

Conference Paper

Teaching Strategies in Literature Subjects in Pup Taguig Branch towards the Development of Instructional Modalities

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Abstract

The study focused on the teaching strategies in literature subjects towards the development of instructional modalities. The researcher made use of the descriptive-survey method of research. Respondents of this study were 82 BSED English major students of Polytechnic University of the Philippines Taguig Branch. Based on the data analysed and interpreted, the following findings were deduced: In terms of their profile, majority of the respondents are aged 18-20 years old, female and single. As to direct instruction, lecture method dominated the teaching strategies. Meanwhile, from among the list of teaching strategies, the least used is the reinforcement of tape recordings. As to indirect instruction, discovery method ranked number 1 and lowest in rank is case study. As to Interactive Instruction, recitation got the highest rank while debate was revealed having the lowest mean verbally interpreted as Occasionally. As to individual study, reports ranks number 1 while distance education got the lowest mean. As to experiential instruction, dramatization got the highest mean. Meanwhile, case studies had the lowest mean. Interactive teaching dominated among the teaching strategies used by literature teachers verbally interpreted as Frequently while the least is direct instruction. There is no significant difference in the assessment of the respondents on the teaching strategies in literature subjects in terms of age. However, their perceived assessment on direct instruction, indirect instruction, individual study entails that there is a significant difference on the teaching strategies in literature subjects when grouped by the age of the respondents. There is no significant difference on the teaching strategies in literature subjects when grouped by gender of the respondents on the teaching strategies in literature subjects. However, there exists a significant difference on the experiential learning among male and female students. There is no significant difference in the assessment of the respondents on the teaching strategies in literature subjects in terms of civil status.

Keywords: Teaching Strategies, Literature, Direct Instruction, Experiential Strategy, Interactive Teaching Strategy

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1. Introduction

The study analysed the teaching strategies in literature subjects in Polytechnic University of the Philippines Taguig Branch as basis for improved instructional modalities

1. What is the demographic profile of the respondents in terms of:
 - 1.1. age;
 - 1.2. gender;
 - 1.3. civil status;
2. How do the respondents assess the teaching strategies in literature subjects classified as:
 - 2.1. direct instruction;
 - 2.2. indirect instruction;
 - 2.3. interactive instruction;
 - 2.4. individual instruction;
 - 2.5. experiential instruction?
3. Is there a significant difference in the assessment of the respondents the teaching strategies in literature subjects in terms of their profile?
4. What input may be recommended to improve instructional modalities?

2. Objectives of the Study

State the general and specific objectives or purpose of conducting the study in paragraph format.

3. Materials and Methods

3.1. Respondents of the study

Respondents of this study were third year and fourth year level BSED English major students of Polytechnic University of the Philippines Taguig Branch. They are summarized in the following table below

TABLE 1: Respondents of the Study

Students	Population	Percent
BSED English 3 rd Year	61	59.2
BSED English Fourth Year	42	40.8
Total Population	103	100.0

3.2. Sampling Technique

Slovin’s formula is used to calculate the sample size (n) given the population size (N) and the margin of error (e). It is also a random sampling formula used to estimate the sampling size. It is computed by using the formula below:

Slovin’s formula of computing the sample from the population

$$n = \frac{N}{1 + N (e)^2}$$

Where:

n = the size of the sample

N = the size of the population

e = the margin of error (5%)

TABLE 2: Distribution of the Sample.

Section	Population	Sample
BSED English Third Year	61	49
BSED English Fourth Year	42	33
Total	103	82

Using the Slovin’s formula above, the desired sample size of the study is 82. The sample was then selected from each year level using the stratified sampling which paved 49 for the third year level and 33 for the fourth year level. The participants for each section was then selected randomly using the table of random numbers to avoid selection bias.

3.3. Instrumentation

In order to make this study meaningful, reliable, objective and convincing, the researcher used a researcher – made survey questionnaire, documentary analysis, observation and unstructured interview in gathering the data needed in this study.

The instrument contained six (6) parts. The first part determined the profile of the respondents in terms of their age, gender, and civil status. The second part studied the teaching strategies under direct instruction namely: lecture, practice and drill, handouts, research reports, movies/VTR (ICT), simulations, cloze procedures, assigned questions, tape recordings, workbooks and teaching demonstration with their definitions. The third part consisted the teaching strategies under indirect instruction namely: discovery, guided inquiry (project method), focused imaging, case studies, composing, problem solving, Socratic Questioning, unguided inquiry, concept mapping, decision making and literary criticism with their corresponding definitions. The fourth part contained the teaching strategies under interactive instruction namely: brainstorming, buzz group, role playing, open discussion, cooperative learning, panels, tutorial groups, debate storytelling, poetry interpretation and recitation with their correspondent meaning. The fifth part contained the teaching strategies under individual study namely: reports, assigned questions, brainstorming, essay, papers, computer-aided instruction, portfolio, distance education, drawing/design and contracts. The sixth part included the teaching strategies under experiential instruction namely: skits, role playing, dramatizations, games and case studies.

The research-made questionnaire for this study was in the form of Likert Scale Questionnaire enumerated below:

TABLE 3: Scale and Range of Means.

Scale	Range of Means	Adjective Rating
5	4.3 – 5.0	Always
4	3.5 – 4.2	Frequently
3	2.7 – 3.4	Occasionally
2	1.9 – 2.6	Rarely
1	1.0 – 1.8	Never

3.4. Data gathering procedures

To gather the needed data and additional information needed for the study through the data gathering instruments, the researcher made the following procedures: (1) construction of the researcher-made questionnaire according to the specific problem of the study; (2) validation of the questionnaire from experts; (3) upon validation, the researcher formally asked permission from the Director of PUP Taguig; (4) after its approval, the instrument was personally administered to the respondents and provided further instruction in answering the instrument; (5) as soon as the accomplished questionnaires were retrieved, the data were collated, and tabulated using appropriate statistical treatment (6) and lastly, analysis of data followed according to the problem of the study; and the results were presented into appropriate tables.

3.5. Statistical treatment of data

The following statistical measures and treatments were used in the gathered data.

Frequency Distribution (f). This tool was used to display the frequency of various outcomes of the study. It has count of the occurrences of values within a particular group or interval, and in this way, the table summarizes the distribution of values in the sample.

Percentage (%). This tool was used to find out the part of the whole respondents' profile based on the frequency/ tally gathered.

To get the number of percentage by profile:

$$P = \frac{f}{N} \times 100$$

Where:

P = percentage

f = number of students per profile

N = total number of students

Weighted Mean (WM). The frequency of respondent's perception as posed in the research questionnaire was tallied and formed a computation of Total Frequency Distribution to determine the weighted mean of the question. The weighted mean is computed using the formula below:

3.6. Computation of the weighted mean

$$WM = \frac{TWF}{N}$$

Where:

WM = Weighted Mean

TWF = Total Weighted Frequency

N = No. of Samples

Analysis of Variance (ANOVA). Analysis of variance (Anova) or F-test is an important tool used to find significant difference between means of more than two groups. If mean of four groups A, B, C, D are being compared. Anova is the best test to apply rather than get the t-test or z test by pairs. It simplifies the procedure in finding the difference between means using t-test because it can find the difference between many groups with just one computation. One way ANOVA or F-test is computed by comparing the mean variance existing between 2 sources of variation in a set data: the between columns and the within columns yields the value of F.

$$F = \frac{MST}{MSE}$$

Where:

F = Anova Coefficient

MST = Mean sum of squares due to treatment

MSE = Mean sum of squares due to error.

Independent Sample t-test. T-test is used to compare two different set of values. It is generally performed on a small set of data. T test is generally applied to normal distribution which has a small set of values. This test compares the mean of two samples. T test uses means and standard deviations of two samples to make a comparison. In this study, the t-test was used to test the significant difference on the perception of the respondents on the teaching strategies when grouped according to their gender and civil status. The formula for T test is given below:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2}}}$$

Where:

\bar{x}_1 = mean of the first set of values

\bar{x}_2 = mean of the second set of values

s_1 = standard deviation of the first set of values

s_2 = standard deviation of the second set of values

n_1 = sample size of the first set

n_2 = sample size of the second set

The formula for the standard deviation is given by:

$$s = \sqrt{\frac{\sum (x - \bar{x})^2}{n - 1}}$$

Where:

x = individual responses/ratings

\bar{x} = mean

n = sample size

4. Results and Discussion

This chapter comprises the presentation, interpretation and analysis of data from descriptive-survey method.

1. What is the demographic profile of the respondents in terms of:

- 1.1. age;
- 1.2. gender;
- 1.3. civil status

Table 3 shows the demographic profile of the respondents in terms of age. It shows that most of the respondents are aged 18-20 years old that comprises of (f = 57, 69.5%) of the total sample of 82. Other respondents are aged 21 years old having the (f = 21, 25.6%) and lastly the respondents aged 17 years old and below having the (f = 4 or 4.9%).

Table 4 shows the demographic profile of the respondents in terms of gender. It shows that most of the respondents are female that comprises of (f = 68, 82.9%) while the male respondents comprise (f = 14 or 17.1%)

Table 5 shows the demographic profile of the respondents in terms of civil status. It shows that most of the respondents are single that comprises of (f = 76, 92.7%) while (f = 6 or 7.3% are married

Table 6 shows the teaching strategies in literature as to Direct Instruction. Lecture method is the most prominent used teaching strategy among the eleven (11) listed teaching strategies with the highest mean 4.64 verbally interpreted as *Always*. Lecture

TABLE 4: Demographic Profile of the respondents in terms of Age.

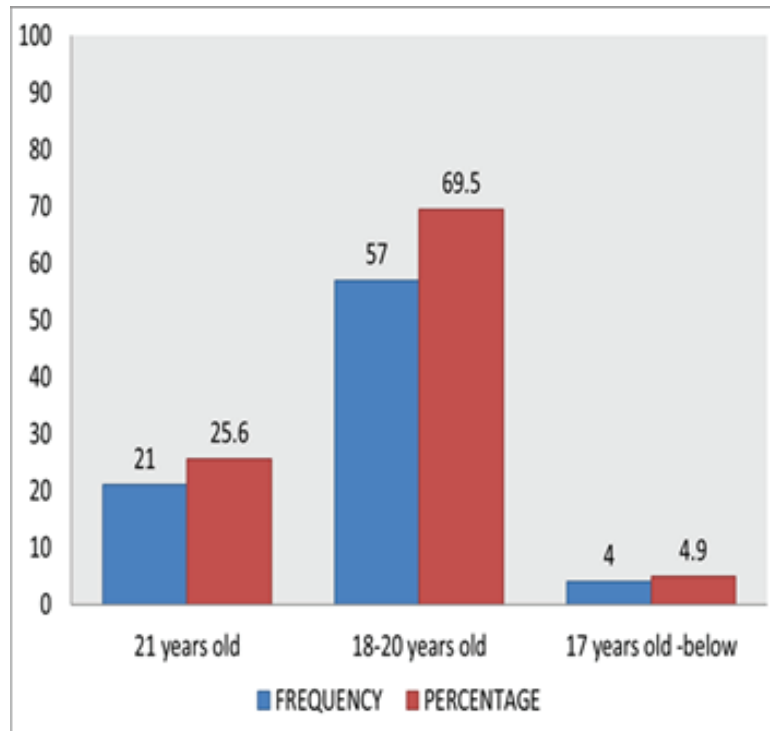
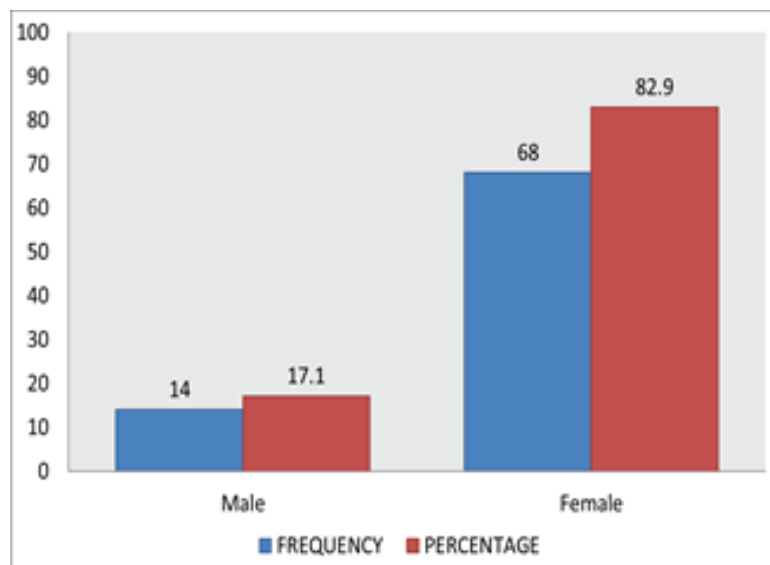


TABLE 5: Demographic Profile of the Respondents in terms of Gender.



method has seen to be effective in PUP Taguig Branch since the lecture method is just one of several teaching methods, though in schools it's usually considered the primary one. It isn't surprising, either. The lecture method is convenient and usually makes the most sense, especially with larger classroom sizes. This is why lecturing is the standard for most PUPT students when there can be several hundred students in the classroom at once; lecturing lets professors address the most people at once, in the

TABLE 6: Demographic profile of the respondents in terms of Civil Status.

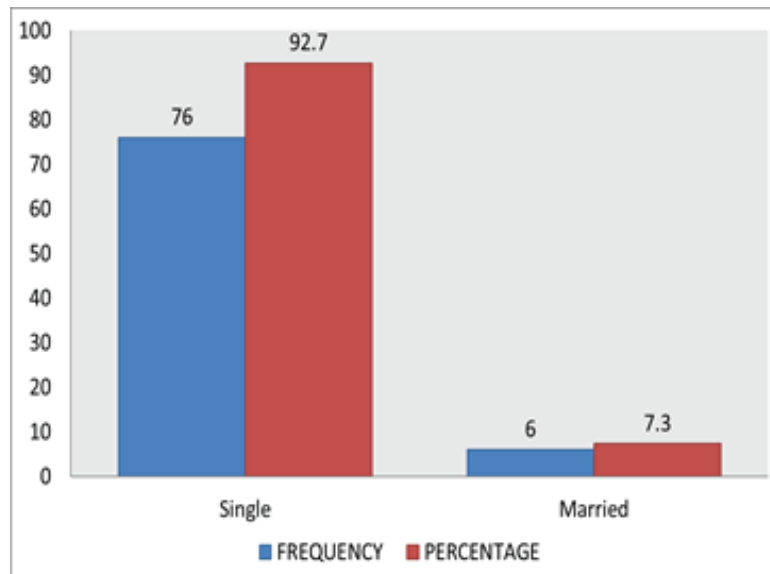
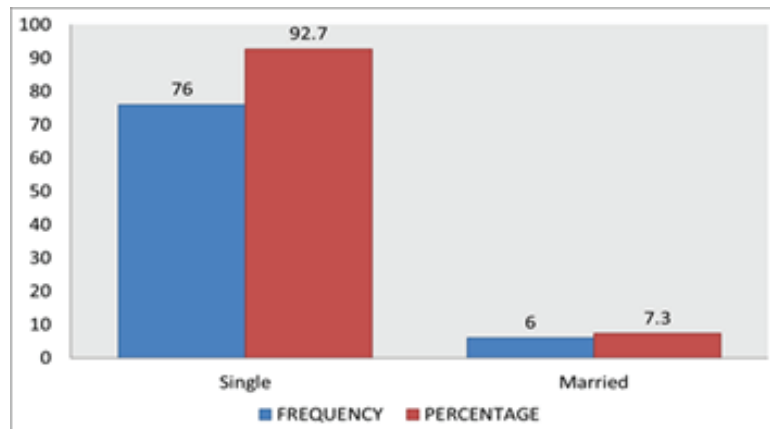


TABLE 7: Teaching Strategies in Literature in terms of Direct Instruction.



most general manner, while still conveying the information that he or she feels is most important, according to the lesson plan. Meanwhile, from among the list of teaching strategies, the least used is the reinforcement of tape recordings with a mean 2.32 verbally interpreted as Rarely. PUPT professors don't rely on tape recordings alone. With the advent of ICT in the classroom, it could be deduced that teachers are using any other tools to improve instruction aside from tape recordings.

The average mean for teaching strategies in literature for Direct Instruction is 3.55 or Frequently which means that professors in PUPT are employing the use of various literature teaching strategies. Literature-based instruction is the type of instruction in which authors' original narrative and expository works are used as the core for experiences to support students in developing literacy. The types of activities done

with the literature are the natural types of things students would do when reading and responding to any good book.

TABLE 8: Teaching Strategies in Literature in terms of Indirect Instruction.

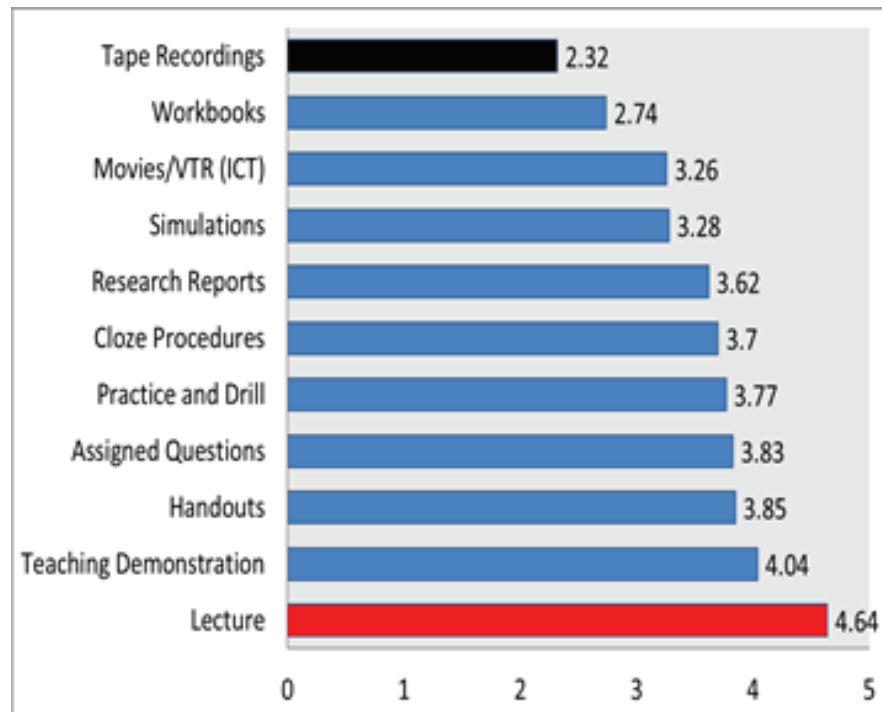


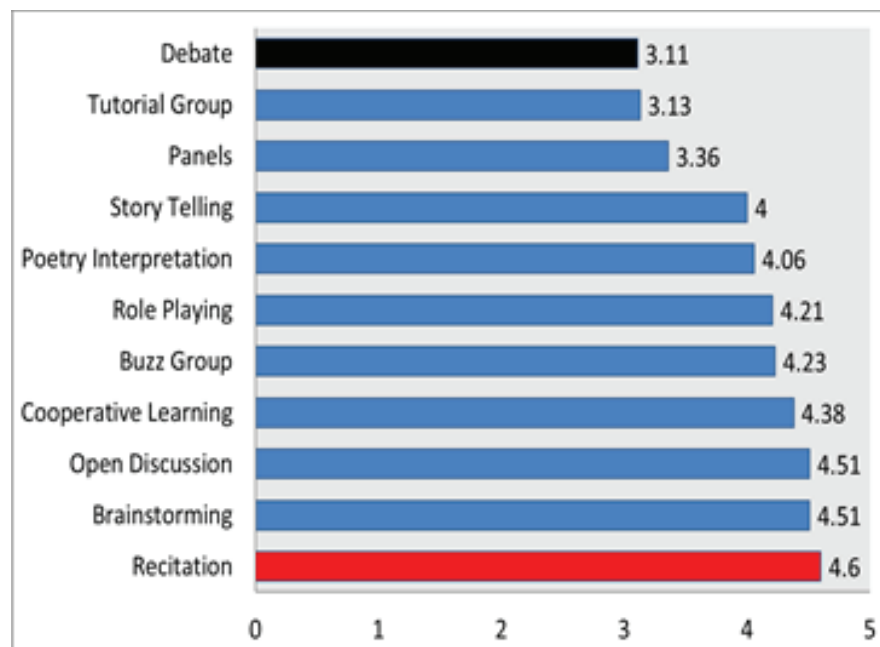
Table 7 shows the teaching strategies in literature as to Indirect Instruction. Discovery method ranks number one (1) and the most used teaching strategy among teachers teaching literature subjects. PUPT professors have employed this method as a discovery learning task in literature ranging from implicit pattern of literatures to the elicitation of explanations and working through manuals to conducting simulations. Discovery learning can occur whenever the student is not provided with an exact literature answers but rather the materials in order to find the answer themselves.

On the other hand, the lowest in rank is Case Study with mean 2.96 verbally interpreted as Occasional. This implicates that teachers teaching literature subjects in PUPT need to strengthen the way case studies are assigned to their students. Case studies are good source of ideas on students' experience for an opportunity for innovation and good alternative or complement to the group focus of analysis and review.

In a similar manner, De Dios (2012) surmised in his study that discovery method supported an active engagement of the learner in the learning process, while students are participating, they are paying more attention. Discovery is a process learner goes through, and through this engagement, a learner acquires knowledge and better understanding of oneself and one's world. It is with an emphasis on the pupil that one

sees the relevance of one’s background, as learning is viewed as building on one’s experience. On the other hand, students can learn more effectively when actively involved in the learning process (Sivan et al, 2011). The case study approach in teaching literature is one way in which such active learning strategies can be implemented in institutions. Teachers must find case studies as student centred activities based on literature topics that demonstrate theoretical concepts in an applied setting.

TABLE 9: Teaching Strategies in Literature in terms of Interactive Instruction.



Legend: 5.0-4.3, Always; 4.2-3.5, Frequently; 3.4-2.7, Occasionally; 2.6-1.9, Rarely; 1.8-1.0, Never

Table 8 shows the teaching strategies in literature as to Interactive Instruction. Recitation got the highest mean 4.60 verbally interpreted as Always. Recitation is one of the important and effective modes of learning a language and appreciating a piece of literature. Sometimes, students are asked to strengthen and enlarge basic knowledge and develop the basic abilities of listening, speaking, reading and writing. However, in the actual teaching process, reciting, this ancient and effective mode has often been overlooked easily. It is the basic means of training language ability. Meanwhile, Debate was revealed to be having the lowest mean 3.11 or Occasionally. This only implicates that teachers must also need to solidify the niche of their students on debates. Incorporating debate lets the students gain broad, multi-faceted knowledge cutting across several literature disciplines. Increasing learners’ confidence, poise, and self-esteem. Providing an engaging, active, learner-centered activity.

In consonance with the result above, Chakrabarty (2013) has stressed that recitation is one of the important and effective modes of learning a language and appreciating

a piece of literature. He argued in his study that students must be asked to strengthen and enlarge basic knowledge and develop the basic abilities of listening, speaking, reading and writing. However, in the actual teaching process, reciting, this ancient and effective mode has often been overlooked easily. It is the basic means of training language ability.

On the other hand, the finding above is similar to the result of the study of Brown (2015) on the use of in-class debates as a teaching strategy in increasing students' critical thinking and collaborative learning skills in higher education. Data was collected using a card-sort and in-class structured interview questions. The study focused on accessing students' perspectives on the use of debates. The study found most students held differing, complex perspectives on either the benefit of enhancing collaborative learning or critical thinking skills. The findings suggest that fourteen of the sixteen students in this study did not prefer the use of debates in comparison to other teaching strategies. This is because some students sought more structure in the use of in-class debates to enhance their theoretical understanding.

TABLE 10: Teaching Strategies in Teaching Literature in terms of Individual Study.

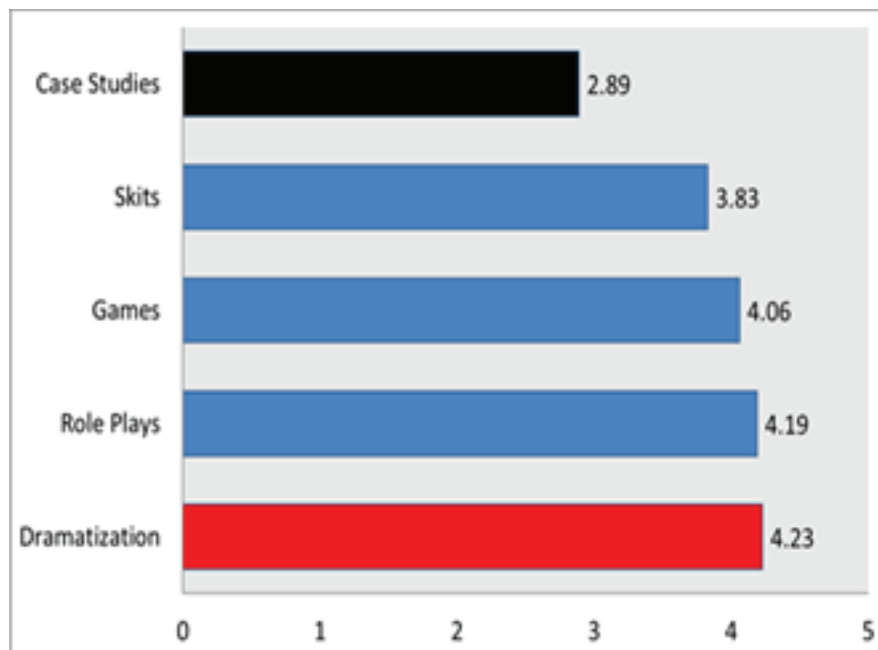
Legend: 5.0-4.3, Always; 4.2-3.5, Frequently; 3.4-2.7, Occasionally; 2.6-1.9, Rarely; 1.8-1.0, Never

Table 9 shows the teaching strategies in literature as to Individual Study. Reports ranks number 1 with the highest mean verbally interpreted as Always. This implicates that the professors believe that by doing presentations, students learn how to speak in front a group, a broadly applicable professional skill. They learn how to prepare material for public presentation, and practice (especially with feedback) improves their speaking skills. However, It is appropriate for teachers to consider the learning potential of presentations, not just for the presenter, but for the audience. Peer evaluations can be used to increase the level of attention paid to those presentations and the learning that might result from listening. On the other hand, Distance Education got the lowest mean 3.19 verbally interpreted as Occasionally. This only means that teachers have not focused on giving emphasis how students interact in literature through distance education. To be globally competitive, teachers must also consider this concept. Republic Act 10650 Section 2 hereby declared the policy of the State to expand and further democratize access to quality tertiary education through the promotion and application of open learning as a philosophy of access to educational services, and the use of distance education as an appropriate, efficient and effective system of delivering quality higher and technical educational services in the country.

The average mean for teaching strategies (individual study) is 3.91 or Frequently. Individual study is often linked with other approaches to learning such as ‘personalisation’, ‘student-centred learning’ and ‘ownership’ of learning. The aim of this literature review is to identify reliable, robust and relevant literature concocts to provide a detailed picture of independent learning and its possible impact on students.

According to Mene (2014), a report is an informational work made with the specific intention of relaying information or recounting certain events in a widely presentable form. Reports are often conveyed in writing, speech, television, or film. Reports fill a vast array of critical needs for many of society’s important organizations. Reports are used for keeping track of information, which may be used to make decisions. Written reports are documents which present focused, salient content, generally to a specific audience. Reports are used in government, business, education, science, and other fields, are often to display the result of an experiment, investigation, or inquiry.

TABLE 11: Teaching Strategies in Teaching Literature in terms of Experiential Instruction.



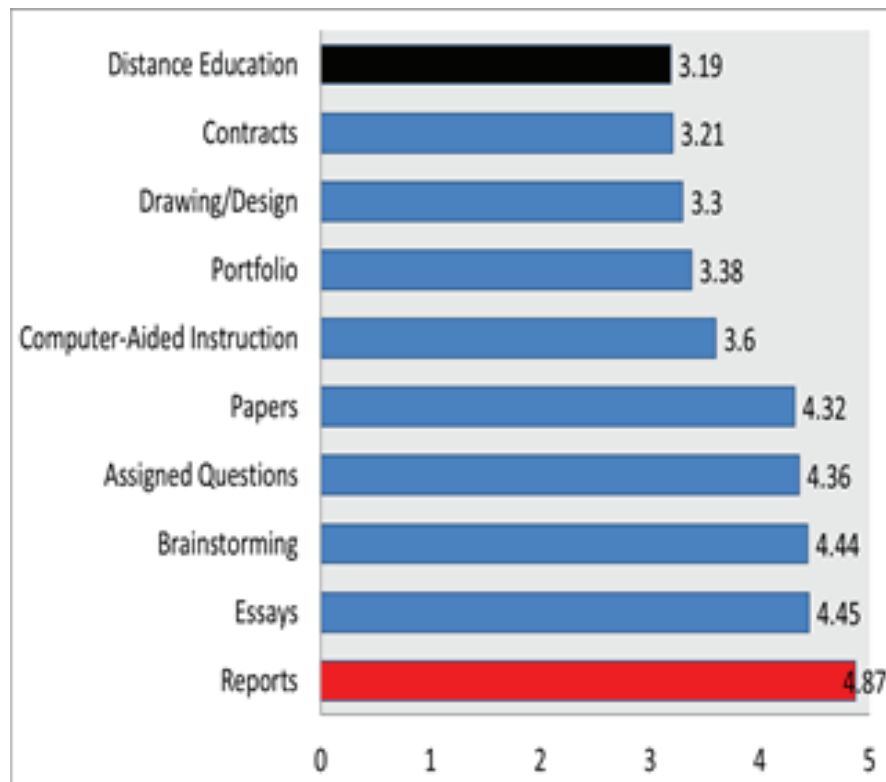
Legend: 5.0-4.3, Always; 4.2-3.5, Frequently; 3.4-2.7, Occasionally; 2.6-1.9, Rarely; 1.8-1.0, Never

Table 10 shows the teaching strategies in literature as to Experiential Instruction. Dramatization got the highest mean 4.23 verbally interpreted as Frequently. Dramatization in PUPT has been a common strategy in teaching literature subjects. It increases PUPTians’ motivation, participation, confidence and fluency in the spoken English as well as communication through the body language. It extends the emotional range of expressions and develops creativity and spontaneity. It also provides opportunities for group and self-expression and provides opportunities for group and self-expression.

Meanwhile, the lowest mean 2.89 verbally interpreted as Occasional belongs to Case studies. Thus, it only reflects that PUPT teachers should intensify the culture of research in teaching literature. This is important in developing students' ability to answer questions based on study and critical thinking.

In his article 'Experiential Learning: A Teacher's Perspective' Herbert (1995) gave examples of employing experiential learning literature classes. He also pointed out problems which teachers tackle when employing this approach in school environment. These include the high involvement effort the teacher needs to put in planning the projects. He/she needs to open up to original thoughts and is required to anticipate and research all the possibilities included in the wide range of students' options. At the same time, there is a certain danger of over-planning, which would remove the sense of adventure for the teacher as well as students. Reflection is an essential part of experiential learning.

TABLE 12: Teaching Strategies used in Literature Subjects.



Legend: 5.0-4.3, Always; 4.2-3.5, Frequently; 3.4-2.7, Occasionally; 2.6-1.9, Rarely; 1.8-1.0, Never

Table 11 shows the teaching strategies in literature as assessed by the respondents. There are five varieties of teaching strategies given by the researchers. It shows that interactive teaching strategy is the most used teaching strategy by their literature

teacher with a mean 4.00 or Frequently while the lowest is Direct Instruction with 3.80 or verbally interpreted Frequently.

Similar from the finding above, Belino (2015) has revealed in his study interactive instruction which relies heavily on discussion and sharing among participants. He suggested that discussion and sharing provide learners with opportunities to “react to the ideas, experience, insights, and knowledge of the teacher or of peer learners and to generate alternative way of thinking and feeling”. Students can learn from peers and teachers to develop social skills and abilities, to organize their thoughts, and to develop rational arguments.

On the other hand, Martella’s (2010) study on direct instruction could help remedy the finding above where he postulated that indirect instruction must include programs in reading (corrective reading, reading mastery, reading mastery plus, horizons, funnix, teach your child to read in 100 easy lessons, and journeys), mathematics (connecting math concepts, distar arithmetic, corrective mathematics, as well as various videodisc and videotape programs), writing (basic writing skills, expressive writing, reasoning and writing, and cursive writing), spelling (spelling through morphographs, spelling mastery, and surefire way to better spelling), language (language for learning, language for thinking, and language for writing), and content areas.

TABLE 13: Significant Difference on the Teaching Strategies in Literature Subjects in Terms of Age.

Teaching Strategies	F-value	Sig.	Decision	Interpretation
Direct Instruction	4.467	0.017	Reject H _o	Significant
Indirect Instruction	3.370	0.043	Reject H _o	Significant
Interactive Instruction	1.951	0.154	Failed to reject H _o	Not Significant
Individual Study	5.152	0.010	Reject H _o	Significant
Experiential	0.584	0.562	Failed to reject H _o	Not Significant
Over-all	3.356	0.044	Reject H _o	Significant

Table 12 presents the difference on the teaching strategies in literature subjects when they are grouped by age of the student-respondents.

The Table shows that when the perceived teaching strategies in literature subjects as to interactive instruction and experiential were grouped according to the age of the respondent, the obtain F-values 1.951 with significant value of 0.154 on the interactive instruction. The obtained F-values on experiential is 0.584 with significant value of 0.562. This brought the non-rejection of the null hypotheses indicating that the age of

the respondent do not significantly differ in their perceptions on the teaching strategies in literature subjects along the mentioned factors.

However, their perceived direct instruction, indirect instruction, individual study obtained F-values of 4.467, 3.370, 5.152 with a significant value of less than 0.05, these brought the rejection of null hypotheses. The finding entails that there is a significant difference on the teaching strategies in literature subjects when grouped by the age of the respondents.

The study of Vari (2017) on “Teaching the Elements of Literature Using Stories from Infancy to Age-appropriate” described each element as helpful in order to comprehend, to examine, and to realize an ideal level of knowledge of any story. As the understanding of literary elements increases, the reader’s ability to comprehend the text increases thereby. If the reader is able to recognize each element as it occurs, that reader will grasp the author’s style and purpose in unfurling each aspect of the story. This knowledge of literary elements can be transferred to any story at every level of reading and comprehension. Once the elements are known, struggling readers can delve into a text that would normally seem complex. Furthermore, novice readers can reallocate their knowledge of the Elements of Literature when writing stories.

TABLE 14: Significant Difference on Teaching Strategies in Literature Subjects in terms of Gender.

Teaching Strategies	t-value	Sig.	Decision	Interpretation
Direct Instruction	0.589	0.447	Failed to reject Ho	Not Significant
Indirect Instruction	2.176	0.147	Failed to reject Ho	Not Significant
Interactive Instruction	1.128	0.294	Failed to reject Ho	Not Significant
Individual Study	1.210	0.277	Failed to reject Ho	Not Significant
Experiential	4.320	0.043	Reject H _o	Significant
Over-all	2.563	0.116	Failed to reject Ho	Not Significant

Table 13 shows the result on the difference on the teaching strategies in literature subjects when they are grouped by gender of the student-respondents.

Data shows that there is no significant difference on the teaching strategies in literature subjects when grouped by gender of the respondents on the perceived teaching strategies in literature subjects. The obtained t-values in direct instruction, indirect instruction, interactive instruction, individual instruction were 0.589, 2.176, 1.128, 1.210 with a significant value of greater than 0.05. These brought the non-rejection of the null hypotheses indicating that the gender of the respondents do not significantly differ in

their perceptions on the teaching strategies in literature subjects along the mentioned factors.

However, their perceived obtained F-values on experiential is 4.320 with a significant value of less than 0.043 with this, it warrants the rejection of null hypotheses at the 0.05 level of significance.

The study of Chambers & Gregory (2016) on gender differences in factors affecting academic performance of high school students disclosed the existence of gender difference in variables under consideration, with girls showing internal locus of control, using attitude, motivation, time management, anxiety, and self-testing strategies more extensively, and getting better marks in Literature. With boys using concentration, information processing and selecting main ideas strategies more, and getting better marks in mathematics. Gender differences were not found in external locus of control, in academic self-concept, and in study aids and test strategies.

TABLE 15: Significant Difference on Teaching Strategies in Literature Subjects in terms of Civil Status.

Teaching Strategies	t-value	Sig.	Decision	Interpretation
Direct Instruction	1.811	0.185	Failed to reject Ho	Not Significant
Indirect Instruction	1.744	0.193	Failed to reject Ho	Not Significant
Interactive Instruction	2.823	0.100	Failed to reject Ho	Not Significant
Individual Study	0.660	0.421	Failed to reject Ho	Not Significant
Experiential	0.011	0.916	Failed to reject Ho	Not Significant
Over-all	1.412	0.241	Failed to reject Ho	Not Significant

Table 14 reveals the result on the difference on the teaching strategies in literature subjects when they are grouped by civil status of the student-respondents.

The obtained t-values in direct instruction, indirect instruction, interactive instruction, individual instruction and experiential were 1.811, 1.744, 2.823, 0.660, 1.412 respectively with a significant value of greater than 0.05. The data could not provide sufficient evidence to warrant the rejection of the null hypothesis at the 0.05 level of significance. It implies that there is no significant difference on the teaching strategies in literature subjects when grouped according to civil status of the respondents.

On the other hand, the findings of the study conducted by Alufohain & Ibhafidon (2015), revealed that students' achievement in learning literature is significantly influenced by teachers' civil status whereas, teachers' gender did not have a significant influence on students' academic achievement.

5. Conclusions and Recommendations

Majority of the respondents are aged 18-20 years old, female and married.

As to Direct Instruction, lecture method is the most prominent used teaching strategy among the eleven (11) listed teaching strategies. Meanwhile, from among the list of teaching strategies, the least used is the reinforcement of tape recordings. As to Indirect Instruction, discovery method ranks number 1 and the most used teaching strategy among teachers teaching literature subjects.

On the other hand, lowest in rank is Case Study verbally interpreted as Occasional. As to Interactive Instruction, recitation got the highest mean verbally interpreted as Always. Debate was revealed to be having the lowest mean verbally interpreted as Occasionally. As to Individual Study, reports ranks number 1 with the highest mean verbally interpreted as Always. Distance Education got the lowest mean, verbally interpreted as Occasionally. As to Experiential Instruction, dramatization got the highest mean, verbally interpreted as Frequently. Meanwhile, the lowest mean, verbally interpreted as Occasional belongs to case studies.

Interactive teaching strategy is the most sought teaching strategy by literature teachers verbally interpreted as Frequently while the lowest is Direct Instruction verbally interpreted as Frequently.

There is no significant difference in the assessment of the respondents on the teaching strategies in literature subjects in terms of age. However, their perceived assessment on direct instruction, indirect instruction, individual study entails that there is a significant difference on the teaching strategies in literature subjects when grouped by the age of the respondents.

There is no significant difference on the teaching strategies in literature subjects when grouped by gender of the respondents on the perceived teaching strategies in literature subjects. However, there exists a significant difference on the experiential learning among male and female students.

There is no significant difference in the assessment of the respondents on the teaching strategies in literature subjects in terms of civil status.

6. Recommendations

Based on the conclusions drawn, the researcher highly recommends the following:

1. Teachers teaching literature subjects must enhance themselves in participation of professional learning opportunities in the world of literature. Collective capacity for literature teaching must be offered to them in order to effect change and learning opportunities tailored to meet their students' needs.
2. Teachers must participate in the engagement of analysis in effective literature teaching by being content focus and by designing an OBE based classroom strategies.
3. In order to reconsider the effective role of literature in literature classes, it is highly practical to develop an adequate pedagogy which will adopt a place for the teacher to lead the learners towards an independent ability to read and escalate literary texts as well as to enhance their language skills and cultural awareness about the target language.
4. Integration of ICT related teaching instruction must be employed in teaching literature. This will awaken the senses of the students and develop their passion in appreciation of literary texts in the classroom. Thus, relevant to the OBE and K to 12 curriculum of the Philippines.

Author's Note

Dr. Annabelle A. Gordonas is a full-time faculty of Polytechnic University of the Philippines Taguig Branch.

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Strictly follow the numbered format of citation while observing the proper APA style of referencing

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