, con el pretexto de la adquisición de dichas reglas" [a copious list of figures, rules, and precepts that students memorised, frequently by writing and reciting, with the pretext of acquiring these rules] (Nuñez-Ruiz, 2004, p. 79)	4; 6; 13; 14; 15; 25; 33
Ethically focused	Literature study "para educar la sensibilidad, la visualidad, la emocionalidad, la interculturalidad para entender al otro y a uno mismo" [to educate sensitivity, visuality, emotionality, interculturality to understand others and oneself] (Chong et al., 2020, p. 3)	4; 5; 6; 7; 13; 20; 21; 26; 27; 32
Reader focused	Literature study to make students "aware that a particular work of art or text can be viewed in a radically different way, and thus the results of the examination can also be very different [...] understands that there is more than one possible mode of interpretation" (Mäkikalli, 2023, pp. 87–88)	2; 8; 11; 12; 14; 16; 26; 27

The emergence of these new proposals for teaching literature sparked a debate in the academic forum. However, the corpus shows that their suggestions, related to the curricular centralisation of the literary text as an art object, permeated the guiding documents and teaching resources less than expected (Verboord & Rees, 2009). This perception is evident in the lower number of mentions of 'literary goals'

than the 'instrumentalised' ones, which surpasses them more than sixfold, with 'linguistic improvement' and 'cultural socialisation' also being the most recurrent literature teaching objectives referred to in studies in the 20th and 21st centuries, which is probably an answer to the "rationalist and communicative" social demands from these eras, in line with the mandate of knowledge recognised as practical, objective, quantifiable, and memorisable (Dufays, 2007).

Therefore, even when the new theoretical-methodological trends convert into educational policies to Literature teaching in the studied contexts, they generally configured teaching goals grounded in aesthetics (Chapman, 2012; Choo, 2016; Levine, 2019; McConn & Blaine, 2022; Santora, 1979; Zappone, 2018), considering "[literary texts] as a 'language practice' or as a 'particular approach to the language' and literature teaching gives way to teaching the 'reading' of various kinds of texts, in which technical analysis, often derived from structuralism, becomes prominent" (Dufays, 2007, p. 27). According to this same conjuncture, the outcomes show that 'ethically focused' and 'reader-focused' perspectives have even less space in school, as mentions of them represent more the theoretical-methodological positionalities from their authors (Doecke, 2017; Levine, 2019; Mora-Luna, 2019; Patterson, 2014; Santos Rovira, 2023; Sawyer, 2013; Watson, 2005) and isolated practices (Chong et al., 2020; Choo, 2016) than concrete examples of institutional literature teaching guidelines based on those kinds of objectives (Dufays, 2007; Hník & Jindráček, 2023; Houdart-Mérot & Albanese, 2008; Poyas & Shalom, 2002).

The scenario constructed by the corpus indicates that the roots of 'instrumentalised goals' have continued to determine the configuration of literature teaching over the years and have been (directly or indirectly) guiding the literature approach in multiple sociopolitical contexts. From the impacts of this continuity, we would like to emphasise the permanence of cultural socialisation goals (Awramiuk, 2002; Bombini, 2020; Chong et al., 2020; Levine, 2019; McConn & Blaine, 2022; Santora, 1979; Sawyer, 2013; Verboord & Rees; 2009; Verboord & Rees, 2008; Verrier, 2007; Watson, 2005), and the consequent importance attributed to school canon in this process, which we discuss in greater depth in the next section.

3.2.3   What do we teach when teaching literature?

The emergent 'content' typology overlaps coherently with the 'goal' subcategories discussed previously, as seen in their definitions and compilation of references in Table 7, *Instrumentalised content election* and Table 8, *Literary content election*. Besides the typification, results also demonstrate that the 'content' selection also presents greater representativity of 'instrumentalised' matter compared to the 'literary', as already seen from the analysis of the category dedicated to teaching 'goal'.

Table 7. Instrumentalised content election

	Definition	References
Socialisation	*Cultural*: Contents based on "an overview of a nation state's literary history by highlighting literary periods, movements and authors" (Verboord & Rees, 2009, p. 75)	2; 4; 8; 9; 10; 11; 13; 14; 17; 18; 19; 26; 28; 29; 31; 33
	Moral: Contents based on "reflexión filosófica y la educación moral" [philosophical reflection and moral education] (Salido-López, 2019, p. 76)	9; 10; 17; 23
	Nationalist: Contents based on the "strengthening of national identity mediated by it [literature]" (Mäkikalli, 2023, p. 83)	9; 10; 14; 17; 24
	Religious: Contents based on "'temas de formación moral, religiosa y patriótica'" ['topics of moral, religious and patriotic formation'] (Garcia-Candeira, 2019, p. 139)	9; 10; 17; 24
Linguistic improvement	Contents based on "matters of genre, mode, symbolism, prosody, word analysis, fictional rhetorics, etc" (Santora, 1979, p. 39)	8; 9; 14; 18; 33
Sociohistorical knowledge	Contents based on "a un repertorio cronológico en el que primaban conceptos establecidos para la Historia general" [a chronological repertoire in which concepts established for general history prevailed] (Tobar, 2016, p. 66)	9; 23; 28

Table 8. Literary content election

	Definition	References
Aesthetically focused	Contents based on "the narrative and characters, time, setting, structure of the story, language, and style" (Mäkikalli, 2023, p. 87)	4; 6; 8; 9; 11; 13; 14; 15; 17; 23; 25; 27; 28; 31; 33
Ethically focused	Contents based on "not the text itself (along with an appreciation of its construction) but empathy toward marginalized others through engagement with real-world issues such as terrorism, climate change, modernday slavery, and human trafficking" (Choo, 2016, p. 412)	6; 11; 20; 25; 27
Reader focused	Contents based on "teach[ing] the reading of texts, not to teach about texts" (Awramiuk, 2002, p. 173)	2

The statements about the definition, characterisation, and analysis of literature teaching content also show that it depends on and sometimes even merges with the selection of the literary 'oeuvre'. Because of that, we analysed the school canon criteria, as exposed in the next subsection.

The content core: The school canon. According to the results, the correlation between content and oeuvre election is more substantial in teaching models guided by 'cultural socialisation' goals, in which the selected books and titles take the place of the content. However, the outcomes also prove that the issues about what texts

are chosen, why they are chosen and who should choose them concern all models. Since the school canon is consequently a critical element of definition and legitimation of literature as a curricular subject (Garcia-Candeira, 2019; Rubio & Ballesteros, 2022; Santora, 1979; Santos-Rovira, 2023; Sawyer, 2013; Verboord & Rees, 2009; Verboord & Rees, 2008; Zappone, 2018), studying its construction and adoption processes is crucial to understanding the development of literature teaching.

Authors and texts become a part of the school canon "por razones lingüísticas, literarias, didácticas, morales, ideológicas o políticas" [for linguistic, literary, didactic, moral, ideological, or political reasons] (Nuñez-Ruiz, 2004, p. 84). Based on this concept, we divided the statements about the definition, characterisation, and analysis of criteria for literary oeuvre selection into the subcategories 'bibliographic', dedicated to criteria related to authorial and publication features; 'ethic', designated to implications of meaning; and 'aesthetic', reserved for linguistic and stylistic characteristics. We also subdivided them into those reflecting on a 'traditional' standardised and institutionalised school canon and those which reported or suggested its 'updating'. Table 9 lists articles that address them and their respective definitions.

Table 9. School canon criteria

	Definition	References TRADITIONAL	References UPDATING
Bibliographic	Authors' ethnicity, first-language, gender, nationality, political position	4; 6; 8; 10; 12; 13; 14; 16; 21; 22; 23; 24; 26; 28; 29; 30; 33	3; 6; 7; 8; 10; 12; 14; 16; 17; 21; 22; 28; 29; 31
Ethic	Texts' moral, ideological, political, religious possible meanings	4; 9; 10; 13; 14; 17; 18; 21; 22; 23; 24	
Aesthetic	Texts' art movement's affiliation, genres, linguistic variety, stylistics	4; 5; 6; 9; 10; 12; 13; 16; 17; 18; 21; 23; 24; 26; 29; 33	2; 3; 8; 14; 14; 21; 25; 27; 30; 32

The bibliographical considerations present in the corpus indicate that elitist traits (Choo, 2016) and a conservative idea of cultural capital (Verrier, 2007) guide the construction of the traditional school canon, which has been crystallised in most educational contexts, regardless of whether there is a "compulsory reading list" (Awramiuk, 2002, p. 173), or whether choosing it is the responsibility of teachers (and, sometimes, of publishing houses) (Chapman, 2012; Chong et al., 2020; Garcia-Candeira, 2019; Mora-Luna, 2019), or even if they are contexts with innovative pedagogical curricula (Verboord & Rees, 2008). There is therefore a "dominance of Western white male authors" (Levine, 2019, p. 34) being approached in literature classes from different educational contexts (Chapman, 2012; Houdart-Mérot & Albanese, 2008; Levine, 2019; Mäkikalli, 2023; Rubio & Ballesteros, 2022; Salido-López & Ortiz, 2019; Verboord & Rees, 2009; Verboord & Rees, 2008). This

configuration could mitigate voices, aesthetic, and thematic diversity and reinforce beliefs about literature, art, and society.

The implications related to the adoption of a homogeneous school canon seem to affect more profoundly the development of literature teaching in countries and regions with a colonial heritage, in which the literature from the colonisers has a strong influence, as addressed by Doecke (2017) and Sawyer (2013) on Australia; Bombini (2020) on Argentina; Oliveira (2015) and Zappone (2018) on Brazil; Mäkikalli (2023) on Finland; Dufays (2007) and Chapman (2012) on French-speaking regions; Choo (2016) on Singapore; and Levine (2019) on United States of America cases. Based on Quebecoise case, Chapman (2012, p. 504) explains that the literature teaching curricula have "validated a Eurocentric canon, employing tried and tested methods (with French textbooks), while making Canadian literature in French the object of a different kind of study, better suited to its (mostly) lower aesthetic status". Due to this practice, formerly colonised countries and regions tended to use national and local literature to fulfil "instrumentalised" objectives linked to the creation and defence of a national identity, instead of focusing on their literary potentialities.

Still according to the corpus, these nationalist motivations also impacted the construction of the school canon in countries like Israel (Poyas & Shalom, 2002), France (Verrier, 2007) and Spain (Garcia-Candeira, 2019; Mora-Luna, 2019; Santos Rovira, 2023; Rubio & Ballesteros, 2022; Tobar, 2016). Furthermore, remnants of colonial ideology characterise another obstacle to the opening of the school canon in former-colonising countries, such as the Netherlands (Verboord & Rees, 2008; 2009) and Spain (Garcia-Candeira, 2019; Tobar, 2016).

In response to that, the corpus demonstrates that this nationalist (colonialist)-focused school canon is considered outdated and restraining, defending that it should be updated and diversified (Bombini, 2020; Choo, 2016; Doecke, 2017; Dufays, 2007; Garcia-Candeira, 2019; Houdart-Mérot & Albanese, 2008; Mäkikalli, 2023; Mora-Luna, 2019; Nuñez-Ruiz, 2014; Poyas & Shalom, 2002; Rubio & Ballesteros, 2022; Tobar, 2016; Verrier, 2007). It also denounces the attempts at canon universalisation as still not being very bold and continuing to contemplate mainly Western literary production and ideological trends, avoiding texts that address historically censored and divisive thematic (Chapman, 2002; Fuentes, 2011; Garcia-Candeira, 2019; Levine, 2019; Salido-López, 2019; Salido-López & Ortiz, 2019; Mäkikalli, 2023; Nuñez-Ruiz, 2014; Nuñez-Ruiz, 2004; Poyas & Shalom, 2002; Rubio & Ballesteros, 2022); or works written by authors from different political spectrums than the hegemonic one (Nuñez-Ruiz, 2014; Poyas & Shalom, 2002; Salido-López, 2019; Salido-López & Ortiz, 2019).

Regarding the aesthetical criteria, studies about the evolution of literature teaching at the end of the 20th century and the beginning of the 21st indicate efforts, probably derived from communicative theories (Zappone, 2018), to aesthetically diversify the school canon, by considering different genres (Dufays, 2007; Mäkikalli, 2023; Verboord & Rees, 2008; Watson, 2005), new formats (Bombini, 2020), other

types of art (Poyas & Shalom, 2002; Sawyer, 2013), and new information and communication technologies (Awramiuk, 2002). However, most of the corpus demonstrates that it has traditionally selected for school canon "todas aquellas manifestaciones con voluntad estética relevantes (según el juicio de unos cuantos sujetos en algún momento de la historia)" [all those manifestations with relevant aesthetic will (according to the judgment of a few subjects at some point in history)] (Mora-Luna, 2019, p. 806), reproducing the conservative and elitist inclinations identified in 'bibliographic' and 'ethic' features, especially when considering aspects of stylistics (Choo, 2016; Mora-Luna, 2019; Nuñez-Ruiz, 2014; Nuñez-Ruiz, 2004; Poyas & Shalom, 2002; Salido-López & Ortiz, 2019), genres and affiliation with arts movements (Chong et al., 2020; Fuentes, 2011; Garcia-Candeira, 2019; Houdart-Mérot & Albanese, 2008; Levine, 2019; Mora-Luna, 2019; Salido-López, 2019; Santos Rovira, 2023; Verboord & Ress, 2009).

Thus, apart from some timid initiatives towards diversification, the results show that the formation of the school canon tends to typify unclear aesthetic and bibliographic criteria, responding to conservative and instrumentalised interests, as observed in the features of previous sections.

4. CONCLUDING REMARKS

The studies included in this systematic review allowed us to observe aspects of the development of literature teaching in multiple places during certain periods. Because of the contextual and methodological characteristics of the emergent corpus, it was not possible to construct a panorama as geographically representative as we desired, because of the unforeseeable level of interest that each social context devotes to certain phenomena and the inherent limitations of this research, due its scope, design and database shortcomings. However, by centring our analysis on the evolution of features represented in the most prominent and strongly related emergent categories, 'literature concept', literature teaching 'goal', 'content' and 'oeuvre' selection criteria, we were able to representatively address the sociopolitical and didactic-methodological aspects that have determined the progress of literature teaching over the years in the contexts studied by the corpus. The outcomes demonstrated that some phenomena transversally impact the configuration of literature teaching at sociopolitical and didactic-methodological levels. In these concluding remarks, we would like to highlight the most outstanding of them.

The resulting timeline indicates that literature teaching evolves slowly due to the weight of nationalist, historiographical and instrumental baggage. This characterised its genesis in newly founded nation-states that recognised in its ethical and aesthetical potential the means to create and establish a nationalistic ideal, also constituted by institutional adherence to a national mother-tongue. Non-democratic governments explicitly mobilised this way of organising the formal teaching of literature, but it was not precisely abandoned in other sociopolitical contexts. In this

way, anchored in the justification of maintaining cultural heritage and respecting unclear aesthetic criteria, schools have transformed literature teaching into teaching about a specific type of literature. This conception is materialised in a homogeneous school canon, constituted mainly by white Western male authors, written in previous centuries and thematising non-disruptive social topics.

Consequently, new theoretical-methodological currents, originating from different and well-constituted scientific disputes around the literature and the understanding of its teaching, have less representation in curricula and teaching resources than expected. Because of that, despite being highly questioned in academic terms, the traditional and conservative model of literature teaching has undergone few significant changes. The commonest exceptions are the influences of an understanding of literature teaching based on communicative theories, which answered the demands for quantifiable, socially practical, validated knowledge from the neoliberal school, with the literary text emptied of its artistic specificities and the same place attributed to it as reserved for factual texts in L1 classes. Although this trend has challenged the standard model, rooted in rhetorical-historiographical principles, it does not prioritise the literary development of readers.

In response to this pessimistic scenario, the analysis also demonstrated that there is joint academic agreement about the necessity to make literature teaching goals more literary-focused and literature content more ethically and aesthetically representative and diverse, keeping in mind not the ideological functions that the literary reading may have, but the social roles that it can perform. Models based on an understanding of rhetorical-historiographical or communicative literature responded to the demands imposed during a given sociopolitical context (and corresponded to their expectations). Currently, it is the time for literature teaching to develop ways to address the challenges and demands of a society in search of social justice and democracy. To construct more suitable literature teaching, it is no longer enough to swing the pendulum considering the context, but also to question who holds it, what it is constituted of and even if we should keep swinging it.

To answer these questions, it will be necessary to carry out more studies that overcome the limitations of this one, considering other databases, publication languages, data sources, research designs, and sociopolitical contexts to have greater representativeness and a more accurate portrait. Together, thinking about the past, present and future of literature teaching, these studies will be able to identify the desired founding characteristics for its development and manners of surpass the barrier between the academic and the institutional discourses about it.

ACKNOWLEDGEMENTS

REFERENCES

Arbona, A. D., & Garcia-Raffi, J. V. (2017). Las propuestas didácticas de Albert Jané para la enseñanza de la lengua y la literatura catalanas [The didactic proposals of Albert Jané for the teaching of Catalan language and literature]. *Revista Argentina de Historiografía Lingüística*, 9(1), 1–13.

Awramiuk, E. (2002). Mother-tongue teaching in Poland: the dynamics of change. *L1 Educational Studies in Language and Literature*, 2(2), 165–176. https://doi.org/10.1023/a:1021113206586

Boland, A., Cherry, G., & Dickson, R. (2017). *Doing a systematic review - A student's guide*. SAGE.

Bombini, G. (2020). Diálogos y transversalidades en la enseñanza literaria [The literature in a time change: between the innovation and the fascination]. Hilo de la Fabula (20), 162–175. https://doi.org/10.14409/hf.v0i20.9645

Braun, V., & Clarke, V. (2022). *Thematic analysis - A practical guide*. SAGE.

Chapman, R. A. (2012). Teaching notre littérature: The place of la littérature Québécoise in the curriculum in Quebec. *American Review of Canadian Studies*, 42(4), 497–514. https://doi.org/10.1080/02722011.2012.732097

Chong, B. M. F., Domínguez, L. I. D., & Caballero, Á. M. G. (2020). La literatura en un cambio de época: entre la innovación y la fascinación [Literature in a changing era: between innovation and fascination]. *Atenas*, 3(51), 182–199.

Choo, S. S. (2016). Fostering the hospitable imagination through cosmopolitan pedagogies: Reenvisioning literature education in Singapore. *Research in the Teaching of English*, 50(4), 400–421. https://doi.org/10.58680/rte201628598

Cohen, L.; Manion, L. & Morrison, K. (2018). *Research methods in education*, 8th ed. Routledge Falmer.

Collyer, F. M. (2018). Global patterns in the publishing of academic knowledge: Global North, global South. *Current Sociology*, 66(1), 56-73. https://doi.org/10.1177/0011392116680020

Cosson, R. (2020). *Paradigmas do ensino da literatura* [Paradigms of Teaching Literature]. Contexto.

Demeter, M. (2020). Academic knowledge production and the global south questioning inequality and under-representation. Palgrave Macmillan.

Doecke, B. (2017). What kind of 'knowledge' is English? Re-reading the Newbolt Report. *Changing English-Studies in Culture and Education*, 24(3), 230–245. https://doi.org/10.1080/1358684x.2017.1351228

Dufays, J.-L. (2007). What place for literature in the education of French-speaking countries? A comparison Between Belgium, France, Quebec and Switzerland. *L1 Educational Studies in Language and Literature*, 7(1), 21–35. https://doi.org/10.17239/l1esll-2007.07.01.05

Fuentes, M. P. (2011). The teaching of the Spanish language and literature in secondary schools in the 19th century. From Teaching Rhetoric and Latin to Educating the Imagination. *Boletín de la Real Academia Española*, 91(304), 325–351.

García-Candeira, M. (2019). La restricción de la ley. El marco normativo y curricular de la enseñanza de la literatura en la primera mitad del siglo XX (1900-1939) [Restrictions of law. Normative and curricular frames for literary education in the first half of the XXth century (1900-1939)]. *Lenguaje y Textos* (50), 131—141. https://doi.org/10.4995/lyt.2019.11230

Goodson, I. (2014). *Curriculum, personal narrative and the social future*. Routledge.

Hník, O., & Jindráček, V. (2023). Literary education in Czech schools. *Bohemistyka*, 23(3), 465–476. https://doi.org/10.14746/BO.2023.3.10

Houdart-Mérot, V., & Albanese, R. (2008). Literary education in the lycée: Crises, continuity, and upheaval since 1880. *Yale French Studies*, 113, 29–45.

Levine, S. (2019). A century of change in high school English assessments: An analysis of 110 New York state Regents Exams, 1900-2018. *Research in the Teaching of English*, 54(1), 31–57. https://doi.org/10.58680/rte201930240

Mäkikalli, A. (2023). Literary theory and literature education in Finnish upper secondary school: A historical survey. *Slovo a Smysl*, 20(43), 79–94. https://doi.org/10.14712/23366680.2023.2.4

McConn, M. L., & Blaine, A. M. (2022). Literature in the standards paradigm: An evolution of gains and losses. *Educational Policy*, 36(2), 312–342. https://doi.org/10.1177/0895904819879440

Mora-Luna, A. M. (2019). Educación y literatura en el Tardofranquismo y la transición democrática española. La enseñanza de la literatura en una sociedad tecnificada (1970-1982) [Education and literature during the late-Francoism and spanish democratic transition periods. The teaching of literature in a technified society (1970-1982)]. *History of Education and Children's Literature*, 14(2), 785–814.

Núñez-Ruiz, G. (2004). Las historias de la literatura y la enseñanza pública [Histories of literature and public education]. *Revista de Literatura*, 66(131), 77–85. https://doi.org/10.3989/revliteratura.2004.v66.i131.141

Nuñez-Ruiz, G. (2014). Las historias de la literatura y la canonización de autores y obras en el sistema educativo español [Histories of literature and the canonisation of authors and works in the Spanish education system]. *Revista de Literatura*, 76(151), 39–55. https://doi.org/10.3989/revliteratura.2014.01.002

Oliveira, L. E. (2015). O Partido Conservador e a educação literária no Império brasileiro (1841-1863) [The Conservative Party and literary education in the Brazilian empire (1841-1863)]. *Educação e Pesquisa*, 41(4), 931–946. https://doi.org/10.1590/s1517-9702201512137577

Patterson, A. (2014). The legacy of Ian Hunter's work on literature education and the history of reading practices: Some preliminary remarks. *History of European Ideas*, 40(1), 89–95. https://doi.org/10.1080/01916599.2013.784038

Poyas, Y., & Shalom, T. (2002). Textbooks for the teaching of Hebrew language and literature in Israel - A mirror of social-political and educational changes. *L1 Educational Studies in Language and Literature*, 2(2), 75–94. https://doi.org/10.1023/a:1020800214780

Rubio, G. G., & Ballesteros, A. M. O. (2022). The hand that cares for verses: Women writers in children's poetry anthologies (2000-2020). *Lenguaje y Textos* (56), 87–98. https://doi.org/10.4995/lyt.2022.18765

Salido-López, J. V. (2019). Clásicos y modernos para la educación literaria en la España franquista [Classical and modern authors for literary education in Spain during the Francoism]. *Tejuelo - Didáctica de la Lengua y la Literatura*, 29, 67–104. https://doi.org/10.17398/1988-8430.29.67

Salido-López, J. V., & Ortiz, C. S. (2019). Literatura femenina y educación literaria en la escuela del Franquismo: presencia, temática y usos [Female literature and literary education in the school of the Franco regime: presence, theme and uses]. *Tejuelo. Didáctica de la Lengua y la Literatura*, 30, 207–231. https://doi.org/10.17398/1988-8430.30.207

Santora, R. (1979). Recent trends in the teaching of literature. *English Journal*, 68(6), 38–42. https://doi.org/10.2307/815922

Santos Rovira, J. M. (2023). A reflection on the teaching of literature and a renewing proposal. *Educação e Pesquisa*, 49. https://doi.org/10.1590/S1678-4634202349251005esp

Sawyer, W. (2013). A timely voice: Garth Boomer on literature. *English in Australia*, 48(3), 27–39.

Tobar, L. R. (2016). Historias de la literatura y educación literaria [Histories of literature and literary education]. *Lenguaje y Textos* (43), 61–70. https://doi.org/10.4995/lyt.2016.5826

Verboord, M., & Rees, K. v. (2008). Cultural classifications in literary education: Trends in Dutch literary textbooks, 1968-2000. *Cultural Sociology*, 2(3), 321–343. https://doi.org/10.1177/1749975508095615

Verboord, M., & Rees, K. v. (2009). Literary education curriculum and institutional contexts textbook content and teachers' textbook usage in Dutch literary education, 1968-2000. *Poetics*, 37(1), 74–97. https://doi.org/10.1016/j.poetic.2008.08.001

Verrier, J. (2007). Vãs querelas e verdadeiros objetivos do ensino da literatura na França [Vain quarrels and true objectives of teaching literature in France]. *Educação e Pesquisa*, 33(2), 207–213. https://doi.org/10.1590/s1517-97022007000200002

Watson, K. (2005). Research and innovation in the teaching of literature in Australian secondary schools: The last thirty years. *L1-Educational Studies in Language and Literature*, 5(1), 95–103. https://doi.org/10.1007/s10674-004-5957-9

Zappone, M. H. Y. (2018). Literatura na escola brasileira: história, normativas e experiência no espaço escolar [Literature in the Brazilian high school: history, norms and experience in the school]. *Estudos de Literatura Brasileira Contemporânea* (54), 409–433. https://doi.org/10.1590/2316-40185421

ANNEXE 1 – CORPUS' BIBLIOMETRIC DATA

ref	Author(s)	Year	Journal	Affiliation Country	Context	Teaching Language	Period	Educational Stage(s)	Research Topic	(main) Data Source
1	Arbona & Garcia-Raffi	2017	Revista Argentina de Historiografía Lingüística	Spain	Spain	Catalan	1939 2017	PE & SE	Teaching Trends	Teaching Resources
2	Awramiuk	2002	L1 Educational Studies in Language and Literature	Poland	Poland	Polish	1990 2000	PE & SE	Curricular Reforms	Official Documents
3	Bombini	2020	Hilo De La Fabula	Argentina	Argentina	Spanish	1990 2020	SE	Curricular Reforms	Official Documents
4	Chapman	2012	American Review of Canadian Studies	UK	Canada	French	1900 2012	PE & SE	School Canon	Official Documents Teaching Resources
5	Chong et al.	2020	Atenas	Cuba	Cuba	Spanish	1990 2020	SE	Curricular Reforms	Official Documents Subjects' Perception
6	Choo	2016	Research in the Teaching of English	Singapore	Singapore	English	1990 2016	SE	Teaching Trends	Official Documents Subjects' Perception
7	Doecke	2017	Changing English-Studies in Culture and Education	Australia	English-speaking Regions	English	1921 2017	SE	Teaching Trends	Academic Discourses Official Documents
8	Dufays	2007	L1 Educational Studies in Language and Literature	Belgium	French-speaking Regions	French	1950 2007	PE & SE	Teaching Trends	Official Documents
9	Fuentes	2011	Boletín de la Real Academia Española	Spain	Spain	Spanish	19th Century	SE	Teaching Trends	Official Documents
10	García-Candeira	2019	Lenguaje y Textos	Spain	Spain	Spanish	1900 1939	SE	Teaching Trends	Official Documents
11	Hník & Jindráček	2023	Bohemistyka	Czech Republic	Czech Republic	Czech	1890 2020	PE, SE & HE	Teaching Trends	Academic Discourses Official Documents
12	Houdart-Mérot & Albanese	2008	Yale French Studies	France	France	French	1880 2008	SE	Teaching Trends	Academic Discourses Official Documents
13	Levine	2019	Research in the Teaching of English	USA	USA	English	1900 2018	SE	Teaching Trends	Teaching Resources
14	Mäkikalli	2023	Slovo a Smysl	Finland	Finland	Finish	1880 2023	SE	Teaching Trends	Official Documents
15	McConn & Blaine	2022	Educational Policy	USA	USA	English	1894 2010	SE	Teaching Trends	Official Documents

16	Mora-Luna	2019	History of Education and Children's Literature	Portugal	Spain	Spanish	1970 1982	PE & SE	Teaching Trends	Official Documents Teaching Resources
17	Nuñez-Ruiz	2014	Revista de Literatura	Spain	Spain	Spanish	1845 1970	SE	School Canon	Teaching Resources
18	Nuñez-Ruiz	2004	Revista de Literatura	Spain	Spain	Spanish	1845 1970	SE	School Canon	Teaching Resources
19	Oliveira	2015	Educação e Pesquisa	Brazil	Brazil	Portuguese	1841 1863	SE	Teaching Trends	Official Documents
20	Patterson	2014	History of European Ideas	Australia	English-speaking Regions	English	20th Century	SE	Teaching Trends	Academic Discourses
21	Poyas & Shalom	2002	L1 Educational Studies in Language and Literature	Israel	Israel	Hebrew	1948 2002	SE	Teaching Trends	Teaching Resources
22	Rubio & Ballesteros	2022	Lenguaje y Textos	Spain	Spain	Spanish	2000 2022	PE	School Canon	Teaching Resources
23	Salido-López	2019	Tejuelo	Spain	Spain	Spanish	1939 1975	PE & SE	School Canon	Teaching Resources
24	Salido-López & Ortiz	2019	Tejuelo	Spain	Spain	Spanish	1939 1975	PE & SE	School Canon	Teaching Resources
25	Santora	1979	English Journal	USA	USA	English	1880 1980	SE	Teaching Trends	Academic Discourses
26	Santos Rovira	2023	Educação e Pesquisa	Portugal	Spain	Spanish	1812 2023	SE	Teaching Trends	Official Documents
27	Sawyer	2013	English in Australia	Australia	Australia	English	1970 1980	PE & SE	Teaching Trends	Academic Discourses
28	Tobar	2016	Lenguaje y Textos	Spain	Spain	Spanish	1800 2016	SE	Teaching Trends	Teaching Resources
29	Verboord & Rees	2009	Poetics	Netherlands	Netherlands	Dutch	1968 2000	SE	School Canon	Official Documents Teaching Resources
30	Verboord & Rees	2008	Cultural Sociology	Netherlands	Netherlands	Dutch	1968 2000	SE	School Canon	Official Documents Subjects' Perception Teaching Resources
31	Verrier	2007	Educação e Pesquisa	France	France	French	1880 2000	SE	Curricular Reforms	Academic Discourses Official Documents
32	Watson	2005	L1 Educational Studies in Language and Literature	Australia	Australia	English	1975 2005	SE	Curricular Reforms	Academic Discourses Official Documents
33	Zappone	2018	Estudos de Literatura Brasileira Contemporânea	Brazil	Brazil	Portuguese	1830 2018	PE & SE	Curricular Reforms	Official Documents