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## Research Article

### Experiences, Challenges, and Teaching Strategies: Basis for Classroom Interactive Performance

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## ABSTRACT

This study explored teaching strategies employed by secondary teachers in the Division of La Carlota City for literature instruction. Utilizing Focus Group Discussions (FGDs) with seven English teachers from various schools and document analysis, the research examined engagement, exploration, and exit themes related to teaching practices. During the engagement phase, it was found that the nature of literature teaching has evolved significantly over the past 5–10 years, emphasizing the use of interactive multimedia, online platforms, and diverse text analysis approaches. Challenges such as electronic distractions and students' struggles with comprehension were highlighted. In the exploration phase, teachers expressed the fulfillment of teaching literature, fostering cultural appreciation, and collaboration among peers. Challenges were addressed through simulated reading programs, engagement with complex texts, contextualization, and transitioning from global to academic literature. Effective strategies included the use of appropriate resources, pre-selection questioning, integration of contemporary literary works, and multimedia tools. Teachers also emphasized fostering appreciation for literature, deepening understanding of literary elements, and providing time for guided exploration of complex texts. In the exit phase, critical thinking, inclusivity, comprehensive assessment strategies, and professional collaboration emerged as essential skills and practices. The study recommends implementing interactive teaching methods, integrating technology, and performance-based assessments to enhance engagement and participation in literature instruction.

**Keywords:** *Experiences, Challenges, Teaching strategies, Classroom interactive performance*

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## Introduction

According to Republic Act No. 10533, popularly known as the "Basic Education Program of 2013," the DepEd must follow a curriculum that incorporates constructivist, inquiry-based, reflective, collaborative, differentiated, and integrative pedagogical approaches. The Department of Education (DepEd) incorporated the teaching of literature in Junior curricula to engage students in appreciation and critical study of different literary pieces from the Philippines, Afro-Asian, Anglo-America, and World Literature from Grade 7 to 10, respectively encompassing their various dimensions, elements, structures, genres, contexts, and traditions.

Teachers are known to be versatile. They are equipped with different knowledge and skills to be prepared to handle the diversity of learners. It is a fact that each day, they are faced with this challenge as each learner is noted to be unique. Thus, they have different ways of how they should be taught in school. One of the challenges educators encounter is maximizing students' comprehension, especially when teaching literature.

Improving learners' comprehension, particularly in teaching literature, remains a significant challenge for educators in the La Carlota City Division. Aligned with the K-12 English Curriculum, this study aimed to investigate the methods junior high school teachers use to teach and facilitate learning in literature. To genuinely engage with and learn from literature, students must find joy in the process, which necessitates the use of diverse teaching strategies tailored to their varying needs. Consequently, numerous approaches have been proposed to address these differences, leading the researcher to conclude that the ultimate goal in teaching literature is to foster students an appreciation of its content through innovative and varied methods. Recognizing that students today often become disengaged when faced with repetitive or monotonous lessons, the researcher initiated this study to enhance students' comprehension and enjoyment of literature. A key focus was exploring the effectiveness of interactive performance strategies in creating dynamic and impactful classroom instruction.

## Literature Review

### *Nature of Teaching Literature*

The Indeed Editorial Team (2023) highlights several key benefits of teaching literature in the classroom. First, literature enhances critical thinking skills, as analyzing fiction allows students to explore themes and make connections to broader ideas. Additionally, literary knowledge helps students apply critical thinking to other contexts, including nonfiction. Second, literature provides cultural understanding by exposing students to characters from different cultures, fostering empathy, and broadening their perspectives on diverse experiences. Third, reading literature improves vocabulary by providing examples of new words used in context, which aids in retention and future application. Lastly, studying fiction enhances writing skills by improving students' understanding of language, sentence structure, and rhythm, ultimately helping them become better writers and communicators.

### *Challenges in Teaching Literature*

As noted by Beach et al. (2021), who states that "If students have choices, they are the more motivated to want to learn," in this case, what they want to read and how. According to the principle, giving kids a choice helps to motivate them to study. Instead of assigning them texts, you should give them the option to select the ones that would pique their interest the most. Whether or not students should bear sole responsibility for their education is a pertinent subject. Then, a possible failure would be the responsibility of the student, and it is debatable whether professors should let it.

According to Bayawa and Magday (2024), The implementation of the K-12 program in the Philippines, under Republic Act 10533 (Enhanced Basic Education Act of 2013), marked a significant transformation in the nation's educational framework. This reform aligned the Philippine system with international standards and emphasized specialized learning tracks in senior high school, including Literature as a core subject within the Higher Education strand. Literature education under this framework promotes critical thinking, cultural sensitivity, and adaptability in a globalized and complex world.

A central instructional resource in this curriculum is "21st Century Literature from the Philippines and the World" (2nd ed., Sayuno, Chua, & Ochoa, 2019), which integrates modern platforms such as social media and digital content to bridge contemporary learning preferences with literary analysis. The book is divided into two units: one focused on regional Philippine literature, including historical and modern texts, and the other on world literature, expanding students' exposure to diverse cultural narratives and literary techniques. The inclusion of collaborative and real-world learning activities further enhances student engagement and application.

Despite some limitations—such as a lack of detailed analytic rubrics, a few outdated literary inclusions, and minor technical issues—the book remains a significant tool for literary education. Its interdisciplinary approach supports research in comparative literature, digital humanities, pedagogical innovation, and cross-cultural studies, making it a relevant resource for both educators and scholars in the evolving landscape of literary instruction.

### ***Teachers' Strategies in Teaching Literature***

According to Parojenog (2020), Teaching literature skills enables educators to provide critical knowledge about fictional texts and effective methods for analyzing them. When students learn how to approach and understand literary works, they can develop valuable skills that will help them succeed in their future careers. By exploring different strategies for teaching literature, teachers can identify the most effective methods for their students. However, some teachers struggle to adapt their teaching approaches to the wide range of techniques required for teaching literature. Additionally, teachers must be aware of their students' learning styles to tailor their methods to students' preferences and interests. Effective literature instruction, therefore, requires a balance between the needs of both the teacher and the student.

### ***Promote Classroom Interactive Performance***

According to Viana and Zyngier (2019), literature is often oversimplified in the class-

room, but when properly integrated, it encourages active engagement with creative works and develops critical thinking skills in students. By considering students' perspectives, teachers can efficiently incorporate language and literature into lessons. Various strategies can foster classroom interactivity during literature lessons, promoting engagement and improving text comprehension. Literature education enhances students' comprehension and interpretation abilities while increasing their exposure to diverse vocabulary, sentence structures, and linguistic patterns. This approach helps students in grades 7-9 develop a deeper understanding of language and its usage across different contexts. Additionally, literature encourages a love for reading and motivates students to engage with texts beyond simple comprehension, ultimately improving their language skills and overall reading proficiency.

### **Methods**

The research methodology employed in the study, utilizing a qualitative-realistic phenomenological approach by Daubert, Reinach, Pfander, Scheler, Ingarden, Hartman, and Kocher, was employed in this study (Smith, 2007), to explore the teaching strategies of literature among junior high school teachers in La Carlota City Division. The study focused on the lived experiences, perceptions, and insights of these teachers, employing focus group discussions as the primary data gathering instrument. Participants, selected through nonprobability convenience and expert sampling, consisted of seven Grade 9 English teachers. The research instrument, validated for content validity using Lawshe's method by a panel of experts including the education program supervisor, department head, and master teacher, comprised open-ended questions designed to elicit detailed responses about teaching methodologies. Data gathering involved requesting permission from the school principal, conducting focus group discussions, recording and transcribing the discussions, and ensuring ethical considerations such as informed consent and confidentiality. Data analysis utilized thematic exploration, involving coding and thematic analysis to identify recurring patterns and

themes within the transcribed data. This systematic approach aimed to provide a comprehensive and nuanced understanding of the strategies employed by teachers in teaching literature.

## Results and Discussions

The study's findings, analyzed through thematic analysis, reveal key insights into teaching literature. Over the past 5 to 10 years, literature instruction has evolved significantly, with the main themes focusing on the nature of teaching and current challenges. On the evolution of teaching literature, two sub-themes emerged: the use of Interactive Multimedia and Online Discussion Platforms and the importance of Analyzing Text from a Variety of Perspectives. As for the challenges in teaching literature, Electronic Diversion and Students' Challenges with Literature Comprehension were identified as significant obstacles.

The exploration phase of the study, which included guided discussions, highlighted several rewarding experiences in teaching literature, such as Fulfillment in Teaching Literature, Optimizing Learning with Peers, and Appreciating Culture and History through Texts.

Challenges in teaching literature were addressed through strategies like Tackling Challenges Effectively, Developing Simulated Reading Programs, and Improving Language Skills in Complex Texts. Furthermore, Contextualization and Shifting Focus from World Literature to Academic Texts were noted as effective ways to engage students.

Effective strategies for fostering a love for literature included the Utilization of Appropriate Learning Resources, Collaboration and Feedback, and making literary works Applicable to Contemporary Times. Teachers were also encouraged to spend specific time helping students understand complex literary works and to deeply engage with literary elements.

Finally, the exit phase of the study summarized the discussions, thanked participants, and outlined next steps. On the essential skills and knowledge for teaching literature, the study highlighted the Importance of Motivation, Developing Critical Thinking Skills, Inclusivity and Diverse Perspectives, and the use of an Assessment Strategy to measure students' comprehension. Additionally, Professionalism and Collaboration Among Teachers were emphasized as crucial for maximizing learning outcomes.

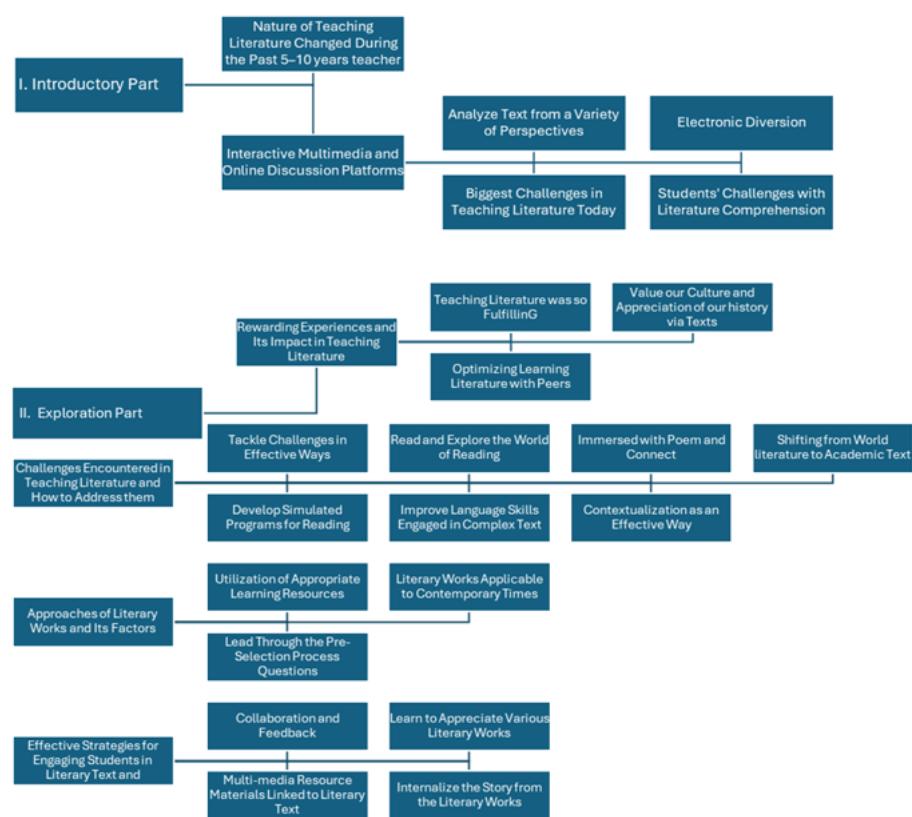




Figure 1. Thematic Framework of Strategies in Teaching Litera

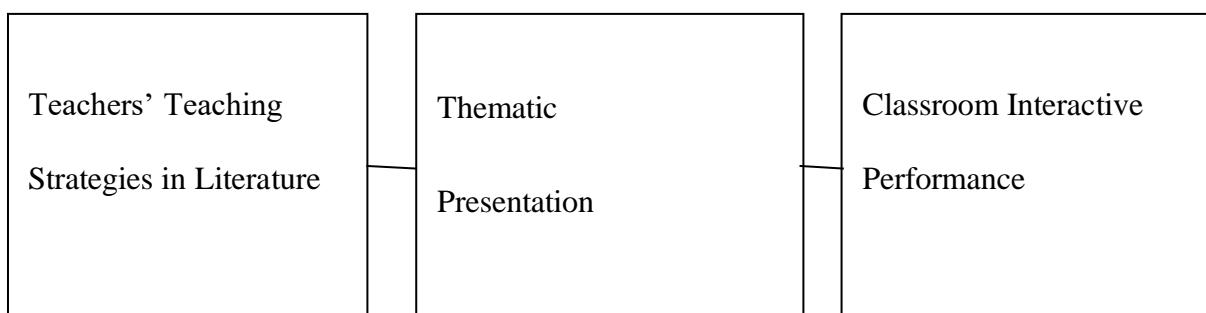


Figure 2. A Schematic Diagram of the Study Showing the Relationship of the Variables

## Conclusions

The study on teaching strategies for literature among junior high school teachers highlighted several key findings. Over the past 5 to 10 years, literature teaching has evolved with the integration of educational technology, interactive multimedia, and a stronger focus on developing empathy and understanding of diverse perspectives. This shift has made literature more inclusive and engaging, emphasizing student choice, participation, and critical thinking. However, challenges such as maintaining student interest, inadequate resources, and difficulties in connecting with classical texts were identified as obstacles to effective teaching. Teachers also faced issues related to poor learning environments and heavy workloads, which hindered their ability to engage students fully.

Despite these challenges, rewarding experiences, such as seeing students succeed and develop a passion for literature, served as significant motivators for teachers. The study found that reward systems in schools helped foster

intrinsic motivation among students, contributing to both academic and personal growth. Teachers addressed challenges through professional development and collaboration with colleagues, along with creative strategies to improve the learning environment, such as incorporating contemporary and relatable texts and utilizing online resources.

Effective strategies for engaging students included the use of multimedia materials, pre-selection process questions, and collaborative learning activities like book clubs and literature circles. These strategies helped deepen students' understanding and foster a love for reading. Teachers also emphasized the importance of developing critical thinking skills, improving reading comprehension, and fostering global awareness through literature. Collaboration and ongoing professional development among teachers were identified as crucial for enhancing teaching practices and addressing diverse student needs. Ultimately, the study concluded that fostering students' analytical and communication skills, alongside an

appreciation for diverse cultures, is essential for successful literature teaching.

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For I know the plans I have for you declares the Lord, plans to prosper you and not to harm you, plans to give you hope and a future. Jeremiah 29:11

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