

Perceptions of English Teachers on the Approaches Used in Teaching Literature for Senior High School

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Abstract

Literature-in-English is a major school subject that equips students with language and other soft skills needed for entry into the workforce. For students to acquire the skills, effective teaching, which is dependent on the availability of basic teaching–learning resources, is essential. However, the biggest challenge for English Teachers in the Philippines is to find ways to arrest and reverse the cumulative deficits in teaching literature.

Previous research revealed that teachers are faced with many challenges that prevent them from delivering quality instruction. These include teachers' lack of theoretical and practical knowledge about teaching, poor learning environment, acute shortage of resources, students' low language proficiency and lack of interest. The situation is critical and points to a crisis of teaching and learning in Literature-in English classrooms.

This research used a mixed method to reveal the situation of teaching literature in the East Unit, Division of Ilocos Norte, Philippines. The findings revealed that teachers are knowledgeable and are using different approaches in teaching literature, however, a moral-philosophical approach which focuses on analyzing how writers use language to create specific effects and convey meaning is the least used by teachers.

Moreover, three themes were extracted from the open-ended responses about the challenges faced by teachers in teaching using the six literature approaches. These include resource and curriculum constraints, student engagement and attitudes, and diverse learner needs and language barriers.

The results of the study strongly support the development of a literature-infused intervention material to provide solutions to the challenges revealed in the study. This intervention material comprises approaches, teaching strategies and classroom activities that address some of the challenges faced by the respondents in teaching literature to Senior High School students.

Keywords: Intervention Material, teaching literature, literary approaches

1. Introduction

Literature is considered as the “mirror” of one’s culture. It plays a vital role in enhancing a learner's language skills. It is an essential component of English language teaching (ELT) and is widely acknowledged as a vital source of authentic content for language development (Kaowiwattanakull, 2021). It is employed in the curriculum because it offers various benefits to both students and teachers in acquiring English, such as

providing rich language input for students to express themselves, motivating students to learn, catering to students with varying learning styles, and exposing students to creative writing and figurative language (Bist, 2018). That is why learners still need to know the value of it even during this fast-phasing generation. Undeniably, the English language has been used as an essential tool to reach and connect bridges across the globe in the international world of trade, business, transportation, communication, and technology. As globalization progresses, the need for English literacy also arises. This is also evident in teaching and learning literature.

The study of Gomez (2022) highlights challenges faced by students attributed to teachers' lack of theoretical and practical knowledge about teaching, which can be linked to resource constraints impacting effective instruction. Addressing the issue on resource constraints is crucial to improving the quality of literature education and enhancing student learning outcomes in the field of literature. This is a similar finding by Ugwa (2022) where effective teaching of Literature in English in Nigerian secondary schools is hindered by challenges such as poor learning environments, acute shortage of textbooks, low language proficiency, misconceptions about the value of literature, heavy workload, and lack of parental support, instructional materials.

In the Philippines, it is still an old-aged issue to sustain the interest of learning literature. Antonio, as cited in Corpuz and Velasco (2019) even points out that Filipino students ignore literature. He further adds that the younger generation lack the interest in understanding cultural heritage because of colonialism. Literature, however, is a gift from the ancestors, yet students remain adverse. In other studies, one of the causes of low interest is the perception that literature may not be suitable at all levels with learners due to rich vocabulary that is often found to be different from everyday functional language (Hassan, 2018). Meanwhile, in the modern age, people have no choice but dealing with English language as the main means of communication (Abu Quelbin, as cited in El-Helou, 2010, p.2) This fuels the pressing subject matter whereas, English, an essential tool for bridging language seemed to become a barrier to students' understanding.

In contrast, literature actually offers students a wide array of benefits to student's academic and personal development. In a study conducted by Carter and Long, as cited in El-Helou (2012, p.3), English literature helps students in understanding and appreciating a collective idea of various cultures, beliefs, attitudes, and ideologies presented in literary texts. It intends learners "to understand and appreciate cultures and ideologies different from their own in time and space, and to come to perceive traditions of thought, feeling and artistic form within the heritage the literature of such cultures endows."

Despite its lavish benefits, learners still find a gap and perceive literature as a challenging and difficult course which somehow leads to poor academic performance. Teaching and learning literature have always been considered challenging. Teachers must be able to successfully transfer necessary skills in reading, critical thinking, and literary criticism even while reading lengthy texts. At the same time, learners must showcase proficiency in literature. The underlying factors have huge impacts on the educational standard in the country as stated in the different reports. The Second Congressional Commission on Education (EDCOM 2, 2024) paints a complex picture of the current educational landscape in the country. Each finding sheds light on longstanding challenges and pinpoints key areas for reform. These issues highlight a pressing need for transformation across the sector, from curriculum design to governance, from teacher preparation to local government involvement. As EDCOM 2's work gains momentum, it calls for a thoughtful yet bold reimagining of our educational system—one that seeks to address symptoms and overhaul structural issues in ways that genuinely benefit our learners. Critical issues include minimal improvement on Filipino Students PISA test Result, language of instruction, ongoing mismatch in subject-specialization assignments within the Department of Education (DepEd) and resource allocation within the department. Ultimately, EDCOM 2's recent findings reveal that Philippine education is at a crossroads and the challenges in education run deep which affect all subjects including the teaching of Literature.

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in the Schools Division of Ilocos Norte, English teachers and the researcher herself have observed that students find it difficult to read, understand and comprehend effectively on literary pieces. Some teachers admit that they still need to learn techniques to engage students in demonstrating love and deep understanding of different literary genres. They resulted in a low comprehension level of National and International assessments.

In this connection, the researcher claims that there is a real need to discover if the literature component in English, as one of the major subjects, is taught effectively in line with its aims and objectives. A focus on the teachers' educational alignment, training, resources and approaches employed by teachers in the teaching of literature components in English would be of great value and interest which, then, urges the researcher to engage on teacher's approaches and challenges in teaching Literature in Senior High Schools of the Schools Division of Ilocos Norte. Knowing the teachers' degrees of utilization and the levels of knowledge of the different approaches, lesson exemplars would be developed to help improve the teaching-learning process in literature. These lesson exemplars will aid the teachers in navigating the various topics in literature, thus, providing the learners opportunities to engage more and understand better.

Literature Review

This section presents the various related literature and studies that are relevant in the conduct of the study.

Legal Basis

As per the curriculum guide of the Senior High School, 21st Century Literature from the Philippines and the World is taught in all tracks since it is one of the core subjects that was included in the curriculum in 2013, the Republic Act No. 10533, similarly known as the "Basic Education Program of 2013," the DepEd must follow a curriculum that incorporates constructivist, inquiry-based, reflective, collaborative, differentiated, and integrative pedagogical approaches. The Department of Education (DepEd) incorporated the teaching of literature both in its Junior and Senior High School curricula to engage students in appreciation and critical study of different literary pieces from the Philippines, Asia, Africa, Anglo-America, Latin America, and Europe encompassing their various dimensions, elements, structures, genres, contexts, and traditions. Traditionally, the role of literature was not taken into consideration in English language teaching programs due to the importance given only to functional language.

Literature Teaching

Literature in second language classes has a very important linguistic input for students and it is a valuable source of motivation (Baca et al. 2010). Literature instruction helps improve students' English skills in a variety of ways (Swain, 2000). It may improve language skills when the linguistic features and structures of a text are focused on. It may heighten appreciation of culture when societal issues from a different culture's point of view are discussed (Yimwailai, 2015). Or it may enhance personal growth (spiritually and emotionally) when teachers allow students to express their ideas, thoughts, beliefs, and emotions about various civilizations, cultures, values, and traditions. As a result, students might broaden their perspectives on universal principles (Curriculum Development Centre, 2000).

Approaches Employed in Teaching Literature

There are common approaches used in teaching literature according to Carter and Long (put a year). They are the Language-Based Approach, Paraphrastic Approach, Information-Based Approach, Personal-Response Approach, Moral-Philosophical Approach, and Stylistic Approach. Language-Based Approach helps students pay attention to the way the language is used when studying literature. It is student-centered and activity-based for productive use of language. It improves students' language proficiency and incorporates literature and language skills among the students (Dhillon & Mogan, 2014). It engages students more on experiences and responses (Aydin, 2013). Role play, cloze, poetry recital, discussions, forum and debate, dramatic activities, making prediction, brainstorming, rewriting stories ending and summarizing are practiced in this approach (Divsar, 2014). Information-Based Approach ensures students acquire enough knowledge and information on the literary text studied and expands their understanding on the subject matter. Teachers explain the content of the text to class, as well as provide students with background information related to the teaching of Literature. Paraphrastic Approach Paraphrastic approach is primarily paraphrasing and rewording the text to simpler language or use other languages to translate it. Teachers use simple words or less complex sentence structure to make the original text easy to understand (Divsar, 2014). Stylistic Approach Stylistic approach implies literary critics and linguistic analysis. It is for students to appreciate and understand in a deeper manner of the literary text. It helps students to interpret the text meaningfully and develops language awareness and knowledge (Thunnithet, 2011). It analyzes the language prior to the elements of literary text (Aydin, 2013). Personal-Response Approach Personal-response approach encourages students to make sense of their experiences and personal lives with text themes. It also promotes students to associate the subject matters of the reading texts with personal life experiences (Rashid, Vethamani & Rahman, 2010). It engages

individuals in literary text reading as personal fulfillment and pleasure can be met while developing the language and literary competency (Divsar, 2014) .

Challenges Faced by Literature Teachers in 21st Century Literature Classrooms

Teaching challenges in the context of literature education refer to the various obstacles and difficulties faced by teachers in effectively delivering literature instruction and facilitating student learning. Navigating the elements of the literary text , literary genres can be challenging to teach for several reasons. There are many different genres to cover, each with its unique characteristics. Genres include fiction, nonfiction, poetry, drama, biography, autobiography, memoir, mystery, thriller, romance, science fiction, fantasy, horror, and more. “One of the challenges is that the learners hardly interpret figures of speech. And the students are hard up in understanding the vocabulary words used or the unlocking difficult words. We need to use them in sentences for them to understand.” (T2) “I sometimes find literature as complex as it often contains complex themes, language, symbolisms that are sometimes difficult for students to grasp.” (T5) “I discuss how th authors present their messages, the structure, and the figurative language used so that they can easily understand the text.” As reflected in the study of Benzoukh (2017), challenges reviewed include lack of training and guidance on teaching literature, time constraints in completing the syllabus, and lower mastery in teaching literary genres. In the study Hassa (2018) examined the difficulties facing English teachers in teaching literary texts, highlighting challenges in effectively teaching literary genres in English for Today textbooks. These tell us the challenges faced by literature teachers in teaching literary genres, including issues related to training, time constraints, mastery, difficulties in teaching specific genres, and the impact of external factors like learning environments and resource constraints on effective literature instruction.

Inadequacy of Teaching and Learning Resources

The lack of resources in classrooms, including textbooks, affects the teaching and learning process, leading to distress among students and teachers, hindering potential, and potentially causing burnout among educators (Juliana, 2020). In another study conducted by Dahiru (2020), the result came out that there is a dearth of resources required to teach literature-in-English in all public secondary schools. It revealed that a challenge, as regards resources, is that different literary texts are required by the different examination bodies for the same exam every year. It was agreed by the participants that it is very difficult for the authorities or the parents to provide all the texts for the students to read. In addition, the participants agreed that reading the texts selected for the literature examination doesn't really teach the children the necessary personal, social and intercultural character that the texts were meant to. The finding on too many recommended texts to cover in a literary class corroborates the findings of Ogunnaike (2002). The participants also identified social media as a factor that affects reading culture among the students. The students find reading lots of texts difficult, particularly if this is accompanied by a bad or poor teaching approach and difficult or uninteresting texts that are not relevant to the cultural background of the learners.

Students' Readiness/Student Engagement

Students' readiness and engagement about teaching literature are crucial factors influenced by various aspects such as their preparedness for online learning, academic resilience, and the challenges faced in the educational environment. Addressing these factors is essential for promoting student engagement, fostering a positive learning experience, and enhancing outcomes in literature education. In the research conducted by Ugwa (2022) effective teaching of Literature-in-English Nigerian secondary schools is hindered by factors such as low proficiency and misconceptions about the value of literature among students. This indicates that students' readiness and attitudes can pose challenges for literature teachers. Moreover, in similar research, shows that students whose teachers spend too much time talking are less likely to be engaged during classroom instruction. This implies that maintaining student engagement is crucial for effective literature teaching. In the research conducted by Makori et al. (2014), other issues highlighted in the literature include teachers' lack of teaching skills and competency. While this is in the context of science teaching, it implies that inadequate teacher skills and training can be a problem across subjects, including literature. The reviewed literature emphasizes that insufficient teacher training, lack of support from the education system, poorly designed professional development opportunities, and inadequate policies and budgets for training and support emerge as a key need to address the problems faced by literature teachers.

Students' Language Competence

The students' level of proficiency in the language used in literature enables them to navigate and appreciate its complexities with grace and precision. Research on problems of English literature teaching to EFL high school students found that low language proficiency levels of students were considered the most serious problem by teachers. This highlights language competence as a key challenge (Makori, et al, 2014). Effective teaching of Literature-in-English in Nigerian

secondary schools is hindered by factors such as low language proficiency among students. This indicates that students' limited language skills pose challenges for literature teachers (Ugwa, 2022). Difficult vocabulary and literature's difficult poetry aspects were among the main challenges faced by students learning English literature, as reported by 75% and 69% of students respectively. This underscores the role of language competence in making literature challenging for students (Adenihun, 2012). The presented reviewed literature emphasizes that students grapple with language competence issues when teaching and learning literature. Low language proficiency levels, inadequate background in English mechanics, and difficulties with vocabulary and poetry pose significant challenges for literature teachers. Improving students' language skills emerges as a key need to address the problems faced by literature teachers.

Cultural factors

In all the Focus Group Discussions in the two states, participants reached the consensus that what makes literature unattractive is the cultural background of the learners. Texts recommended are mostly set in cultures different from the learners. This poses difficulty in the understanding, appreciation and analysis of the cultural contents of the texts. The findings from the discussion illustrated that texts that are alien to the background of the learners in the two states pose difficulties in appreciating and analyzing them. A participant from Borno stated that learners would find characters in Zaynab Alkali's *The Stillborn* are easier to follow and appreciate than they would be with Chinua Achebe's, Wole Soyinka's or J.P. Clark's persona or characters. Al-Faki (2014) also found this problem, revealing that studying English texts, such as *Jane Eyre*, *Treasure Island*, *Oliver Twist* do not meet the linguistic and cultural background of the students at secondary schools in Sudan. The FGD revealed that most teachers of literature are non-Muslims, so the society considers the texts they use for the subject are for the 'nonbelievers' only. Coupled with the activities of the Boko Haram and the mindset of the people on apathy to formal education, the 'nonbelievers' teachers might have been either killed or they have fled the two states, resulting in a dearth and failure of candidates from the two states to pass the subject with a credit pass.

Social and Economic Factors

About 80% of the few FGD respondents teaching or studying literature-in- English admitted they 'accidentally' found themselves teaching or learning Literature-In-English. This is revealed from each smaller group's presentations on the relevance of Literature courses to their social and economic life. A students' group in Borno emphasized that Literature is not a marketable course so they would have preferred other courses that pay instead of studying it and eventually end up as teachers. Both the teacher and student participants revealed they have no motivation to specialize in the subject. A participant student from Yobe explained that teachers are the least in the rung of professions in Nigeria and more specifically in the two states. So, studying B.Ed. or NCE literature is limiting one to the teaching profession. Teachers symbolize penury and destitution and are never considered models by parents in the northern part of Yobe. She shared an experience from one of the junior secondary schools in the area about a father that went into a class while teaching was taking place. He asked the teacher whether the 'final prayer' for the day was said because he needed his son to drive the sheep and goats to the pasture. The teacher told the father the class was not over yet and tried to show him (the father) the significance of allowing his child to concentrate on his education instead of rearing animals every day. The reply of the father to the teacher was, "what benefit would the education have on him or us; wouldn't he end up like you?" Participants admitted that economic importance is highly attached to all forms of education, and literature as a subject does not give that economic advantage. This finding corroborates Fakeye (2011) that revealed declining enrolment of students into literature classrooms and Fakeye (2012) on students not considering literature as a profitable career path.

EDCOM Findings

First, EDCOM 2's emphasis on foundational skills, as discussed at the International Large-Scale Assessments (ILSAs) Symposium, highlights a critical issue: Filipino students consistently rank among the lowest in math, science, and reading in international assessments. To recall, the most recent results of the Program for International Student Assessment (PISA) conducted by the Organization for Economic Cooperation and Development (OECD); for the second time, the Philippines landed in the bottom 10 out of 81 countries in reading comprehension, mathematics and science, based on the 2022 PISA. indicators of the test, however, showed that despite moving up the rank, the performance of students showed minimal improvement. Overall, the Philippines achieved a 2.2- percentage point hike, 6.9 percent in reading from 2018 to 2022. Despite moving up the rank, the performance of students showed minimal improvement. Thus, a World Bank recommendation suggests a shift from content-based to competency-based curricula, emphasizing literacy and numeracy from early education stages. This strategic pivot could provide a more robust foundation for students, allowing them to develop essential skills incrementally and meaningfully, particularly if paired with consistent teacher training. Second, Language of instruction also emerged as a factor in educational performance. EDCOM 2 explored whether Filipino students

would perform better in assessments if tested in Filipino rather than English. Yet World Bank experts caution that language alone cannot address broader learning deficits. Socio-economic factors, classroom environments, and access to resources all intersect to influence educational outcomes, highlighting the need for comprehensive, multi-faceted interventions. Third, EDCOM 2's recent report calls attention to an ongoing mismatch in subject- specialization assignments within the Department of Education (DepEd). Secretary Sonny Angara acknowledged the longstanding problem: over 62% of teachers teach subjects outside their college specialization. This misalignment, documented extensively in EDCOM 2's findings, contributes to suboptimal educational outcomes, as many teachers are not equipped to teach specific subjects effectively. DepEd's recent commitment to revising hiring forms to include subject specializations marks a crucial first step in addressing this mismatch. This effort to optimize teacher placements within DepEd aligns with wider concerns around resource allocation within the department. In a recent budget hearing, issues with ICT resource utilization emerged, with billions of pesos worth of technology resources left undelivered in 2023. A student-to-computer ratio of 1:9 and a teacher-to-computer ratio of 1:30 reveal stark gaps in access to essential learning tools. These inefficiencies raise questions about DepEd's management capabilities and resource allocation, especially considering calls for improved foundational skills development.

Coping Strategies of 21st Century Literature Teachers

Teachers in the 21st century classroom face numerous challenges in adapting to modern teaching practices and engaging students effectively in teaching literature. The provided sources highlight various coping mechanisms that educators can employ to address these challenges.

Employing engaging and interactive activities.

Employing engaging and interactive activities Employing engaging and interactive activities means incorporating methods and practices that capture participants' interest and actively involve them in the learning process or event. This approach is designed to make the experience more enjoyable, memorable, and effective by promoting active participation rather than passive reception. Trowler (2010) highlights the importance of engaging students in activities that are linked with higher academic achievement and suggests that teachers can use various strategies to increase student engagement. Research on the impact of digital technology on learning and teaching emphasizes the positive effects of using digital tools and resources on learner engagement and attainment in literacy and numeracy. This implies that incorporating technology into literature classes can be an effective way to engage students. The literature review on the impact of digital technology on learning and teaching also highlights the benefits of using digital equipment for formal learning, which is associated with increases in learner's motivation for learning mathematics. This suggests that similar benefits can be expected in literature classes. From these views presented, it is emphasized the importance of engaging students in interactive activities to increase their motivation, participation, and academic achievement. Employing, engaging and interactive activities emerges as key coping mechanisms for literature teachers to address the challenges they face in the classroom.

Using Alternative Resources.

Teachers employ a variety of coping strategies to deal with the difficulties they face, and these coping mechanisms assist them in overcoming challenges and improving the situation. Ugwa (2022) affirms in his study that teachers are faced with many challenges that prevent them from delivering quality instruction, including a shortage of textbooks. To overcome this challenge, teachers can use alternative resources as a coping mechanism. The availability of essential human and material resources enables effective teaching and learning. When textbooks are scarce, teachers can use other materials as alternatives to ensure that the teaching-learning process is not hindered. Well-resourced libraries promote private studies among students and teachers and provide access to supplementary materials that complement and enhance learning. Literature teachers can utilize school libraries and their resources as alternatives when textbooks are insufficient (Makori et al., 2014).

Displaying Positive Teacher Attitude. The positive attitude displayed by the

literature teacher means consistently exhibiting behaviors and attitudes that foster a supportive, encouraging, and effective learning environment. In the study of Agayon et al. (2022), teachers face challenges due to the ever-changing educational system and dynamic. Experiences, which require coping with various psychological factors. Displaying positive attitudes can be a coping mechanism to navigate these challenges effectively. The study on teachers' coping profiles indicates that teachers who use emotion-focused coping mechanisms tend to have lower stress levels and better well-being. Displaying positive attitudes can be considered an emotion-focused coping strategy that contributes to teacher well-being.

The above study supports the idea that displaying positive attitudes is a coping mechanism used by teachers to navigate challenges in teaching literature. Maintaining a positive outlook and employing positive reframing strategies can help teachers effectively address the demands of their profession and enhance their well-being.

Integrating extended real-world connections.

By integrating real-world contexts into lessons, teachers can significantly increase student engagement and understanding of course material. This approach provides numerous benefits for students' learning and engagement, including enhanced interest, improved knowledge retention, development of critical thinking skills, and preparation for future careers. Yimwilai (2015) emphasized the importance of integrating real-life experiences into lessons to make them more engaging and impactful. For instance, teachers can have students analyze real-world examples of effective communication techniques or apply negotiation skills in role-playing exercises. These active learning strategies Toquero, S. C., & Capistrano, F. M. 80 Consortia Academia Publishing (A partner of Network of Professional Researchers and Educators) help students connect academic concepts to real-life situations, making lessons more meaningful and memorable. Integrating literature into the content areas, such as mathematics and language, can help students understand abstract concepts by connecting them to everyday life. By using literature to explore mathematical language and concepts, students can recognize the relationship between abstract math concepts and real- applications. This approach allows students to see math concepts tangibly and understand their significance, bridging the gap between theoretical knowledge and practical understanding.

Utilizing Language Considerations.

This refers to the practice of being mindful and strategic about the language used in communication, especially in diverse and multicultural settings. This involves choosing words and phrases that are inclusive, clear, and sensitive to the cultural, linguistic, and individual differences of the audience. Lartec et al. (2014) highlight those challenges such as inaccessibility and lack of contextualized materials in the other tongue hinder students' full engagement in learning. By contextualizing literature within students' familiar language and cultural contexts, teachers can enhance student understanding and engagement with the material. Moreover, in the study of Sanchez et al., (2023) on MTB-MLE, he discussed the coping mechanisms used by teachers to overcome challenges in implementing mother tongue-based education. Strategies such as translating unfamiliar terms to the dialect of learners and improvising instructional materials in the mother tongue are highlighted as effective coping mechanisms. This approach allows teachers to bridge language barriers and ensure that students can comprehend literary content effectively. By incorporating contextualization and utilizing the mother tongue in literature instruction, teachers can create a more inclusive and engaging learning environment that caters to the linguistic and cultural diversity of students. These strategies not only help students better connect with the material but also support their overall learning and academic success in literature classes.

Appropriate Teaching Methods and Strategies.

Teaching literature can become motivating and interesting when appropriate teaching strategies are employed by the teacher in the classroom. Very often, teachers either lecture or use question-and-answer or recitation methods. Recitation is often not appropriate because the question remains at the level of who-what-when-where, but hardly ever how and why. Li (2011) noted that the teacher's job is to nourish and enhance students' intelligence. In the conventional approach to literature teaching, the teacher only focuses on linguistic competence such as reading, recalling, and reciting literary works. Revisiting literary appreciation skills, teachers become aware of how they can develop the literacy competence of their students. Such information will further provide measures on how to improve their teachings particularly by using innovative learning tasks in their literature classroom. In fact, Soltan (2010) found that most of the professors of literature in universities use the lecture method. Hence, many university students depend only on critical notes provided by their professors rather than reading the authentic literary text. As a result, literature learning becomes uninteresting. Research claims that teaching strategies employed by the teacher as a classroom manager affect students' achievement. The assumption is that learners are motivated to actively participate in the teaching-learning process when appropriate strategies are used by the teacher. These strategies serve as a guide for students to attain their optimal capability as learners. Empirical researchers recommend research-based strategies that teachers can use to improve student performance. Stoop (2011) contends that effective teachers acknowledge student differences, build collaborative learning relationships, have clear communication with parents, provide feedback to students, and use strategies enabling students to take responsibility for their own learning. Further confirmed by Jepketer, Kombo, and Kyalo (2015) is that strategies applied by the teacher affect and reinforce student performance. Effective teaching and learning are indicators of quality teachers and quality teaching performance, which are

all determining factors of a well-designed educational system (Medupin, Abubakre, Adebayo, Enock, & Sulayman, 2015). According to Djamara and Zain (2010), the method of teaching involves a teaching strategy to achieve expected goals. By utilizing an accurate method, the teacher will achieve the goal of teaching smoothly. When the goals are formulated in order that students gain certain skills, the methods that are used must be adapted to these goals. Thus, teachers must use methods that support teaching and learning activities, so they can be used as effective tools to achieve their goals. In accordance with the above cited studies, the focus is on the use of innovative learning tasks in enhancing students' literature appreciation and reading skill. The studies were used to support the teaching of literature through the use of innovative learning tasks.

Other approaches and strategies.

Hwang and Embi (2007) say that plans or activities should motivate students to learn. In BSU, the use of approaches and strategies to teaching Philippine Literature is geared towards the student's awareness and understanding of the artistic elements and the culture of the different Philippine literary texts. In fact, the core values of peace and education have been incorporated in the course to ascertain that students will have thematic and intercultural knowledge after taking the course. In addition, to determine that students will not be denied in the development of their cognitive skills, instructors are encouraged to utilize approaches and strategies that will help develop students' critical thinking skills. The use of many approaches and strategies is paramount since the course design leads to the different levels of complexity that call for the use of both cognitive and affective skills of the students. However, since most students are not literally ready, instructors deliver their lessons by touching only the effective skills of the students. The question, how far the approaches of the teacher help students develop their affective and cognitive skills, is very crucial. For language-based approach, the activities include prediction, cloze, ranking tasks, role play, poetry recital, forum, debate and discussions. These activities are all student-centered. Activities that are teacher-centered on the other hand are lectures, explanation, reading of notes and criticism provided in workbooks or by the teacher. The teacher-centered activities are under the information-based approach. Teacher re-telling the story or a poem using simpler language, use of translation using other mother tongues and reading paraphrased versions or notes provided in the workbook or by the teacher are activities that can be used for paraphrastic approach. Regarding varied approaches and strategies. Literature in education in the Philippines consists of the teaching of prose which involves novels and short stories, teaching of poetry and the teaching of drama. It has specified that the syllabus in the literature component is made up of aims, objectives and learning outcomes of the course. The syllabus is aimed to develop in students the ability to read, understand, and respond to literary texts. These can be done by exploring the issues portrayed in the literary text where students will understand the human values and concerns.

The MOE has outlined objectives of literature in education are to develop in students (1) an awareness of the value and pleasure of reading good literary works, (2) an appreciation and deeper understanding of important human concerns and human relationships, (3) an ability to appreciate values which would enhance an understanding of themselves and their relationship with others, (4) an initial ability to communicate their response to texts supported with reasons, and (5) an acquaintance with an appreciation of the main forms of literary expression and of literary devices used. The learning outcomes of literature teaching are the expected skills, experience, attitudes or language that students need to gain. The outcomes are the fundamental elements that students need to attain in the objectives of literature learning. In the literature class, students are introduced to short stories, which is known as one of the components in prose, functions as a continuous piece of writing which consist of both fiction and non-fiction. Authors of short stories utilize language to raise issues related to human interest. Students are required to learn good values in them by comparing and contrasting different short stories. In order to achieve the learning outcomes of literature teaching and learning, the DepEd (2003) has specified the learning outcomes of the introduction to short stories as to (1) understand the content of the text, (2) recognize and understand the issues presented in the text, (3) understand the themes and messages in the text, (4) understand the plot in the text, (5) describe the characters and interpret their interactions and relationship with another, (6) understand and interpret the contribution of setting to the story, (7) understand the author's point of view, (8) identify common literary devices authors employ to achieve their effects, (9) communicate and inform personal response to the text, and (10) produce a piece of work in response to the text studied. Therefore, it is important to determine the approaches employed by teachers in the teaching literature in order to ensure the incorporation of models of teaching literature takes place in classroom instruction, as well as to find out types of approaches utilized by teachers in the teaching of literature (Simene, 2014). In research conducted by Hwang and Embi (2007), interview sessions with the five teachers revealed that all of them were aware of the aims and objectives of the CCL Program and were able to express the benefits that literature could bring into their ESL classroom. Teachers agreed that CCL could help improve their students' language proficiency as well as students' reading abilities. The respondents stated that the Pre, While and Post-Reading activities were suitable and appropriate to enhance students language proficiency. All of them were aware of the importance of these activities in classroom instruction. However, Teachers felt that some books were insufficient for all the students. Hence, teachers were making photocopies of the book

in order to ensure the activities run as planned by the CDC modules. According to Teacher B, “photocopied books are not in color and perfect like the real one. It is not attractive either. So, students feel less interested in reading the book.” Teacher C and Teacher D agreed with the statement made by Teacher B. Another finding stated by Teacher E, the language used in some books was, to some extent, difficult for weaker students. It is, therefore, the incorporation of translation using L1 is employed to ensure those weaker students understand the literary text used by the teacher in the teaching process. According to Teacher E, students’ limited proficiency was among the main issues that bring the incorporation of using L1 is higher in the classroom. Teacher A and B stated that the insufficient supplementary materials and training were considered an issue of challenges encountered by them in the teaching of CCL Program. Teachers in their schools made full use of the Language Laboratory provided by the school management, but due to certain budget constraints, the supplementary materials were not provided well in the teaching of CCL Program. Teachers were required to fulfill the objective of the program implementation, that is, language proficiency by employing approaches in the teaching of literature. Thus, teachers need to be creative in order to have interesting classroom activities. Teacher A added that, “it is the teachers own initiative to come up with creative and interesting materials, be it activities with students to develop something, or activities using physical movement. So that student won’t get bored in the learning process”. In another study conducted, learning has become exam-oriented in secondary schools in Malaysia, according to Gopala et al. (2012), students are required to learn the literature component which weighs 20 marks in the 1119 English paper in SPM examination. When it is aimed for examination, it kills the students’ interest in learning literature. Students are not keen to read but learn to pass examination (Awang, Kasuma & Akma, 2010). Teachers preferred paraphrastic and information-based approaches for the sake of students in gaining intellectual knowledge and assisting them to perform well in the examinations. As teachers continue with these approaches by giving students necessary information, this has brought up the concern of difficulty in achieving higher-order thinking skills from students (Hwang & Embi, 2007; Rashid, Vethamani & Rahman, 2010; Divsar, 2014). Time Constraint Time constraint is another factor that can prevent teachers from using certain approaches. Teachers are apprehensive to use language-based approach in teaching literature as they are facing the constraint of time and effort especially in preparing drama-based activities (Divsar, 2014). Teachers have to rush through the syllabus in preparing students for examinations. Large Class Size Big number of students in a classroom makes teachers employ language-based approach especially for debate and dramatic activities. Rashid et al., (2010) reveal the problem of a big number of students in a classroom. This brings up the issue of employing language-based approach especially for debate and drama activities. For instance, teachers have difficulty organizing debate as it only requires a small number of students to participate one at a time. As a result, language-based approaches are less used by teachers in teaching literature. Teachers aspire to have all of their students’ time with them will not be wasted. Teachers’ desire to teach prompt them to look for approaches and strategies which will best approach the variety of teaching strategies. On one hand, teachers need to understand the learning styles of their students for them to be able to match their teaching approach to that of the students’ approach in learning. On the other hand, the teachers also need to understand that their teaching approaches should also match their teaching strategies, which we will refer to as classroom activities in this study. One of the many issues literature teachers face today is in the use of approach in teaching literary pieces. It has been observed that instructors of Philippine Literature in Bukidnon State University (BSU) are using one common traditional approach in teaching, the Read and Discuss approach which focuses more on the personal responses of the students. A mismatch between the approach and strategies used by Philippine Literature instructors can be observed in literature classes. For example, a teacher wants to emphasize the social or moral issues embedded in the text but uses more language activities instead. Another observation is on the students’ dislike or disinterest in their literature classes including Philippine Literature class. Students’ dislike could be a result of the approach the teacher used in class or perhaps the strategies employed by the teachers are not that creative. The link among and between these approaches, strategies and students’ interest is imperative for students to understand and appreciate literature. Literature requires different skills from plain reading comprehension text. One of the skills of literary competence is literary appreciation. Fakoya and Ogunpitan (2001) found that literary appreciation can be called the process by which the reader of a work of literature acquires a meaningful understanding of its theme and gains personal insight into the structure of this same work. Developing literary competence is one of the most important outcomes of teaching literature. This refers to students’ internalizing the grammar of literature, which allows them to convert linguistic sequences into literary structures and meaning. The essence of literature offers students an opportunity to perceive and evaluate their own worth as individuals. The enjoyment of reading literature comes from engaging with themes and topics that are intrinsically interesting. Because it deals with ideas, things, sensations, and events that either constitute part of the reader’s experience or that they can enter into imaginatively, they are able to relate what they are reading with their own lives (Abida, 2016). Likewise, Mallikarjun (2003) states that literature that is studied for its intrinsic merit and enjoyment is a powerful educational tool that imbues values, style of language, and many other opportunities for learning into the minds of learners. Literature is an example of language in use and is a context for language use. Thus, studying the language of literary texts as language in operation can

be seen as enhancing the learners' appreciation of aspects of different systems of language organization. Consequently, teaching language through literature acts as a means of cultural enrichment and acquaints the learner with understanding how communication takes place in their own context. It involves learners mentally and physically and makes language learning more interesting and exciting. A number of studies have been carried out in an effort to improve the teaching and learning of Literature-in-English in Nigerian secondary schools. Dahiru (2020) investigated the challenges secondary school teachers in Yobe and Borno States faced in the teaching of Literature-in-English and its impact on university admission requirements. The study found that the subject was not taught in most secondary schools due to socio-cultural factors, unavailability of qualified teachers, and gender issues. Besides, some heads of schools consider literature an irrelevant school subject. These factors led to students' failure and, by implication, inability to study courses in the university that require a credit in Literature-in-English. Ichu (1989), cited by Musa (2019) also reported that the problem of teaching literature in Nigerian secondary schools include shortage of teachers, high cost of the literature texts, and lack of teaching-learning resources. However, the study only asked the opinion of teachers and students without really finding out the extent to which students actually have the recommended texts. In another study by Danner and Musa (2019), the teaching methods used by teachers to teach the Shakespearean drama were investigated. The results indicate that variables like years of teaching experience, workload and type of training notwithstanding, teachers were not dynamic in their methods of teaching. This is similar to the findings of an earlier study carried out in Benue State by Adelabu and Nder (2013). They reported that teachers' methods of teaching English and literature were inadequate and, therefore, unproductive. Besides, Timothy and Obiekezie (2019) discovered that Nigerian pre-service teachers were negatively disposed to teach poetry. In Ibadan metropolis, where the present study was carried out, there had been earlier research by Ezeokoli and Igubor (2014). Using the descriptive survey research design, they investigated the extent to which SS2 students possessed the prescribed prose texts and whether this affected teachers' pedagogical practices. The results revealed that many students did not have the prescribed texts and that teachers were not dynamic in their methods of teaching. In other words, the extent to which students possessed the text did not make teachers vary their teaching methods. The study created a gap, by failing to investigate why teachers could not diversify their methods of teaching—even under different contexts. Reports say, nowadays, learners lack the inclination to read literature since they find it uninteresting. Today's learners prefer to navigate social media applications and watch videos rather than read books and other masterpieces. Neglecting the essence and opportunity to read texts in schools, learners have no hope of paying attention to language and literature understanding and development. As observed, in the world of language teaching (especially English), many scholarly ideas emerged and were reinvented aptly to give central attention to how ESL countries would acquire the language. In Turkey, Tevdovska (2016) reported that the type of texts (text selection) has an integral part of literature education. She further claimed that the texts should be suitable for the learners. It means that the text should be one level beyond the capacity of the learners. Since students are still studying the language, the language of literary texts that are highly creative could be why learners do not want to pursue reading the texts assigned to them. These linguistic difficulties of the learners in reading hardly understood texts are not recommendable in any available ways. Should culture and history not be at the forefront of learners' struggles in defining the meaning of the texts. Likely, in China, Zhen (2012) articulated that the need for qualified teachers to teach English is a problem in their field. Without excellent teachers, literature teaching would be comparable to boring reading. Secondary to that is the lack of appropriate and effective teaching materials that would meet the different levels of the learners. Zhen certifies that lagged and old-fashioned books do not keep the students' cognizance.

Lesson Exemplars

Lesson exemplars provide structured examples that help teachers and students navigate the learning process. These examples serve as best-practice models, assisting instructors in delivering lessons that are clear, purposeful, and consistent. They provide guidance, on how to introduce concepts, engage students, and test their comprehension, making lesson planning more efficient and productive (Dela Cruz, 2024). Further, exemplars provide students with information, skills and tools. They encourage self-reflection and guide students understanding in every clear contextual and non-threatening manner (Esplin, 2022).

(10 pt) Here introduce the paper, and put a nomenclature if necessary, in a box with the same font size as the rest of the paper. The paragraphs continue from here and are only separated by headings, subheadings, images and formulae. The section headings are arranged by numbers, bold and 10 pt. Here follows further instructions for authors.

Theoretical Framework

The theory of constructivism was proposed by Jean Piaget (1896-1980), the father of the constructivist view of learning, was used in this study. Piaget (1977) avowed that learning occurs by an active construction of meaning, rather than by passively receiving information. He explains that when students are seeing an experience or an instance that conflicts with their current way of thinking, a state of uncertainty or imbalance is formed. They must then modify their thinking to restore equilibrium or balance. To do this, they make sense of the new information by associating it with what they already know, that is, by attempting to connect it into their existing knowledge. When they are unable to do this, they accommodate the new information to their old way of thinking by restructuring their present knowledge to a higher level of thinking. For the purpose of curriculum to be meaningful and relevant , a teacher must plan activities that include not only what children are capable of doing on their own but what they can learn with the help of others. In this situation, teachers can organize classroom activities via cooperative learning activities and scaffolding via a well-planned instruction.

Therefore, this theory is relevant in understanding students' development particularly, in learning literature, the challenges of constructing or creating ideas from literary texts and their connections to the world and to create effective and innovative teaching materials in the teaching-learning, as discussed in this study.

Conceptual Framework

This study is anchored on the approaches employed by teachers in teaching literature. It determines how knowledgeable the teachers are in the different approaches, evaluates the degree of utilization of the approaches, and identifies problems encountered by SHS English Teachers in implementing the approaches. Based on the result of this study, an intervention material in teaching literature was developed.

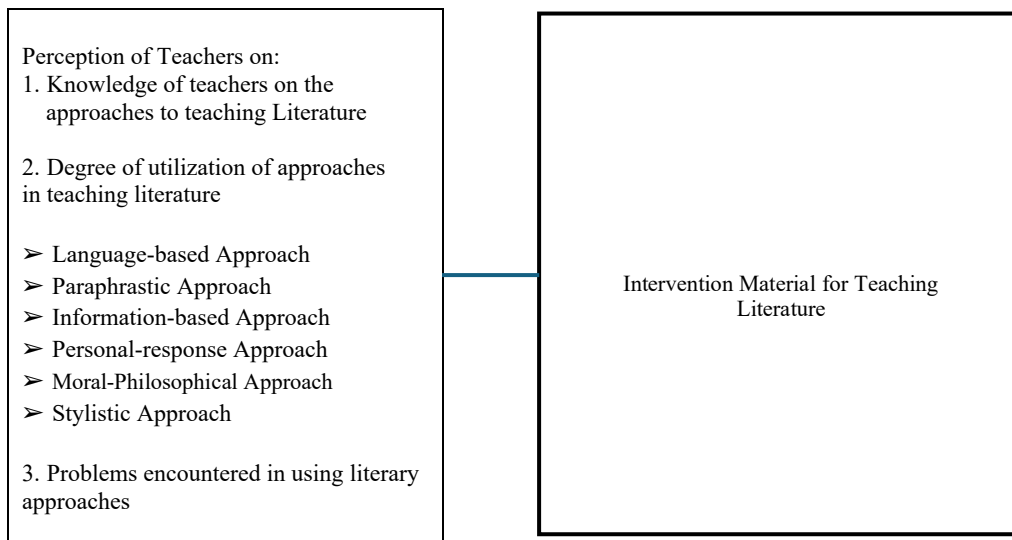


Figure 1: Research Paradigm

Research Problems

This study aimed to develop lesson exemplars on the various literary approaches used by Senior High School English Teachers in teaching literature. Specifically, it sought to probe the following questions:

1. How knowledgeable are the teachers on the approaches in teaching literature? as perceived by the teachers:
 - A. language-based approach;
 - B. paraphrastic approach;
 - C. information-based approach;
 - D. personal-response approach;
 - E. moral-philosophical approach; and
 - F. stylistic approach?
2. What is the degree of teachers' utilization of the approaches used in teaching Literature?
3. What are the problems encountered by teachers in the utilization of the approaches?

Methods

This chapter presents the research design, locale of the study, research instrument, population and sample, and data gathering procedure.

Research Design

This study utilized the mixed method. The quantitative design determined the level of knowledge of teachers on the literary approaches in teaching literature and the degree of utilization of these approaches. The qualitative method measured the problems encountered by the teachers in teaching literature. The Research and Development design was utilized in developing the intervention material for the teaching of literature.

Participants

The study was conducted in the Schools Division of Ilocos Norte (SDOIN) East Zone, which is composed of five municipalities, namely Banna, Nueva Era, Dingras, Piddig, and Solsona. A total of 24 Senior High

School English teachers were purposively chosen to be the respondents. These teacher-respondents were identified to be teaching literature subjects during the school year 2024-2025 in their respective schools.

Research Instrument

This study made use of two types of tools to gather the data for this study which includes an adapted survey checklist and a researcher-made semi-structured interview guide. The survey checklist was adapted from Hwang & Embi (2007) which was used to determine the most preferred approach and the degree of utilization on the approaches of teaching literature. In addition, semi-structured interview was designed to determine the problems faced by the respondents in the utilization of the literary approaches. These research tools were made available in online format through a Google form link. This is to ensure an easier and more efficient way of data gathering.

Data Gathering

The study was governed by the following stages in the collection of pertinent data. First, the researcher secured approval from the Research Ethics Committee. Second, the researcher requested for the conduct of gathering data to SHS English teachers to the Schools Division of Ilocos Norte – Superintendent's Office. Third, after the granting of request by the Superintendent, the researcher coordinated through online messaging and/or personally gave a letter of request to the school heads of the different secondary schools in the East Unit of the SDOIN. Fourth, the researcher conducted the survey to SHS English teachers in the East Unit on the perceived level of English language knowledge and implementation of the teaching techniques and the problems encountered in teaching literature. Finally, the results were analyzed as bases for designing and constructing an intervention material in addressing the challenges encountered by the SHS English Teachers in the implementation of approaches and practices in teaching literature.

Data Analysis

In analyzing the data gathered, the mean scores for the level of knowledge on the different literature teaching approaches were interpreted using the scale below.

Range of Means Descriptive Interpretation

- 3.25-4.00 Very Knowledgeable
- 2.50-3.24 Moderately Knowledgeable
- 1.75-2.49 Slightly Knowledgeable
- 1.00-1.74 Not Knowledgeable

In addition, degree of utilization and level of knowledge were interpreted using their respective mean scores. These mean scores for degree of utilization were descriptively interpreted using the range of means as shown below.

Range of Means Descriptive Interpretation

- 4.20-5.00 Always
- 3.40-4.19 Often
- 2.60-3.39 Sometimes
- 1.80-2.59 Rarely
- 1.00-1.79 Never

Meanwhile, the open-ended responses were thematically analyzed. Codes and themes were generated to ensure that responses with the same thought and meaning were grouped as one.

Results

This section displays the tabulated and analyzed data gathered to address the research problems.

Teachers' Level of Knowledge About Literature Teaching Approaches

The results in Table 3 show that teachers are *very knowledgeable* about the six different literature teaching approaches, as reflected by the overall mean of 3.45. From the six approaches, they are most knowledgeable about the personal-response approach (3.57) since it is the most commonly used approach in teaching literature subjects, as projected in Meanwhile, moral-philosophical approach is noted to be the least utilized approach based on the ranking.

Table 1. This only means that teachers at the Senior High School level use the personal- response approach because they are adept at it and they know how to execute it masterfully. On the other hand, the stylistic approach is considered to be the technique where teachers are considered the least knowledgeable (3.34) due to its complexity.

Table 1

Teachers' level of knowledge about literature teaching approaches.

Indicators	Mean	Descriptive Interpretation
<u>Language-based Approach</u>		
1. I set language activities in literature Lessons.	3.38	Very Knowledgeable
2. I encourage students to actively participate in the process of understanding the meaning of text.	3.54	Very Knowledgeable
3. My students work with their classmates in the process of understanding the text.	3.33	Very Knowledgeable
4. I generate language practice using text.	3.08	Moderately Knowledgeable
5. I guide students to express their opinions towards a text.	3.67	Very Knowledgeable
Composite Mean	3.40	Very Knowledgeable
<u>Paraphrastic Approach</u>		
1. I retell the text to students to help them understand.	3.54	Very Knowledgeable
2. I use simple terms to explain what the story is about to students.	3.50	Very Knowledgeable
3. I discuss what the author says in the text.	3.25	Very Knowledgeable
4. I get students to tell the storyline of the text. Very Knowledgeable	3.42	Very Knowledgeable
5. I use language to paraphrase, reword or translate a given text.	3.46	Very Knowledgeable
Composite Mean	3.43	Very Knowledgeable
<u>Personal-response Approach</u>		
1. I encourage students to relate the themes to personal experiences.	3.58	Very Knowledgeable
2. I elicit students' responses to a text.	3.54	Very Knowledgeable

3. I engage individuals in literary text reading as personal fulfillment and pleasure.	3.58	Very Knowledgeable
4. I allow students to interpret opinions and generate views from a text	3.58	Very Knowledgeable
5. I promote students to associate the subject matters of the reading texts with personal life experiences.	3.54	Very Knowledgeable
Composite Mean	3.57	Very Knowledgeable
<u>Information-based Approach</u>		
1. I ensure students acquire enough knowledge and information on the literary text studied.	3.38	Very Knowledgeable
2. I explain the content of the text to the class.	3.42	Very Knowledgeable
3. I provide students with background information related to the teaching of literature.	3.33	Very Knowledgeable
4. I expand students' understanding of the subject matter.	3.46	Very Knowledgeable
5. I establish connections between the author's background, historical background, and the plot/ideas in the text.	3.50	Very Knowledgeable
Composite Mean	3.42	Very Knowledgeable
<u>Moral-Philosophical Approach</u>		
1. I incorporate moral values in lessons.	3.58	Very Knowledgeable
2. I ask students the values they learn from the text.	3.58	Very Knowledgeable
3. I get students to search for moral values in a text.	3.46	Very Knowledgeable
4. I raise students' awareness of values derived from the text.	3.54	Very Knowledgeable
5. I direct students to achieve self- realization.	3.46	Very Knowledgeable
Composite Mean Very Knowledgeable	3.46	Very Knowledgeable
<u>Stylistic Approach</u>		
1. I guide students to interpret a text by looking at the language used by the author.	3.33	Very Knowledgeable
2. I get students to mark any linguistic features from the text that are significant to their reading.	3.21	Moderately Knowledgeable
3. I encourage language awareness and knowledge.	3.33	Very Knowledgeable
4. I encourage students to discuss beyond the surface meaning of the text.	3.46	Very Knowledgeable
5. I imply literary critics and linguistic analysis.	3.38	Very Knowledgeable
Composite Mean	3.34	Very Knowledgeable
Overall Mean	3.45	Very Knowledgeable

Legend:	Range of Means	Descriptive Interpretation
	3.25-4.00	Very Knowledgeable
	2.50-3.24	Moderately Knowledgeable
	1.75-2.49	Slightly Knowledgeable
	1.00-1.74	Not Knowledgeable

Teachers' Degree of Utilization of the Teaching Approaches

Based on the gathered results reflected in Table 2, all of the literature teaching approaches are used *often* when teaching literature-related subjects, as reflected by the overall mean of 3.90. Comparing the means of the six approaches, the Personal Response Approach has the highest weighted mean with 4.08. It was followed by Moral- Philosophical Approach with a mean of 3.99. The least utilized approach, on the other hand, is Information-based Approach with a mean of 3.80

Table 2. Teachers' degree of utilization of literature teaching approaches.

Indicators	Mean	Descriptive Interpretation
<u>Language-based Approach</u>		
1. I set language activities in literature lessons.	3.63	Often
2. I encourage students to actively participate in the process of understanding the meaning of text.	4.00	Often
3. My students work with their classmates in the process of understanding the text.	3.67	Often
4. I generate language practice using text.	3.67	Often
5. I guide students to express their opinions towards a text.	4.13	Often
Composite Mean	3.82	Often
<u>Paraphrastic Approach</u>		
1. I retell the text to students to help them understand.	3.71	Often
2. I use simple terms to explain what the story is about to students.	4.08	Often
3. I discuss what the author says in the text.	3.75	Often
4. I get students to tell the storyline of the text.	3.83	Often
Composite Mean	3.84	Often
<u>Personal-response Approach</u>		
1. I encourage students to relate the themes to personal experiences.	4.17	Often
2. I elicit students' responses to a text.	4.0	Often
Composite Mean	4.08	Often
<u>Information-based Approach</u>		

1. I ensure students acquire enough knowledge and information on the literary text studied.	3.96	Often
2. I explain the content of the text to the class.	3.75	Often
3. I provide students with background information related to the teaching of literature.	3.67	Often
4. I expand students' understanding of the subject matter.	3.83	Often
Composite Mean	3.80	Often
<u>Moral-Philosophical Approach</u>		
1. I incorporate moral values in lessons.	4.04	Often
2. I ask students the values they learn from the text.	3.92	Often
3. I get students to search for moral values in a text.	4.00	Often
4. I raise students' awareness of values derived from the text.	4.00	Often
Composite Mean	3.99	Often
<u>Stylistic Approach</u>		
1. I guide students to interpret a text by looking at the language used by the author.	3.88	Often
2. I get students to mark any linguistic features from the text that are significant to their reading.	3.83	Often
3. My literature lesson looks at the language of the text, thus encouraging language awareness.	3.75	Often
4. I encourage students to discuss beyond the surface meaning of the text.	3.46	Often
	3.96	Often
Composite Mean	3.85	Often
Overall Mean	3.90	Often

Legend:

4.20-5.00	Always
3.40-4.19	Often
2.60-3.39	Sometimes
1.80-2.59	Rarely
1.00-1.79	Never

Problems Faced by Teachers in Using Various Literature Teaching Approaches

Three themes, each with three specific codes, were developed. The three themes are as follows: resource and curriculum constraints, lack of student engagement and poor attitudes, and diverse learner needs and language barriers. These identified themes and corresponding sub-themes encompass the different reasons why literature teachers face various obstacles in employing different approaches in teaching literature subjects.

Table 4

Problems faced by teachers in using various literature teaching approaches.

Significant Statements	Sub-themed	Themes
-“Many schools, particularly those in developing countries, lack sufficient textbooks and other learning materials for literature.” -“The curriculum is often packed, leaving limited time to explore texts through multiple lenses.” -“What hinders me are the availability of technology...materials needed are also limited...lack of training on the implementation and focus of skills on teaching literature.” -“Teachers face several challenges...including limited time to cover diverse methods, lack of resources or training for new strategies.” -“Strict time constraints within the curriculum...making it hard for teachers to balance the demands of each approach.”	-Limited teaching materials and textbooks -Packed curriculum with limited time -Lack of teacher training and professional development	Resource and Curriculum Constraints
	-Varied student backgrounds and differing abilities -Language difficulties: vocabulary, grammar, comprehension -Challenges with understanding complex or figurative texts	Diverse Learner Needs and Language Barrier

Conclusion

Considering the findings of the study, the following conclusions have sprung: The teacher-respondents often employ all the literary approaches. Along this line, there is room for further utilization of these approaches. Meanwhile, teachers are very knowledgeable about the six literature teaching approaches, although they don't always use them in their daily teaching and learning activities. However, the results still call for room for improvement. Despite being very knowledgeable and often utilizing these literary approaches, they have encountered some problems in applying these approaches in teaching that need to be addressed to ensure that teachers can execute their lessons effectively. Consequently, an intervention material in teaching literature should be developed to infuse with the six literature teaching approaches. This is to ensure that students are engaged in their classes. The developed lesson exemplars align with the literature subjects in the curriculum.

These stem from the study's findings.

Recommendations

Based on the foregoing conclusions of the study, the researcher highly recommends the following: Teachers may venture into creating activities and teaching materials that would hold the attention of their learners and make the class more engaging and active. Using differentiated instruction, the problems revealed in the study could be addressed.

Meanwhile, school administrators may conduct training and seminars as well as continuing professional development for teachers to ensure that they are given enough exposure to current and trendy teaching pedagogies in their literature classes. Moreover, the acquisition of enough teaching and learning materials, as well as updated textbooks, could help in establishing a better and more conducive learning environment. Future researchers may use this study as a baseline for other studies related to the topic. They could also use this to develop other materials that could help leverage the active participation and improved understanding of learners in literature classes.

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