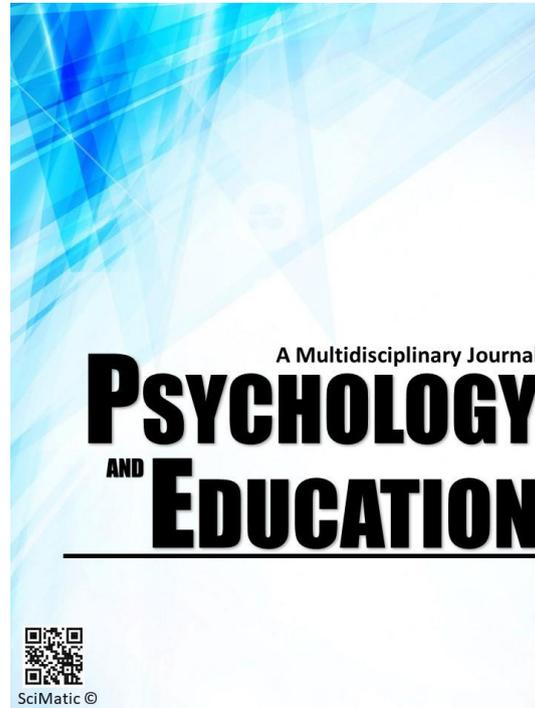


**TEACHING STRATEGIES AND LITERATURE
LEARNING IN THE PUBLIC SECONDARY SCHOOLS
ALONG THE K TO 12 CURRICULUM**



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Teaching Strategies and Literature Learning in the Public Secondary Schools along the K to 12 Curriculum

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Abstract

Since the implementation of the K to 12 Basic Education Program in the Philippines in S.Y. 2012 – 2013, there have been great changes made to meet the goals and objectives of the program as set forth by the Department of Education under the Aquino Administration. This is especially emphasized in the total overhaul of the Basic Education Curriculum into K to 12 Curriculum to meet the demands for quality education leading to skills development and human empowerment. This study aimed to determine the relationship between Teaching Strategies and Literature Learning in Public Secondary Schools along the K to 12 Curriculum. Furthermore, the following were the major findings of the study: The most popular teaching strategies employed by teachers in teaching literature were Information – Based Approach, Personal – Response Approach, and Moral – Philosophical Approach with the same mean of 3.52. This was followed by the Paraphrastic Approach and Language–Based Approach consecutively while the Stylistics Approach remained the lowest. Literature teachers did not employ varied strategies in literature teaching in the type of section whether regular or special. The teacher variables such as sex, age, the extent of graduate study, and years of experience were not significant in the strategy employed by teachers in the teaching of literature in high school English 8. Moreover, the implications and recommendations of the study were discussed in the study.

Keywords: *language – based approaches, stylistics –based approaches, k to 12 program*

Introduction

Since the implementation of the K to 12 Basic Education Program in the Philippines in S.Y. 2012 – 2013, there have been great changes made to meet the goals and objectives of the program as set forth by the Department of Education under the Aquino Administration. This is especially emphasized in the total overhaul of the Basic Education Curriculum into K to 12 Curriculum to meet the demands for quality education leading to skills development and human empowerment. In a message given by DepEd Secretary Bro. Armin A. Luistro (2012), he emphasizes that: The Filipino must be a lifelong learner. The Filipino must be holistically developed. The Filipino must be globally-oriented and locally grounded. Ang Bagong Pilipino – higit sa pagiging maka-tao, maka- Diyos, makabayan, at makakalikasan – ay kailangang magtaglay ng kasanayan at pananaw na angkop sa 21st Century.

Moreover, Republic Act No. 10533 - an act enhancing the Philippine Basic Education System by strengthening its curriculum and increasing the number of years for Basic Education Sec.2, Par.2 says that every graduate of basic education shall be an empowered individual who has the...

...competence to engage in work and be the productive, ability to coexist in fruitful harmony with

local and global communities, capability to engage in autonomous, creative, and critical thinking, and the capacity and willingness to transform others and one's self (R.A. 10533, 2012)

In the field of English, there has been a shift from traditional teaching methods to modern-day teaching strategies to cater to the needs of students. In the grade 8 level, being the first experimental year for K to 12, English 8 topics consist mainly of Literature alongside Language lessons. In this spiral curriculum, Literary pieces integrated are supposed to be taught to students to be able to internalize and apply the lessons learned to real-life situations and use them as a principal tool for lifelong learning. In addition, Erkaya (2005) states that by integrating Literature in the curricula, students learn the four macro skills namely: Listening (Accuracy), Speaking (Fluency), Writing (Grammar), and Reading (Comprehension) – more effectively because of literary, cultural, higher order thinking and motivational benefits. As mentioned by Langer (1997), Literature taps what students know and who they are. Moreover, it allows students to reflect on their lives, on learning, and on language. It opens horizons of possibility to allow students to question, interpret and explore. In his study on Literary Texts and Teaching Language: A Pedagogic-Stylistic Approach, G.M. Tungesh (2011) concludes that Literature is a means of communication, a kind of language use, is comparable with other means of communication and can be put to effective use as a relevant recourse in the pedagogy of

teaching of English as a Second Language. He also adds that one way to expand students' knowledge of varieties of English is through literary texts.

In the past few years, literature has played an important role in the language curriculum as it becomes a source of authentic material. Firstly, according to Widdowson as quoted by Lazar (1993), exposing students to this source of the unmodified language in the classroom is good because the skill they acquire with difficult language can be used outside the class. Secondly, literature encourages interaction. Literary texts which are rich in meaning can become springboards for discussions and sharing of insights or opinions. Thirdly, literature expands language awareness. Asking learners to examine sophisticated or non-standard examples of language in literary texts makes them become more aware of the norms of language use. Fourthly, literature educates the whole person. By examining values in literary texts, teachers encourage learners to develop their own values and attitudes toward themselves. Furthermore, these values and attitudes relate also to the world outside the classroom. At this point, the teachers play a big factor in meeting the challenges of literature teaching to high school students. They have the task to draw on the range of insights available and then developing teaching approaches appropriate and relevant to the students. Teaching strategies should then be maximized effectively to facilitate functional and meaningful learning, especially those which bring to the foreground learner-learner interaction.

Of the four learning goals of the K to 12 Curriculum, two of them focus on the learner's acquisition of the 21st Century Skills which include:

1. *Learning and Innovation skills – creativity and curiosity, critical thinking, problem-solving and risk-taking, adaptability, managing complexity, and self-direction, higher-order thinking, and sound reasoning.*
2. *Effective Communication Skills –Teaming, collaboration, and interpersonal skills, personal, social, and civic responsibility, and interactive communication (K to 12 Toolkit, 2012)*

Since literature has a definite place in the Philippine Educational System, teacher training have been conducted to enrich the teachers' knowledge in teaching content topics in the field of literature along the K to 12 Curriculum Design. In fact, the Department of Education (DEP-Ed) is on its second year of

implementing the K to 12 Program since 2012. As enumerated by DEP-Ed (2012), the following teacher attributes critical to 21st Century education are:

Multi specialist. This refers to the teacher's ability to integrate various learning and experiences into the lessons taught. That is, they must be knowledgeable not only in the subject area they are teaching but in other areas as well so that they can help the learners build up what they gain in classrooms and outside the school and make sense of what was learned.

Lifelong learner. Teachers must be constantly updated on the latest information and pedagogical trends related to their subject. Moreover, they should also share and apply what they learn to their students and colleagues.

Critical-Thinker. Teachers need to be critical thinkers so that they could stir students to think about what they have learned, ask questions, reason out, probe, and establish their own knowledge and belief.

In spite of this, there remains an unclear direction in the effectiveness of literature teaching in High Schools in the country related to some concerns like the availability of instructional tools and necessary materials, the competence of English Teachers in teaching the subject, and the coherence of the curriculum as prescribed by the Department of Education. Thus, a focus on the teachers' teaching strategies in literature is of great value and interest.

Research Questions

This study aimed to determine the relationship between Teaching Strategies and Literature Learning in Public Secondary Schools along the K to 12 Curriculum. Specifically, this research sought to address the following questions:

1. What are the teaching strategies employed by Literature teachers to grade 8 students in Public Secondary Schools?
2. What is the difference between the teaching strategies along the type of sections of students?
 - a. Regular
 - b. Special Classes
3. What is the difference between the teaching strategies along the following teacher variables?
 - a. sex
 - b. age
 - c. extent of graduate study
 - d. years of experience



Methodology

Research Design and Methodology

The research design was descriptive with the use of a survey questionnaire as a method of data gathering. The statistical package for Social Sciences (SPSS) Version 7 was used to determine descriptive measures such as mean, frequency, percentage, and ranking needed to answer research problem number 1. Meanwhile, this study employed the t-Test and ANOVA to determine the significant difference among teaching strategies as regards the type of sections to answer research problem number 2 and teacher variables which included sex, age, the extent of graduate study, and years of experience to answer research problem number 3. Finally, Microsoft Excel was used to determine the rank of the teaching strategies employed by teachers and identify which strategies needed to be enhanced in the module to be constructed for reinforcement of literature learning of students along the K to 12 Curriculum to answer research problem number 4.

Population and Locale of the Study

The study was conducted in Baguio City with all Grade 8 English Teachers of two main public high schools in the city namely – Baguio City National High School and Pines City National High School as respondents for a total of 15 teachers. The researcher chose these schools since they offered Regular and Special Programs for study. Also, since these schools catered to diverse students, the researcher assumed that these teachers employed varied teaching strategies applicable to the type of section taught. In addition, since K to 12 was introduced, most teachers found a major paradigm shift in teaching their lessons as prescribed in the curriculum which requires new effective methods in literature teaching.

Data Gathering Tools

Information needed to identify the teaching strategies and the profile of Literature Teachers was gathered using a survey questionnaire entitled Communicative Orientation of Language Teaching (COLT) as a principal tool. The survey questionnaire was adapted from Allen, Frolich, and Spada (1984) as cited by

Hwang, Diana, and Embi, Mohamed Amin in their study on a similar topic. The questionnaire was categorized and coded into two divisions, namely 1) the profile of teachers and 2) teaching approaches. An analysis using the reliability test – Cronbach's Alpha (a) was conducted to ensure the reliability of the constructs based on a pilot study. The reliability of all question items in the questionnaire was at a high level, depicting .904. As for the two main constructs in the questionnaire, both constructs indicated fairly high reliability, that is .894 and .801, respectively.

Data Gathering Procedures

The researcher obtained approval for the conduct of the research from the Office of the City Schools Division Superintendent and thereafter, the School Principals. Data on the number of teachers were obtained from the Basic Education Information System (BEIS) of each school. The approved questionnaires were administered to and collected from the respondents through the assistance of the respective Head Teachers of English in each school. Informal interviews were done to clarify responses obtained from some respondents.

Results and Discussion

This section presented the analysis and interpretation of data on teaching strategies employed by literature teachers to grade 8 students in public secondary schools along the K to 12 curriculum, the difference between the teaching strategies along the type and sections of students, the difference between the teaching strategies along the given variables such as sex, age, the extent of graduate study and years of experience.

Teaching Strategies Employed by Literature Teachers

This section discussed the analysis of data presented to answer the question of what teaching strategies were employed by literature teachers to grade 8 students. Based on the data, the teaching strategies employed were: Information-Based Approach, Personal Response Approach, Moral – Philosophical Approach, Paraphrastic Approach, Language-Based Approach, and Stylistics Approach.



APPROACH	MEAN	RANK	IMPLICATION
Information - Based Approach	3.62	2	Public School teachers stress upon building students' literary skills by giving out knowledge information about the literary piece. Hence, literature based.
Personal - Response Approach	3.62	2	Literature teachers elicit responses from students as a primary tool in the analysis of literary pieces.
Moral- Philosophical Approach	3.62	2	Teachers give importance on the use of literature as an avenue to teach morality and values among students.
Paraphrastic Approach	3.52	4	Teachers simplify literary pieces to help out students understand the text easily.
Language - Based Approach	3.44	5	Teachers seldom use literature to develop students' four macro skills including grammar.
Stylistics Approach	3.28	6	Teachers seldom incorporate the use of Stylistics devices in analyzing literary pieces.

Table 1 shows a summary of the Approaches and their Implications in Literature Teaching. The Information-Based Approach, Personal – Response Approach, and Moral – Philosophical Approach were among the most favored approaches by the teachers in the literature classroom. While the Paraphrastic Approach, Language-Based Approach, and Stylistics Approach fall at the bottom of the list.

Teaching Strategies along the Type of Section (Regular and Special Classes)

Regular Classes differ from special classes in the public school system in terms of enrolment, class size and inclination. Students who belong to this class are automatically enrolled to a grade level provided that they meet the minimum requirements. Due to the in – flock of most students enrolled in this section, the average class size ranges from fifty to sixty students per class.

Moreover, the section is composed of students with varying inclinations, culture and skills. On the other hand, Special Classes are composed of students who have specific inclinations and who have passed the standard qualifications for students aspiring for a special program. Primarily, to screen these students, they take and pass an entrance examination prior to their official enrolment in the programs such as Science, Journalism, Arts, and Sports. The class size ranges from a minimum of thirty to a maximum of thirty-five per class. Also, teachers assigned to these classes are the master or seasoned teachers who are able to diagnose and provide for various learners' needs.

Table 2. Difference between the teaching strategies along the type of sections

Strategy	Type of Section	Mean	DE	t-value	Sig	
Information - Based	1 REGULAR	3.6250	E A E L	0.081	ns	0.937
	2 SPECIAL	3.6071	E A E L			
Personal - Response	1 REGULAR	3.6250	E A E L	0.022	ns	0.983
	2 SPECIAL	3.6190	E A E L			
Language- Based	1 REGULAR	3.4750	E A E L	0.289	ns	0.777
	2 SPECIAL	3.4000	E A E L			
Paraphrastic	1 REGULAR	3.4688	E A E L	-0.268	ns	0.718
	2 SPECIAL	3.5714	E A E L			
Moral- Philosophical	1 REGULAR	3.6563	E A E L	0.266	ns	0.797
	2 SPECIAL	3.5714	E A E L			
Stylistics	1 REGULAR	3.2500	E A E L	-0.463	ns	0.651
	2 SPECIAL	3.4300	E A E L			

Table 2 shows the data on the difference between teaching strategies along the type of sections.

Based on the results from the statistical analysis conducted, there was no significant difference between teaching strategies employed by literature teachers in both regular and special classes. In the Information - Based Approach, the t-value of 0.081 with corresponding p-value of 0.937 was observed. Since the p-value was not less than the critical value of 0.05, therefore, no significant difference existed between the regular and special classes. In the Personal – Response Approach, the t-value of 0.022 with corresponding p-value of 0.983 was observed. Since the p-value was not less than the critical value of 0.05, therefore, no significant difference existed between the regular and special classes.

In the Language – Based Approach, the t-value of 0.289 with corresponding p-value of 0.777 was observed. Since the p-value was not less than the critical value of 0.05, therefore, no significant difference existed between the regular and special classes.

In the Paraphrastic Approach, the t-value of 0.368 with corresponding p-value of 0.718 was observed. Since the p-value was not less than the critical value of 0.05, therefore, no significant difference existed between the regular and special classes.

In the Moral – Philosophical Approach, the t-value of 0.266 with corresponding p-value of 0.797 was observed. Since the p-value was not less than the critical value of 0.05, therefore, no significant difference existed between the regular and special classes. In the Stylistics Approach, the t-value of 0.463 with corresponding p-value of 0.651 was observed. Since the p-value was not less than the critical value of 0.05, therefore, no significant difference existed between the regular and special classes.

The findings revealed that teachers employed the same strategy among the six strategies identified no matter



what section they taught whether regular or special class. However, it did not justify the purpose of classifying students according to inclination, level of understanding and rate of learning. Other factors such as the class size and diversity of students should be considered in using a teaching strategy for effective teaching and learning process to happen.

Gardner as cited by Cooper (2006) suggests that one of the greatest mistakes teachers make in teaching is to assume that all learners in a given classroom are essentially the same. Based on observation, the coping rate of regular students compared to those in the special classes in terms of knowledge retention is significantly slow. Rand Corporation (2002) cited by Roe, B. et al (2007) singled out that students who are fortunate enough to have large vocabularies, good listening comprehension and well-developed stores of world knowledge are prepared to read with comprehension. Educational psychologists recognize that learners differ in the degree of use and expression on account of their abilities, aptitudes, interests, values and attitudes. Their ability determines the capacity to understand assimilate information for their own use and application.

Learners differ in the way they observe and interpret events around them. Some have better perspective and are more discerning while others are less inquisitive. With such typical reactions and facility to learn, they are classified generally into fast, average and slow achievers. Therefore, their proficiency in searching for additional knowledge and motivation in performance skills are contingent on their endowed potential to learn.

Specifically, with regard to their mental ability, students are categorized into superior, above average and below average. A wide range in their intelligence is a factor to consider in planning instruction. (Corpuz & Salandanan, 2013). In terms of Personal – Response Approach, teachers employ the same strategy no matter what section they teach whether regular or special classes. In the psychological perspective of intrinsic motivation, Santrock, J. (2007) said that students are more motivated to learn when they are given choices, become absorbed in challenges that match their skills and receive rewards that have informational value but are not used for control.

Santrock (2007) citing Roselli (1996) expressed that the underchallenged children who are gifted can become disruptive, skip classes and lose interest in achieving. Sometimes, these children just disappear into the woodwork, becoming passive and apathetic

toward school. Hence, teachers must challenge children who are gifted to reach high expectations (Hargrove, 2005; Tassell-Baska and Stambaugh, 2006; Winner, 2006 cited by Santrock, 2007). Psychologists say that students learn only when a task is a little too hard for them. They say that when students finish works with little effort independently, they are not learning, but merely rehearsing what they know. On the other hand, when students find a task beyond their reach, they become frustrated and disinterested in learning. (Cooper et al. 2006, p.154)

The Zone of Proximal Development (ZPD) conceptualized by Vygotsky describes the importance of knowing where the learner is in terms of learning independently and the level where the learner requires assistance for its successful application in the context of public schools, teachers need to distinguish the levels of the type of classes being taught and the knowledge and skills that they need to develop. Since regular classes are composed of majority of the learners who have difficulty in learning English, it is best for teachers to aim instruction at the learners' ZPD and later on develop the needed skills and knowledge. In other words, more guidance and assistance should be given to students belonging to this section.

On the other hand, students who belong to the Special Classes need to be identified according to ZPD. However, teachers should not focus only on where the students are but should also “scaffold” them for them to master more advanced skills and concepts. One plausible reason for this is because these classes have been screened in terms of an entrance examination with English as one of the components, interview and assessment of grades in the major subjects.

For these learners, the transition from assisted to independent learning is a gradual process that involves moving from using a great deal of assistance to slow taking over until eventually no assistance is needed. (Vygotsky, 1978, p.86). Brain research suggests that when tasks are too hard for learners, the brain “downshifts” to the limbic area of the brain that does not “think”, but rather designed to protect an individual from harm. Also, when tasks are easy for learners, those learners do not show thoughtful activity, but rather display patterns that look more like the early stages of sleep.

In addition, Corpuz and Salandanan, (2013) say that inquisitive learners keep searching for answers or evidence rather than remain inattentive and disinterested in what is happening in the learning



environment. One of the program options for gifted children enumerated by Hertzog (1998) cited by Santrock (2007) is the Special Class. This is where students of advanced abilities are taught more than the regular classes to sustain their interest in the subject. According to Santrock (2007), some experts recommend that increasing the standards in the regular classroom and creating programs such as mentoring and additional instruction for the children who are underchallenged may be of great help.

Teaching literature to advanced learners means preparing additional tasks supplemental to their understanding towards the selected text. Literature teachers design tasks in which these learners enjoy working and become more interested in learning the literature component of the English subject. The general results of the teaching of literature along the type of sections in the public secondary schools yielded no significance. However, it is worthwhile to note that teachers need to consider the multiple intelligences of the learners, their coping rates and their level of understanding to be able to meet their needs in literature learning.

Teaching Strategies along the Teacher - Variables

This section discussed the analysis of data presented to answer the question on what is the difference between teaching strategies employed by literature teachers along the teacher – variables.

Sex

Table 3. *Teaching Strategies along Teacher’s Sex*

Strategy	Type of Section	Mean	DE	t-value	Sig
Information - Based	1 REGULAR	3.3750	EAEI	-0.888 ns	0.840
	2 SPECIAL	3.6538	EAEI		
Personal - Response	1 REGULAR	3.0000	AH	-1.064 ns	0.0360
	2 SPECIAL	3.7179	EAEI		
Language- Based	1 REGULAR	2.8000	AH	-2.286 ns	0.6420
	2 SPECIAL	3.5380	EAEI		
Paraphrastic	1 REGULAR	3.1250	EAEI	-0.708 ns	0.2340
	2 SPECIAL	3.5769	EAEI		
Moral- Philosophical	1 REGULAR	2.5000	AH	-2.541 ns	0.0710
	2 SPECIAL	3.7885	EAEI		
Stylistics	1 REGULAR	3.0000	AH	-0.379 ns	0.0480
	2 SPECIAL	3.3800	EAEI		

Legend: EAEI - Every or almost every lesson; AH - about half

In the Information – Based Approach, the t-value of -0.888 with corresponding p-value of 0.840 was observed. Since the p-value was not less than the critical value of 0.05, therefore, no significant difference existed between the teaching strategies and sex.

In the Personal – Response Approach, the t-value of -1.064 with corresponding p-value of 0.0360 was observed. Since the p-value was not less than the critical value of 0.05, therefore, no significant difference existed between the teaching strategies and sex. In the Language – Based Approach, the t-value of -2.286 with corresponding p-value of 0.6420 was observed. Since the p-value was not less than the critical value of 0.05, therefore, no significant difference existed between the teaching strategies and sex.

In the Paraphrastic Approach, the t-value of -0.708 with corresponding p-value of 0.2340 was observed. Since the p-value was not less than the critical value of 0.05, therefore, no significant difference existed between the teaching strategies and sex. The results showed that male and female teachers employed the same strategies in teaching literature to regular and special classes. The result seemed subjective since the respondents were not equally distributed according to sex. Only two male teacher–respondents answered the questionnaire as opposed to thirteen female – respondents.

Age

Table 4 shows the data on the difference in teaching strategies along with age.

Table 4. *Teaching Strategies along teachers’ age*

Strategy	Age - Bracket	Mean	DE	t-value	Sig
Information - Based	1	3.8750	EAEI	3.914 s	0.04
	2	3.2500	EAEI		
	3	3.9375	EAEI		
	4	3.6250	EAEI		
Personal - Response	1	3.8333	EAEI	0.16 ns	0.243
	2	3.2667	EAEI		
	3	3.9166	EAEI		
	4	3.6666	EAEI		
Language-Based	1	3.3000	EAEI	1.592 ns	0.247
	2	3.1200	AH		
	3	3.6500	EAEI		
	4	3.7000	EAEI		
Paraphrastic	1	3.8750	EAEI	0.513 ns	0.681
	2	3.3500	EAEI		
	3	3.4375	EAEI		
	4	3.6250	EAEI		
Moral- Philosophical	1	3.5000	EAEI	1.441 ns	0.284
	2	3.2500	EAEI		
	3	3.8125	EAEI		
	4	3.9375	EAEI		
Stylistics	1	3.5000	EAEI	1.658 ns	0.233
	2	2.8000	AH		
	3	3.5000	EAEI		
	4	3.7500	EAEI		

Legend:
 (1) below 25
 (2) 25 - 29
 (3) 30 - 39
 (4) 40 - 49

In the Information – Based Approach, the t-value of 3.914 with corresponding p-value of 0.04 was observed.



Since the p-value was less than the critical value of 0.05, therefore, significant difference existed between the teaching strategies and age. Teachers belonging to age- bracket 3 (30-39) got the highest mean (3.9375). This was followed by teachers under age bracket 1 (below 25) getting the second highest mean (3.8750) while age brackets 4 and 2 got the third (3.6200) and fourth (3.2500) respectively.

In the Personal – Response Approach, the t-value of 0.16 with corresponding p-value of 0.243 was observed. Since the p-value was not less than the critical value of 0.05, therefore, no significant difference existed between the teaching strategies and age.

In the Language – Based Approach, the t-value of 1.592 with corresponding p-value of 0.247 was observed. Since the p-value was not less than the critical value of 0.05, therefore, no significant difference existed between the teaching strategies and age. In the Paraphrastic Approach, the t-value of 0.513 with corresponding p-value of 0.681 was observed. Since the p-value was not less than the critical value of 0.05, therefore, no significant difference existed between the teaching strategies and age. In the Moral - Philosophical Approach, the t-value of 1.441 with corresponding p-value of 0.284 was observed. Since the p-value was not less than the critical value of 0.05, therefore, no significant difference existed between the teaching strategies and age.

In the Stylistics Approach, the t-value of 1.658 with corresponding p-value of 0.233 was observed. Since the p-value was not less than the critical value of 0.05, therefore, no significant difference existed between the teaching strategies and age. The results showed that teachers employ Information – Based Approach Strategy differently according to age – bracket. Teachers who were in their middle thirties were more passionate in using information – based approach when using literary texts for language learning and theory analysis. This could take into account on the years of experience of teachers belonging to this age – bracket consisting of 27 percent out of the total percentage. Also, there were more popular range of techniques and procedures which the teachers were familiar such as Socratic – method and teacher – talk in helping students grasp information.

This reflected the traditional culture of literature teaching where the approach seen to be most effective to facilitate literature learning was for teachers to ask questions for students to answer. On the other hand, the results showed that in terms of Personal –

Response Approach, Language – Based Approach, Paraphrastic Approach, Moral – Philosophical Approach and

Stylistics Approach, teachers employ these strategies similarly regardless of age. This could be because teaching of literature was not necessarily age – related. In the teaching of literature, teachers need to be passionate and love literature enough to be able to teach the subject efficiently to students. It is the enthusiastic interest of teachers in reading that made the difference of teaching literature. After all, Literature teachers do not merely teach, they also rectify wrong concepts and transform negative values generated from selections read by the students to its positive counterparts. (Reyes, 2011)

Years of Experience

Table 5 shows the complete data on the difference between teaching strategies along years of experience.

Table 5. *Teaching Strategies along with teachers' years of experience*

Strategy	Type of Section	Mean	DE	t-value	Sig	
Information - Based	1 REGULAR	3.4688	EAEI	-1.611	ns	0.040
	2 SPECIAL	3.7857	EAEI			
Personal - Response	1 REGULAR	3.5000	EAEI	-1.063	ns	0.011
	2 SPECIAL	3.7619	EAEI			
Language- Based	1 REGULAR	3.2750	EAEI	-1.527	ns	0.1750
	2 SPECIAL	3.6290	EAEI			
Paraphrastic	1 REGULAR	3.5625	EAEI	0.282	ns	0.7910
	2 SPECIAL	3.4643	EAEI			
Moral- Philosophical	1 REGULAR	3.4063	EAEI	-1.731	ns	0.0210
	2 SPECIAL	3.8571	EAEI			
Stylistics	1 REGULAR	3.1300	AH	-1.248	ns	0.3550
	2 SPECIAL	3.5700	EAEI			

Legend:
 (1) 0 - 9 yrs
 (2) 10 - 19 yrs
 (3) 20 - 29 yrs
 (4) 30 yrs above

In the Information-Based Approach, the t-value of -1.611 with corresponding p-value of 0.937 was observed. Since the p-value was not less than the critical value of 0.05, therefore, no significant difference existed between the teaching strategies and years of experience. In the Personal – Response Approach, the t-value of -1.063 with corresponding p-value of 0.011 was observed. Since the p-value was not less than the critical value of 0.05, therefore, no significant difference existed between the teaching strategy and years of experience. In the Language – Based Approach, the t-value of -1.527 with corresponding p-value of 0.1750 was observed. Since the p-value was not less than the critical value of 0.05, therefore, no significant difference existed between the

teaching strategy and years of experience. In the Paraphrastic Approach, the t-value of 0.352 with corresponding p-value of 0.7910 was observed. Since the p-value was not less than the critical value of 0.05, therefore, no significant difference existed between the teaching strategy and years of experience. In the Moral – Philosophical Approach, the t-value of -1.731 with corresponding p-value of 0.0210 was observed. Since the p-value was not less than the critical value of 0.05, therefore, no significant difference existed between the teaching strategy and years of experience. In the Stylistics Approach, the t-value of -1.248 with corresponding p-value of 0.3550 was observed. Since the p-value was not less than the critical value of 0.05, therefore, no significant difference existed between the teaching strategy and years of experience.

The results revealed that teachers employed the same strategies regardless of the years of teaching experience. This defines the idea on the qualities of good literature teachers. Literature teachers do not stop growing in knowledge. They must always widen their horizons and constantly push forward in discovering things. The more that they know, the more that they do not know. As literature covers a wide range of fields, teachers should be able to meaningfully relate literature to life and connect this to knowledge of other fields of discipline.

Literature teachers are not confined only into teaching their field but are expected to be proficient in other areas since the subject matter they teach deal with world concerns where changes occur rapidly. For literature teachers, it is indeed important to realize their ability to connect the subject matter to the reality so that students are able to appreciate its relevance into their lives. With the diversity of students and their changing values, it is possible to let them become aware of the connection by providing the right literature.

Extent of Graduate Study

Table 6 shows the data on the difference between teaching strategies along the extent of graduate study.

Table 6. *Teaching Strategies along the extent of graduate study*

Strategy	Type of Section	BOGS	Mean	DE	t-value	Sig
Information - Based	1 REGULAR	1	3.4500	EABL	-1.122	ns
	2 SPECIAL	2	3.7000	EABL		
Personal - Response	1 REGULAR	1	3.4000	EABL	-0.977	ns
	2 SPECIAL	2	3.7333	EABL		
Language- Based	1 REGULAR	1	3.3200	EABL	-0.664	ns
	2 SPECIAL	2	3.5000	EABL		
Paraphrastic	1 REGULAR	1	3.3500	EABL	-0.867	ns
	2 SPECIAL	2	3.6000	EABL		
Moral- Philosophical	1 REGULAR	1	3.5000	EABL	-0.437	ns
	2 SPECIAL	2	3.6750	EABL		
Stylistics	1 REGULAR	1	3.2000	AH	-0.491	ns
	2 SPECIAL	2	3.4000	EABL		

Legend:
(1) = w/ units
(2) = w/ master's degree
BOGS - Extent of Graduate Study

In the Information – Based Approach, the t-value of -1.122 with corresponding p-value of 0.709 was observed. Since the p-value was not less than the critical value of 0.05, therefore, no significant difference existed between the teaching strategy and extent of graduate study. In the Personal – Response Approach, the t-value of -0.977 with corresponding p-value of 0.028 was observed. Since the p-value was not less than the critical value of 0.05, therefore, no significant difference existed between the teaching strategy and extent of graduate study. In the Language – Based Approach, the t-value of -0.664 with corresponding p-value of 0.651 was observed. Since the p-value was not less than the critical value of 0.05, therefore, no significant difference existed between the teaching strategy and extent of graduate study. In the Paraphrastic Approach, the t-value -0.867 with corresponding p-value of 0.594 was observed. Since the p-value was not less than the critical value of 0.05, therefore, no significant difference existed between the teaching strategies and extent of graduate study. In the Moral – Philosophical Approach, the t-value of -0.437 with corresponding p-value of 0.175 was observed. Since the p-value was not less than the critical value of 0.05, therefore, no significant difference existed between the teaching strategy and extent of graduate study. In the Stylistics Approach, the t-value of -0.491 with corresponding p-value of 0.836 was observed. Since the p-value was not less than the critical value of 0.05, therefore, no significant difference existed between the teaching strategy and extent of graduate study.

All the teachers had graduate study experiences. However, not many of them have completed their programs. Only 27 percent earned a Master's Degree in English while the remaining 74 percent represent only those with earned units in English. The big percentage representing the latter showed the enthusiasm that teachers demonstrate in enriching themselves professionally through graduate study



The Department of Education mandates that all public schools in the country should conduct continuous professional development through various activities ranging from conferences, seminars and forums offered within or outside the campus. Public Schools also conduct In-Service Trainings (INSET) and Teacher Induction Programs (TIP) before the start of the regular School Year which accounts to a week of intensive training. During semestral breaks, teachers are directed to attend additional seminars that prepare them to perform their tasks better.

In some schools like Pines City National High School, classes are cut short every last Thursday of the month to give way for the Teachers' Monthly Professional Development in their respective departments. Haycock (1998) as cited by Zepeda, S.(2008) asserts that education leaders focus on developing qualified teachers in order to close the achievement gap between achievement, teacher quality, and professional development.

The positive attitude of the teachers towards intensifying their teaching capabilities and skills indicates that there is a continuing professional development among themselves through graduate studies although however, professional development can take in many forms such as action research, lesson study, critical friends and peer coaching. (Zepeda, S.2008, p.14). Aside from attending classes, teachers must also update themselves by conducting researches and consulting with colleagues in terms of effective teaching strategies and techniques. As professionals in the field of education, teachers must not only possess content knowledge but also pedagogical knowledge (Darling-Hammond, 1997a; Darling- Hammond & Goodwin, 1993). In the public school system, teaching demonstrations and classroom observations are scheduled at least once every quarter by school heads, department heads or master teachers to measure teaching competence rendered by classroom teachers.

Lately in June 2014, a newly developed measuring tool that gauges teaching performance was introduced among public teachers called as Individual Performance Commitment and Review Form (IPCRF). In line with the DEP-Ed's Mission and Philosophy, the department implements a Results-Based Performance Management System. It is a shared undertaking between the superior and the employee that allows an open discussion of job expectations, key result areas, objectives and how these align to overall departmental goals. It provides a venue for agreement on standards of performance and behaviours which lead to professional and personal growth in the

organization. In the form, teachers need to indicate their educational objectives ranging from general to specific goals for the school year along their personal teaching assessment in terms of level of achievement with regards to the stated objectives through the Performance Indicators covering such characteristics as quality, effectiveness and timeliness.

Danielson (2008) says that the most important contributor to professional learning is a culture of inquiry. She said that teachers should recognize that professional learning never ends as it should be a career – long endeavour. Therefore, the professional development activities that teachers undergo imply that teaching is unlike any other professions because it is never perfected. Teachers have the potential to be more skilled and become more experts. Also, the professional development that teachers engaged in is a commitment that teachers do because it is integral to their work in the academe. In the first place, teacher – training programs prepared them in acquiring knowledge and skills needed to have successful teaching career.

Conclusion

In light of the findings of the study, the following were the conclusions: (1) The integration of higher level of literature teaching maximizing language development required literature teachers to go beyond information-based approach and rather exert effort, commitment and strong desire in using higher critical teaching approaches such as Stylistics and Language – Based Approaches. (2) The teachers' teaching approaches or strategies in teaching literature to students according to specific needs for both regular and special classes could lead to students' increase of motivation in literature learning rather than mere passiveness. (3) Literature teachers could always be effective in teaching regardless of sex, age, extent of graduate study and years of experience if they had greater amount of passion in literature teaching, love for the subject and love of learning.

In light of the findings of the study, the researcher lists the following recommendations: (1) Literature teachers should employ literature approaches that cater to students' higher order thinking skills and language needs such as Stylistics and Language – Based Approaches in teaching literature. (2) There is a need to communicate the appropriate teaching strategy in Literature according to the needs of students, inclination and level of understanding. (3) As part of their continued learning and professional development,

the Department of Education provide trainings or organize workshops and seminars for literature teachers to help them on their methods and strategies in literature teaching. (4) A similar study, probably more profound, may expand the research problems by correlating teaching approaches employed by literature teachers to type of activities used. Moreover, a classroom observation may be done to generate actual data needed to strengthen the study. (5) Researchers who wish to conduct a similar study may cover more respondents within the city schools to see the real situation of literature teaching in the context of the learners within Baguio. (6) Literature teachers are encouraged to pursue graduate study that provides further relevant experiences to enhance their teaching strategies. (7) A module for reinforcement activities prepared by the author as the outcome of the study may be used as a supplemental instructional material for the teachers in teaching Afro - Asian Literature in the Grade 8 Level.

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