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## TEACHERS' INSTRUCTIONAL STRATEGIES IN TEACHING 21ST-CENTURY LITERATURE AT JOHN B. LACSON FOUNDATION MARITIME UNIVERSITY (JBLFMU): INPUTS FOR AN ENHANCED UNIVERSITY-BASED CURRICULUM GUIDE

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### ABSTRACT

This qualitative-phenomenological study was conducted to determine the teachers' instructional strategies in teaching 21st-Century Literature at John B. Lacson Foundation Maritime University (JBLFMU) for Schoolyear 2023-2024 as inputs for an enhanced university-based curriculum guide. Thematic analysis was used to analyze and interpret the responses of the participants. Results revealed that the instructional strategies used by 21st-century literature teachers in their classes were: Multimedia Integration, Vocabulary Building Activities, The Art of Questioning/Inquiry Approach, and Creating Opportunities for Learning. They utilized these instructional strategies for the following reasons: blending modern and classical media for integration, engaging learners in deeper analysis and critical thinking, improving learners' vocabulary and comprehension, creating avenue for interactive discussion, and developing creativity and higher-order thinking skills. An enhanced university-based curriculum guide was designed as a result of the study.

**Keywords:** *Instructional Strategies, Utilization, Curriculum Guide, 21st-Century Literature, Enhanced*

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## INTRODUCTION

Teaching literature has been a challenging job in this modern time, since everyone finds it as a boring subject. English teachers would often find it difficult to engage students in their class discussion since literature is a subject that is less appealing and interesting. As such, teaching 21st-century literature requires a rethinking of the traditional approaches and using digital resources, multimedia, and collaborative learning.

Teaching in the 21st century demands fresh approaches tailored to address the needs of digitally-native students who have grown up with personal technology and are preparing for an evolving workforce. Educators must employ a range of effective methods to engage modern students, encourage critical thinking, navigate digital and social media responsibly, and foster collaboration and communication skills essential for academic success. Nowadays, learners in secondary schools have lost a startling amount of interest in studying literature. Several factors have been linked to this. Besides the evident lack of motivation from both students and teachers, there is a noticeable trend moving away from recreational reading towards engaging in electronic conversations in general (Ikonne, 2016).

In a study conducted by Ugwu (2022), teachers encounter numerous obstacles that hinder their ability to provide high-quality instruction. These factors comprise a deficient learning atmosphere, a severe shortage in available textbooks, limited language proficiency, confusion on the importance of literature, overwhelming workloads, and lack of parental support.

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Teachers are required to clearly communicate their educational objectives and make them available for evaluation by themselves, their students, and their immediate heads. Schools embrace the aspiration to define the designated "learning objectives," which serve as the foundation for assessments (Lindell, 2020).

21st-Century Literature from the Philippines and the World is among the courses provided in the 2<sup>nd</sup> Semester of Grade 11 learners at John B. Lacson Foundation Maritime University, (Arevalo), Inc. Since JBLFMU is a maritime school, English teachers would always take it as a challenge to teach literature in a male-dominated set-up, wherein majority of the students' population are mostly male. This research aimed at ascertaining the various instructional strategies used by literature teachers to involve students in their class interaction. The result of these would then be inputs for an enhanced university-based curriculum guide.



## MATERIALS AND METHODS

### Research Methodology

This chapter presents the underlying processes of the qualitative research study and discusses the parts, namely: Research Method, Research Design, Participants in the Study, Sampling Design, Research Instrument, Validity of the Research Instrument, Data-gathering Procedure, and Data Analyses.

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## Research Method

This study utilized a descriptive research method by means of an in-depth interview to determine the teachers' instructional strategies in teaching 21st-Century Literature as inputs for an enhanced university-based curriculum guide.

According to Glass and Hopkins (in Librarianship Studies and Information Technology, 2022), descriptive research methods are employed when researchers seek to portray particular behaviors as they unfold within a specific environment. Its objective is to provide precise and systematic descriptions of a population, situation, or phenomenon. This approach addresses questions regarding what, where, when, and how events occur, but not why they happen. Descriptive research entails collecting data that illustrate events, and subsequently arranging, summarizing, illustrating, and explaining the gathered information.

## Research Design

This research utilized a qualitative research design, specifically employing phenomenology. Phenomenology aids in grasping the significance of individuals' lived encounters. A phenomenological investigation explores into individuals' firsthand experiences and centers on their understanding of a particular phenomenon (Duquesne University, 2023).

According to Creswell (2013); in *Doctoral Research Methods in Social Work* (n.d.), a rational sample size for a phenomenological study typically ranges from 3 to 25 participants.

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## Participants in the Study

The participants in the study were the three (3) Language teachers handling 21st-Century Literature from the Philippines and the World at JBLFMU (Arevalo), Inc. and two (2) purposively chosen English teachers from JBLFMU (Molo), for a total of five (5) English teacher participants

## Sampling Design

The participants in the study were chosen using a method known as purposive sampling, a type of non-random sampling technique. A total population of five (5) English teachers - three (3) English teachers from JBLFMU (Arevalo) and two (2) English teachers from JBLFMU (Molo) - who were handling 21st-Century Literature from the Philippines and the World during the Second Semester of Schoolyear 2023-2024 served as the participants of the study.

Dovetail Editorial Team (2023) defined purposive sampling as a qualitative research method where a particular group of individuals or units is intentionally selected for analysis, rather than chosen randomly. This method is also known as judgment sampling or selective sampling.

## Research Instrument

This study used a researcher-made interview guide as its research instrument. This choice was appropriate because the study needed a qualitative data collection, primarily focused on narratives.

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A semi-structured interview is a data collection method in which participants respond to a series of open-ended questions, followed by probe questions to dig deeper into their responses and the subject matter. These interviews maintain focus on the topic of interest while allowing for exploration of related ideas as they arise. Qualitative researchers utilize semi-structured interviews to gather fresh data and investigate participants' perspectives and attitudes toward a specific subject (Delve, n.d.).

### **Validity of the Research Instrument**

A panel of experts was requested to validate the researcher-made interview guide. These experts were composed of English teachers and research experts who determined the face and content validity of the instrument using the 8-point criteria of Good and Scates.

### **Data-Gathering Procedures**

The instrument was checked by the thesis adviser and the validator. Found valid, the instrument was reproduced for the conduct of the study. A permit was obtained from the Graduate School dean allowing the researcher to start the conduct of the study. Also, a letter was given to the SHS Principals of JBLFMU (Arevalo) and JBLFMU (Molo) asking permission for the conduct of the study. A letter of consent was secured from each of the participants. The interview was conducted in-person or face-to-face.

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## Data Analyses

The gathered data were transcribed, interpreted, and analyzed using thematic analysis.

According to Crosley (2021), thematic analysis involves exploring patterns within a dataset to understand their importance. Essentially, it means analyzing the patterns and themes in the data to uncover their deeper meanings. This process is guided by the research's objectives and inquiries, by focusing on the identification of key themes that are relevant to the research questions.

## RESULTS AND DISCUSSIONS

This study was conducted to determine the teachers' instructional strategies in teaching 21st-Century Literature at John B. Lacson Foundation Maritime University for Schoolyear 2023-2024 as inputs for an enhanced university-based curriculum guide.

This qualitative research involved five (5) English teachers from JBLFMU, three (3) from Arevalo and two (2) from Molo, who were teaching 21st-Century Literature from the Philippines and the World during the Second Semester of School Year 2023-2024. They were chosen through purposive sampling.

The instrument used in this study was an in-depth interview guide that underwent validation from qualified experts and was found valid and appropriate to use to gather responses from the participants.

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Thematic analysis was used to analyze and interpret the responses of the participants.

Data were organized and relevant themes were selected.

The following were the findings of the study:

The instructional strategies used by 21st century literature teachers in their classes were as follows: (1) Multimedia Integration, (2) Vocabulary Building Activities, (3) The Art of Questioning/Inquiry Approach, and (4) Creating Opportunities for Learning.

The 21st-Century literature teachers utilized the instructional strategies for the following reasons: (1) blending modern and classical media for integration, (2) engaging learners in deeper analysis and critical thinking, (3) improving learners' vocabulary and comprehension, (4) creating avenues for interactive discussion, and (5) developing creativity and higher-order thinking skills.

Based on the findings, the following insights were drawn:

It is important that English teachers who teach 21st-Century Literature use instructional strategies that effectively help students engage with the diverse concepts within the subject. Teachers must also consider that students have different learning styles. Thus, teachers should thoughtfully select and adapt strategies that cater to these differences, thereby ensuring that every student has the opportunity to connect with and understand the material.

Integrating technology in the classroom enhances learning by using tools like online research, video conferencing, and social media to boost engagement. Educational apps and

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websites offer additional practice, thus helping students develop 21st-century skills and supporting their overall learning.

In an institution that is male-dominated, active learning creates a student-centered classroom where students engage in activities, discussions, and group work. This approach encourages ownership of their learning, thus leading to deeper understanding and better retention.

Another area for consideration in a male-dominated classroom is game-based learning where students experience active learning. It boosts engagement and motivation through rewards and challenges and enhances problem solving, perseverance, and confidence, while the multi-sensory experience aids information retention. Competition also encourages excitement for learning.

By considerately employing a variety of approaches, teachers can address individual needs, and ultimately support students in developing the skills necessary for lifelong learning.

In light of the findings and insights arrived at in the study, the following recommendations are advanced:

The Department of Education may consider the revision of the existing curriculum guide in the subject, 21st-Century Literature from the Philippines and the World. The DepEd must formulate new policies in the revision of a unified curriculum guide for the country.

Curriculum planners must enhance the existing curriculum guide by incorporating the identified instructional strategies to be used in every topic and the possible activities appropriate to the learners' needs.

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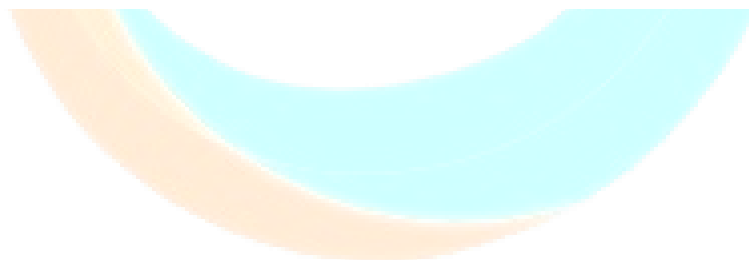


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The School Heads of JBLFMU (Molo and Bacolod) must consider adapting and implementing the school-based curriculum guide crafted by the JBLFMU (Arevalo) SHS teachers as this will be a great help to their teachers' classroom instruction. Training sessions and seminar-workshops may also be conducted so that all 21st-Century Literature teachers from the three (3) campuses may share their best practices which can serve as bases for a system-wide curriculum guide.

21st-Century Literature teachers should actively explore and implement a variety of teaching strategies that align with the diverse needs and interests of their students when discussing literary texts. Teachers should also create more engaging and meaningful learning experiences to connect students more deeply with literature. Moreover, teachers may consider and explore the use of post-modern instructional strategies.

Similar studies may be conducted in other subject areas to validate the results of teachers' instructional strategies used in teaching 21st-Century Literature.



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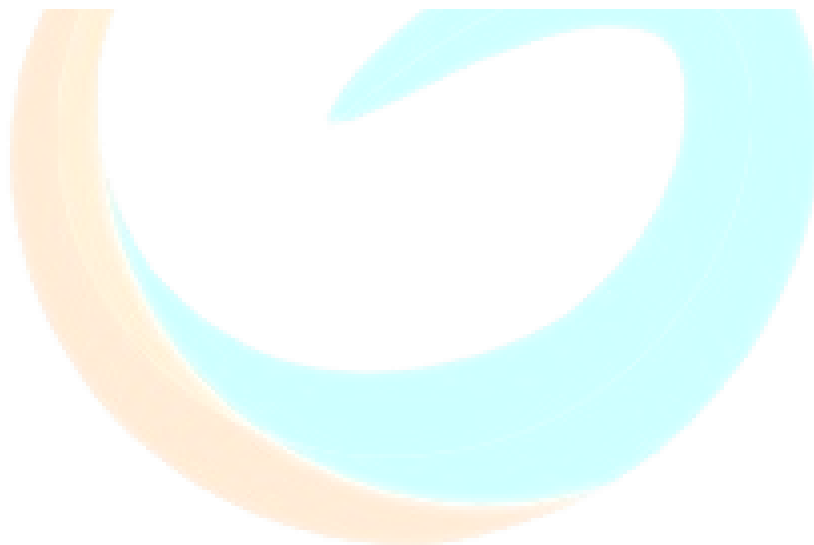


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