

APPROACHES IN TEACHING LITERATURE IN PUBLIC SECONDARY SCHOOLS OF SOUTHERN NUEVA VIZCAYA

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ABSTRACT

This study aimed to assess the degree of utilization on the approaches employed in teaching Literature, determine the most common used techniques, and propose a Learning and Development Activity (LDA) to improve the quality of its teaching-learning. The quantitative research design was used in this descriptive research and adapted the Teaching Literature Component of Hwang and Embi (2007) to collect the data from 35 Junior and Senior High School literature teachers in Southern Nueva Vizcaya particularly at Bambang National High School, Aritao National High School, and Santa Fe National High School, school year 2021-2022. More so, weighted mean was employed as statistical tool to analyze and interpret the data gathered. Research revealed that most of the Literature teachers employed information-based approach, followed by moral-philosophical approach, personal-response approach, paraphrastic approach, language-based approach, and lastly, the stylistic approach. Reflections of information-based approach and moral-philosophical approach were disclosed as the most common used techniques in teaching Literature. Hence, a learning and development activity (LDA) that explores stylistic approach and language-based approach was proposed to enhance the skills of Literature teachers particularly in designing an improved instructional plan.

Keywords: Approaches, Instructional Plans, Learning and Development Activity, Teaching Literature, Techniques

INTRODUCTION

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. Today, 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).

As per the curriculum guide of the Junior High School, one of the components of the English subject is the teaching of Philippine Literature, Afro-Asian Literature, Anglo-American Literature,



and World Literature from Grade 7 to 10, respectively. For 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.

According to Republic Act No. 10533, popularly 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.

Henceforth, teachers devise strategies from the approaches to ensure that students' time in class with them is beneficial and not wasted. Their enthusiasm for teaching inspires them to seek out approaches that will best fit their classes, from motivation to assessment.

The relevance of instructors' approaches in the teaching and learning process, according to Mok (2008), is critical since the approaches play a critical role in assisting learners. Teachers can use a variety of approaches to teach literature, including the information-based approach, the paraphrastic approach, the stylistic approach, the language-based approach, the personal-response approach, and the moral-philosophical approach. These approaches were anchored on Carter and Long's (1991) models in teaching literature namely cultural model, language model and personal growth model.

According to Simene (2014), many students perceive literature to be both uninteresting and difficult. This obstructs their capacity to enjoy literature, resulting in an academic issue. He also claimed that their disdain might be because of the teacher's approaches; so, there must be a connection between and among the approaches, strategies, and interest.

During classroom observations (CO's) conducted, it has been a common remark that the teachers of literature have been exercising their freedom to employ varied approaches and activities in class. However, the typical and general approach used by teachers to teach literature in the English classroom is teacher-centered. It is often monologue, as is commonly understood. A lot of effort is put throughout the lecture to convey knowledge from the text.

The effectiveness of a lecture is determined by how many notes are provided, how many topics are presented, and how well learners are engaged with, among other factors. Learners' needs and interests are given little consideration.

The common reason why teachers are hesitant to employ other activities such as role-playing activities is because they are limited in time and effort. In addition, in order to prepare learners for exams and to cover all the competencies in a week, teachers must rush through the material. Also, understanding of literary work is sometimes impossible because learners struggle to comprehend the contents. It discourages students from speaking out and expressing their thoughts and views because of their low proficiency in English.

Thus, the researcher prompted to explore this investigation in-depth level after the conducted observations and readings. Knowing the teachers' degree of utilization of the different approaches may help in the development and execution of a learning and development activity that will improve the Literature's teaching-learning process.

OBJECTIVES OF THE STUDY

This research study primarily aimed to ascertain the approaches in Teaching Literature in Public Secondary Schools of Southern Nueva Vizcaya. In accordance, the study sought to achieve the following specific objectives: (1) determine the degree of utilization on the approaches employed by public secondary Literature teachers in Southern Nueva Vizcaya during the School Year 2021-2022; (2) identify the most commonly used techniques in teaching literature; and (3) propose a learning and development activity (LDA) to improve the teaching of Literature.

METHODOLOGY

Quantitative research design was used in this study because it allows the researcher to gain a general overview of the approaches and techniques used by the teachers in teaching Literature, and the descriptive approach of



research was applied to characterize the population.

In order to gather pertinent data, the researcher sought permission to perform the study by filing a formal request letter to the Schools Division Superintendent-SDO Office. The researcher personally administered the instrument to the respondents when the request was approved. The purpose, and significance of the research were explained to the respondents before its administration. The respondents were also encouraged to be honest in their responses to ensure the study's reliability and validity.

The respondents of the study were the 35 English teachers of Bambang National High School, Aritao National High School, and Santa Fe National High School who taught literature for the school year 2021-2022. They were purposively taken as respondents of the study since there were only few teachers handling Literature class. Voluntary participation and consent were asked from the respondents. The anonymity and the confidentiality of their responses were also guaranteed.

The data were gathered using the adapted Approaches to Teaching Literature Component questionnaire of Hwang and Embi (2007). The questionnaire underwent expert validation. Its level of internal consistency was described as good with 0.89 computed reliability in the pilot testing. Subsequently, the answers were counted and tabulated after obtained responses. Following that, the data were statistically treated using weighted mean, and were subjected to data analysis in order to respond to the specific objectives.

RESULTS AND DISCUSSION

1. Degree of Utilization on the Approaches in Teaching Literature

It can be gleaned in Table 1 that the information-based approach and moral-philosophical approach are the most commonly used among the approaches in teaching Literature with a qualitative description of *always* and with grand means of 4.47 and 4.34, respectively. The personal response approach (4.09), language – based approach (3.89), and paraphrastic approach

(3.98) were all assessed with *often* as the qualitative description. The stylistic approach was the least used with the computed grand mean of 3.35 which is qualitatively described as *sometimes*.

Table 1
Respondents' Degree of Utilization on the Approaches in Teaching Literature (n=35)

Approach	Mean	Qualitative Description
Information-Based Approach	4.47	Always
Moral-Philosophical Approach	4.34	Always
Personal-Response Approach	4.09	Often
Paraphrastic Approach	3.98	Often
Language-Based Approach	3.89	Often
Stylistic Approach	3.35	Sometimes

Information-Based Approach. It was disclosed by the results above that the respondents always used the information-based approach in teaching Literature.

The findings in this study are parallel to the study of Parojenog (2020) in Bohol, Philippines and Resueño, C. and Resueño, I. (2021) in Nueva Ecija, Philippines, who also found out that the information-based approach was the mostly used approach in teaching Literature.

As disclosed by Al Sabiri, et al. (2019) teachers preferred the information-based approach prioritized helping students understand the Literature's relevant contents, differentiating literal and figurative language, and becoming aware of the importance of developing a critical perspective when reading literary texts.

Further, Rashid et al. (2010) and Ling and Eng (2016) studies on students and teachers from rural schools in Kelantan and Sarawak, respectively, also backed up the findings. Teachers liked to spoon-feed students during Literary classes because they believed that the students were incapable of providing input due to their low English proficiency.

Moral-Philosophical Approach. It is the second most commonly used approach by the



respondents in the teaching of Literature. This approach integrates more humanistic values among the students, and is in line with the Department of Education's core values, Maka-tao and Maka-Diyos.

It can be supported by the studies of Mustakim et al. (2014), Rashid et al. (2010) and Ling and Eng (2016). It was implemented in teaching Literature for its benefits of inculcating moral values among students which was in line with one of the objectives of the English curriculum (Rashid et al., 2010).

On the contrary, it did not reflect the study conducted by Parojenog (2020) and revealed in his study that the moral-philosophical approach is the least preferred approach. Likewise, according to Parojenog (2020), since the school is neither a Catholic nor Christian school, they focused less on the values in teaching the students.

Personal- Response Approach. This approach ranked third among the respondents' preferred approaches in teaching Literature as proven by the 4.09 computed mean.

Simene (2014) denoted that Literature instructors in Bukidnon State University prefer personal-response approach, and that they also always related themes to personal experiences and feelings of students

Suliman et al. (2019) also discovered that the teachers chose personal-response approach because it encouraged and motivated the students to make connection between the text and their personal life.

Further, Parojenog (2020) and Resueño, C. and Resueño, I. (2021) claimed that this approach encouraged students to make sense of their experiences and personal lives with text themes. In their study, the personal- response approach ranked second (with often as the verbal interpretation) among the approaches used by the teachers in teaching Literature.

Paraphrastic Approach. This approach ranked fourth among the preferred approaches in teaching Literature among the respondents as shown by the 3.98 computed mean.

Studies by Rashid et al. (2010), Ling and Eng (2016), Mustakim et al. (2014) and Suliman et

al. (2019) showed that the paraphrastic approach is one of the most preferred approaches in teaching literature. This is because the paraphrastic approach is favorable to teachers as they get to help the students understand the text by using simple words. According to Talif (1995), this approach is ideal for beginners of the English language.

The study of Simene (2014) likewise revealed that paraphrastic approach is the most used approach especially when the instructors always re-told the text to the students and explained to them the text using simple terms. It was through this approach that the teachers occasionally used the vernacular whenever the students asked the meaning of some parts of the literary text.

In the study of Resueño, C. and Resueño, I. (2021), the paraphrastic approach was used often by teachers in teaching literature in the new normal. The teachers were primarily paraphrasing and rewording the text to simpler language or using other languages to translate it.

However, Hwang and Embi (2007), found out that the most preferred approach is paraphrastic approach, claimed that this approach is teacher-centered and does not contribute much interesting activities toward students.

Language-Based Approach. Respondents often this approach in teaching Literature which was shown by the 3.89 computed mean. The use of this approach, though fifth among the preferences of the respondents, was still often used. This finding ran counter with the study of Simene (2011) since it is seldom used because creating language awareness among Literature students is not the primary concern of the literature teachers as mentioned in the interviews.

Rashid et al. (2010) and Ling and Eng (2016) studies also revealed that language-based approach was least preferred as it would be too much for the students since this approach was meant to build the other four language skills.

On the contrary, it was mentioned by Hwang and Embi (2007) in their study that it is important to make literature teachers become more aware of using language-based approach to



develop language awareness and knowledge in students.

According to Resueño, C. and Resueño, I. (2021), this approach is student-centered and activity-based for productive use of language. In their study, the teachers also often used the language-based approach in teaching literature.

Stylistic Approach. The respondents sometimes used stylistic approach in teaching literature as shown by the 3.35 computed mean. Among the identified approaches, this was the least preferred by the respondents.

Ling and Eng (2016) whose study disclosed stylistics approach as the least used approach in teaching Literature especially when catering to the low- proficiency students.

Also, stylistics approach is the least preferred approach in the study of Resueño, C. and Resueño, I. (2021) because the teachers were dealing with students who have a limited command of the English language. Teachers decided to analyze the text by not looking at the linguistic features present and used, but by providing schema and more inputs pertaining to the literary pieces.

The use and importance of stylistics approach in teaching Literature were explained in two studies, that of Ghazali et al. (2009) and that of Vethamani and Nair (2009). Both found that students enjoyed reading and studying the texts because the language used by the author was easy to grasp. Similarly, Isa and Mahmud (2012) and Ghazali et al. (2009) found out that students disliked learning texts because the language used was very difficult to understand so they found them unenjoyable.

The results in this study showed that teachers were still rather conservative to the different choices of literature teaching approaches. They were still applying the traditional method of lecturing and paraphrasing the text in their lessons because there was so much to cover in a week in terms of objectives or competencies as reflected in the English curriculum guide of the Department of Education.

It could also be claimed based on the results of the study that most of the teachers upheld the idea of Input Hypothesis of Stephen

Krashen (1970) which believes that students advance and improve when they are given a sufficient number of inputs. Hence, the teachers recognized the need of including a sufficient quantity of information in their instruction. Furthermore, the data indicated that the majority of teacher-centered approaches were utilized, whereas the least generally used, language-based approach and stylistic approach, are student-centered approaches, yet, nearly rejected to be employed.

2. Techniques always Employed in Teaching Literature

Table 2
Summary of Techniques Always Employed in Teaching Literature (n=35)

Techniques	Approaches
<ul style="list-style-type: none"> The teacher always asked questions to check students' knowledge based on what they had read. The teacher always incorporated comprehension question exercises. The teacher always provided students with background information. The teacher always elicited information from students about the text. 	Information-Based Approach
<ul style="list-style-type: none"> The teacher always asked students the values they learned from the text. The teacher always explained norms, traditions, or cultures derived from the text. The teacher always involved students in problem solving or decision-making activities. The teacher always conducted reflective sessions. 	Moral-Philosophical Approach
<ul style="list-style-type: none"> The teacher always encouraged students to relate themes to personal experiences. The teacher always encouraged students to write their feelings and thoughts towards the issues of the text. The teacher always elicited students' responses to a text. 	Personal-Response Approach
<ul style="list-style-type: none"> The teacher always explained the story using simple terms. The teacher always re-told the text to students to help them understand. The teacher always discussed what the author says in the text. 	Paraphrastic Approach



Table 2 shows that the frequently used techniques employed by the Junior and Senior English teachers in teaching literature were mostly reflections of the information-based approach and moral-philosophical approach.

The respondents believed that the learners will improve and progress along the 'natural order' when they receive 'input' that is one step beyond their current stage of competence.

The preference of the teachers in using these techniques may be supported by the studies of Ling & Eng (2016), Mustakim et al. (2014), and Rashid et al. (2010), that stated that teachers preferred to use activities that are more convenient for them and for their benefits of inculcating moral values among students.

3. Proposed Learning and Development Activity to Improve the Teaching of Literature

The fourth major deliverable of the Department of Education is to make education truly liberating. The explorations of the creative mind, as well as an enriching understanding of culture and literature that spring from the variety and rich historical experiences as a people, should balance out the scope of basic education. Culture, arts, and literature should all be covered in more depth in the classroom, with both teachers and students getting more hands-on experience. Education's content has that effect inherently, but approaches that advance critical thinking are also important.

To achieve the greatest learning outcomes for students in K-12 education, teachers should participate in professional development opportunities such as learning action cells, seminars, and/or training. The Department recognizes that everything relies on teachers' capacity to put learning at the center of every student's life.

Henceforth, with the result of this study, a learning and development activity was prepared that highlights current pedagogical issues such as the integration of different approaches in teaching literature.

The purpose of this Learning and Development Activity (LDA) is to explore the stylistic approach and language-based approach,

which are the least used approaches based on the findings of the study. Teachers will develop instructional plans, as the byproduct of the activity, that concentrate on the implementation of these approaches in teaching literature.

With the implementation of this LDA, it is hoped that teaching Literature will be enhanced.

Program Title: Project LITTERA

“Trailblazing and Innovative Literature Teaching Approaches for Diverse Learners”

Proposed Venue: Bambang National High School

Background/ Rationale

The Department of Education (DepEd) included Literature instruction in its Junior and Senior High School curricula to encourage students to appreciate and critically analyze various literary works, taking into account their various dimensions, elements, structures, genres, contexts, and traditions.

In this study, although it was found out that the teachers used different approaches in teaching literature, they were mostly using the information-based approach and moral-philosophical approach, let alone the other student-centered approaches. Throughout the lecture, much effort was invested on imparting information from the text to the learners. The objectives were confined to giving more information and instilling morals in learners.

The DepEd was told to comply with a curriculum that integrates constructivist, inquiry-based, reflective, collaborative, differentiated, and integrative pedagogical approaches under Republic Act No. 10533, often known as the "Basic Education Program of 2013."

Since the ultimate purpose of education is to assist students in learning, it is vital that teaching approaches and methods achieve this objective.

Objectives:

This learning and development activity (LDA) aims to:



1. enhance teachers' competence in teaching literature using stylistic approach and language-based approach.
2. develop strategies in teaching literature by considering linguistic features significant to reading and understanding of text and using the language of the author;
3. formulate strategies in teaching literature using the language of the text to increase students' language awareness;
4. create strategies that improve students' language competence by incorporating English language in speaking performance activities, collaborative tasks, and in the teaching-learning process; and
5. craft instructional plans incorporating the approaches in literature teaching.

Target Group

The target participants are the Junior HS and Senior HS literature teachers of Southern Nueva Vizcaya.

Program Management Team

The Program Management includes the Nueva Vizcaya Division Office Personnel whose approval of the conduct of the said training is needed.

Specific individuals from the different schools will also be involved with their roles/functions that will comprise the Training Staff and the Working Committees.

CONCLUSIONS

In the light of the findings of the study, the following conclusions were drawn:

1. Public secondary Literature teachers in Southern Nueva Vizcaya always use information-based approach and moral-philosophical approach during the School Year 2021-2022. They often use personal-response approach, paraphrastic approach, and language-based approach and sometimes use stylistic approach.

2. The Literature teachers always use techniques which are in line with information-based approach and moral-philosophical approach.
3. The teachers are still conservative in their approach to Literature education because there is so much to cover in a week in terms of goals or competences, they are still using the conventional way of teaching the literary text. Majority of teachers continues to adhere to Stephen Krashen's Input Hypothesis, which asserts that students grow and improve when provided with an adequate quantity of inputs. Additionally, majority of teacher-centered approaches are employed, but the least frequently used approaches, language-based and stylistic, are student-centered yet are nearly rejected for usage.
4. A Learning and Development Activity that explores stylistic approach and language-based approach was crafted. Instructional plans that concentrate on the implementation of the approaches in teaching Literature is the offshoot of the activity.

RECOMMENDATIONS

Based on the findings and conclusions of the study, the following are strongly recommended:

1. Teachers may employ student-centered approaches such as stylistic approach and language-based approach in teaching literature.
2. Teachers may employ other techniques in line with other student-centered approaches in teaching literature.
3. The proposed Learning and Development Activity may be considered and suggested as one of the teacher development plans.
4. Further study may be done specifically on the reasons why stylistic approach is not always employed in teaching Literature.

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