APPROACHES IN TEACHING LITERATURE EMPLOYED BY SENIOR HIGH SCHOOL TEACHERS

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ABSTRACT

Teachers are known to be versatile. They are equipped with different knowledge and skills for them to be prepared in handling the diversity of learners. It is a fact that each day, they are faced with this challenge as each learner is noted to be unique. Thus, they have different ways of how they should be taught in school. One of the challenges being encountered by educators is on maximizing students' comprehension, especially on literature subjects. Therefore, different approaches have been proposed to accommodate the needs of every learner when it comes to studying literature. This study aimed to analyze the process of teaching and learning of literature among senior high school teachers based on the K to 12 Curriculum for the English subject. Specifically, it sought to find out the teaching learning activities being conducted by the four senior high school literature teachers. It also looked into the teaching approaches mostly preferred by the four senior high school literature teachers. As an offshoot of this study, an instructional module for literature was designed. The study utilized both quantitative and qualitative methodologies. The questionnaire, classroom observation, and interview schedule were used to answer the research questions. This study was limited to the approaches in teaching literature employed by selected senior high school teachers who were handling literature subjects in senior high school in the second district of Ubay, Bohol. The aforementioned findings led the researcher to conclude that the ultimate goal in learning literature is to let the students appreciate its content by using a variety of approaches gleaned from the teaching techniques used by the teachers. Thus, an instructional module was designed to enhance learning by applying the different approaches in teaching literature. This book will serve as a guide to Senior High School literature teachers for them to use varied approaches in teaching the subject for the enhancement of learning. It is recommended that a variety of strategies may be used by teachers in teaching literature to develop not only the cognitive but also the affective and psychomotor domains.

Keywords: Approaches, Factors, Methods, Techniques, Self-Assessment

INTRODUCTION

Literature is important in everyday life because it connects individuals with larger truths and ideas in a society. This is why literature is inculcated as one of the core subjects in the senior high school curriculum. In the K to 12 curriculum, this subject focuses on the reading, sharing, and appreciation of literary text coming from different regions. To truly learn about literature, one must know how to appreciate this; and to do so, teachers need to teach students with the use of various approaches, methods, and techniques. Literature has been part of human's search for understanding. For some reason, people consider the learning of literature as an important aspect which is intimately connected with everyday life. Its logic, clarity,

and conscientiousness have been proven useful in understanding and thinking about the world in all dimensions and facets of people's activities. This can be used in many ways such as visiting new places, gaining new experiences, and meeting new people. They learn about the past as well as the present and learn about a variety of cultures, including their own. They discover common goals and similar emotions found in people of all times and places. Without knowing the basics of literature, humankind will be totally hopeless.

Teachers yearn to have all of their students learn from their discussion. They find the means to make sure that students' time in school with them will be productive and will not be wasted. Teachers' passion for teaching elicits ways to find for approaches that will best suit their lessons from motivation to evaluation. As prescribed by Republic Act No. 1533, also known as the "Basic Education Program of 2013," DepEd shall adhere to a curriculum that uses pedagogical approaches that are constructivist, inquiry-based, reflective, collaborative, differentiated, and integrative.

Some teachers find it difficult to suit their approaches to the variety of teaching techniques specifically in teaching literature. Likewise, teachers need to understand the learning styles of their learners for them to be able to match their teaching methods to those of the students' interest in learning. Effective teaching and learning literature, therefore, must place equal emphasis between the teacher and the students.

One of the many issues literature teachers face today is in the use of approaches in teaching literary pieces. According to Simene (2014), it has been observed that many students find Literature boring and very tough. This interferes with the person's ability to appreciate literature, morphing into an intellectual problem. With this, literature teachers must use a variety of approaches to cater to every student's needs in learning literature. Every student is known to have different needs and one approach could be effective to one but not to the other. Hence, several approaches are needed for a learner to gain literary appreciation. Literary appreciation, like art appreciation, teaches students what to look for in literature, and helps them appreciate literature. This will lead to their better understanding of what they read, and to enjoy it much more than reading what they might have thought was just a drab old book. Therefore, for students to have literary appreciation, teachers must choose an appropriate approach to use in their class discussion to ensure quality learning for the students.

The researcher chose to conduct this study to enhance students' comprehension of literature as it was observed that students nowadays get bored easily and that they easily lose interest especially if the topic is repetitive. The researcher wishes to determine how to deliver the lesson effectively towards 21st-century learners with the aide of various teaching approaches.

OBJECTIVES OF THE STUDY

The main aim of the study was to determine the commonly used approaches employed by the selected Literature Senior High School Teachers in Ubay II District. Specifically, the study provided achievement to the following objectives: (1) to recognize the different techniques observed in line with the different teaching approaches; (2) to determine the frequently used techniques reflective of the different approaches in teaching literature; (3) to identify the factors that made the teachers use such approaches; and (4) to assess the teacher's level of usage of such approach; and (5) to design a literature module following an approach.

METHODOLOGY

The study used both quantitative and qualitative methodologies. This method of design is vital because it allowed the researcher to gain a general overview of the approaches and activities used by teachers in teaching the "21st Century Literature from the Philippines and the World." It used a mode of triangulation whereby data collection and information were based on a questionnaire as the primary instrument, classroom observation, and focused interview as

secondary instruments to answer the research questions. The study was conducted in the selected schools in Ubay District namely: Cagting High School, Union National High School, and Biabas Trade High School. The researcher was able to gather data from four respondents who came from the three high schools in the 2nd District of Ubay and who were all teaching 21st Century Literature to Grade 11 students.

The researcher used purposive sampling in choosing the respondents. For the primary data collection, the first set of questionnaires that was used was adapted and modified from Hwang and Embi (2007). This tool was used to determine the teachers' level of usage of the different approaches in teaching 21st Century Literature. Another tool used was the Teacher's Self-Assessment Guide that was adapted and modified from Silver Strong and Associates (2011) to create a self-assessment guide for the respondents for them to assess themselves on the different techniques they used in teaching literature to their senior high school students. This was then analysed and interpreted to determine further the techniques or approaches that is better suited in teaching literature to senior high school students.

RESULTS AND DISCUSSION

1. Techniques Observed in Line with the Approaches

Data showed that the frequently used techniques employed by the senior high school teachers in teaching literature were mostly reflections of the information-based approach. These teachers found the information-based approach more convenient to use since they could easily prepare their lessons following the various techniques under this approach with less hassle due to time constraints. These results supported the study of Mustakim (2014) since the information-based approach was also mostly favored by teachers as it ensures that students acquire enough knowledge and information on the literary text studied and expanded their understanding of the subject matter.

Table 1
Summary of Techniques Observed in Line with the Approaches

Techniques	Approaches
• The teacher asked questions to the students after reading the text • The teacher explained her views on 21st century text based on students' sharing • The teacher gathered information from students • The teacher asked questions about the assigned task being given • The teacher allowed the students to share about the story's background information • The teacher discussed the important details of the poem	1. Information-based approach
• The teacher let the students realize the relevance of the text to daily lives • The teacher allowed students to relate the lesson to personal experience • The teacher created a poem that relates to the students' life	2. Personal-response approach
• The teacher encouraged students to discover the meaning of a text • The teacher asked the students to identify the meaning of the text	3. Language-based approach
• The teacher taught correct diction and phrasing in reading the poem	4. Paraphrastic approach
• The teacher let the students write a reflective essay	5. Moral-philosophical approach
• The teacher allowed students to interpret the text	6. Stylistics approach

2. Frequently used Techniques Reflective of the Different Approaches in Teaching Literature

Table 2 shows the rank of approaches according to the frequency of their use. Data showed that out of the six teaching approaches indicated in the questionnaire, the information-based approach was nearly always employed by the senior high school literature teachers with the

weighted mean of 3.80. This was immediately followed by personal-response and the paraphrastic approach which were also mostly preferred by the teachers as shown by weighted mean of 3.59.

Table 2

Summary of Techniques used Reflective of their Approaches

Approaches	Weighted Mean
Information-Based	3.80
Personal-Response	3.59
Paraphrastic	3.59
Stylistics	3.36
Language- Based	3.23
Moral-Philosophical	2.83

Likewise, the stylistics approach was also employed by the teachers as evidenced by the weighted mean of 3.36 while teachers seldom employed the language based approached in their teaching got the weighted mean of 3.23, and the moral-philosophical approach was used least by the teachers as revealed by the lowest weighted mean of 2.83.

The questions were grouped according to different teaching approaches. The teachers preferred to use the techniques which were more convenient to them since they believe that the students learn best when the information from the text would be well-explained by the teachers. On the other hand, the moral-philosophical was least used since the school was neither a Catholic nor a Christian school so they focused less on the values in teaching the students. These results supported the study of Al Sabiri, et al. (2019) which stated that the teachers who favored the information-based approach seemed to give privilege to helping learners understand the literature specific contents (such as figurative language), differentiating literal language and figurative language, and becoming aware of the need to develop a critical perspective when reading literary text.

3. Factors Influencing the Choice of Approaches

Table 3

Factors Influencing the Choice of Approaches

Researcher: *What factors stimulated you to use the following teaching approaches in teaching literature?*

Teacher A	Teacher B	Teacher C	Teacher D
Lack resources	Busy schedule	Hectic schedule	Convenience

It was clear from the interviews that the factors influencing the choice of approach were the following: lack of resources, lack of time, and hectic schedules. As an overall conclusion, the teachers used the approach which was more convenient to them and this was the information-based approach since the teachers were all new, and resources were still unavailable for them. To add to that, they lacked the time since their schedules were very hectic in their workplace. These results supported the study of Al Sabiri, et al. (2019), which cited that an interview revealed that not having enough resources to support the learners is one of the handicaps for teaching literature in their context.

4. Teachers' Level of Self-Assessment

Table 4 shows the results from the teachers' self-assessment guide that was conducted to the senior high school literature teachers to determine how they would assess themselves in terms of teaching techniques. Findings revealed that most of the teachers believed that they were already proficient in their lesson in terms of motivation, discussion, generalization and assessment since they follow the proper sequence in teaching literature. Aside from that, the students were also able to make use of their higher-order thinking skills. Thus, they were able to gain additional knowledge about literature. It can be surmised from this then that educators need to be knowledgeable in every aspect of the teaching process with the use of different techniques to lighten up the students' mood. This indicated then that being proficient does not mean being the smartest teacher, but it means that a teacher must know how to adapt to learners' needs. These results supported the study of Borg and Edmett (2019) which states that the self-assessment tool benefits the teacher as it involves teachers more directly and

gives them a great sense of ownership in subsequent decisions about the areas of the work they need to improve.

Data Gathered from the Teacher's Self-Assessment Guide

Table 4
Teachers' Level of Self-Assessment

	Teacher A		Teacher B		Teacher C		Teacher D	
	Weighted Mean	Description	Weighted Mean	Description	Weighted Mean	Description	Weighted Mean	Description
Motivation	3.11	Proficient	3.39	Proficient	3.41	Proficient	2.87	Developing
Lesson Proper	2.74	Developing	3.04	Proficient	3.07	Proficient	3.06	Proficient
Generalization	2.86	Developing	3.27	Proficient	2.83	Developing	3.15	Proficient
Assessment	2.62	Developing	3.80	Proficient	3.01	Proficient	2.60	Developing
Total	2.83	Developing	3.38	Proficient	3.08	Proficient	2.92	Developing

5. Proposed Action Plan

As presented in this research, it is clear that a variety of approaches must be employed to make the students think critically about the literary piece being taught. A literary module is then designed to aid teachers in the specific approach needed in teaching literature. The modules on the literature provided in this study may be used by literature teachers.

This module provides all the six different approaches in teaching 21st Century Literature that is needed for the teacher to teach the subject effectively. The implementation of a literary module as an enhancement tool for teaching 21st Century Literature aims to achieve the following objectives:

1. To master the different approaches and techniques in teaching 21st Century Literature.

2.To achieve better performance in literature subjects, especially for senior high school students.

3. To develop essential skills and techniques in teaching 21st Century Literature to senior high school students.

4. To enrich self-confidence and self-reliance in teaching 21st Century Literature with the use of different approaches.

CONCLUSIONS

Based on the findings of the study, the researcher was able to conclude that:

1. Out of the six teaching approaches indicated in the questionnaire, the moral-philosophical approach is used the least by the senior high school Literature teachers while the information-based approach is nearly always employed by the teachers.

2. The teachers use the approach which is more convenient to them and this is the information-based approach. Convenience and availability of resources are some of the reasons why a teacher chose an approach to be used.

3. Most of the teachers believe that they are already proficient in their lesson in terms of motivation, discussion, generalization, and assessment. It means that educators need to be knowledgeable in every aspect of the teaching process with the use of different approaches.

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PAROJENOG, R. C., *Approaches in Teaching Literature Employed by Senior High School Teachers*, *pp. 52- 58*

56

4. A variety of approaches may be employed to make the students think critically about the literary piece being taught. A literary module is designed to aid teachers in the specific approach needed in teaching literature.

RECOMMENDATIONS

Based on the findings, recommendations are formulated and given:

1. The modules on the literature provided in this study may be used among literature teachers. This provides all the six different approaches in teaching 21st Century Literature that is needed for the teacher to effectively teach the subject.

2. Enough resources and time may be given to teachers for them to be able to make use of the different approaches to enhance the teaching of the lessons.

Training of teachers handling 21st Century Literature in the Senior High School may be implemented for further enhancement of knowledge in the use of the different teaching approaches.

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PAROJENOG, R. C., *Approaches in Teaching Literature Employed by Senior High School Teachers*, *pp. 52- 58*

57

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Robin C. Parojenog, MA, is a graduate of Bachelor of Secondary Education Major in English at Bohol Island State University-Main Campus. He also earned a Master's Degree in English Language Teaching at Mater Dei College. He has been a dedicated teacher for five years. Presently, he is the work immersion assistant coordinator of Biabas Trade High School, Biabas, Ubay, Bohol. He believes that to achieve different competencies in teaching, a teacher should be equipped with different teaching approaches.

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58