

Teachers' Views and Students' Feedback on the Different Approaches in Teaching Literature



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ABSTRACT: This study aimed to assess the teachers' views and students' feedback on the different approaches in teaching literature to Junior High school. A quantitative descriptive research design was employed in this study with the used of weighted mean, and standard deviation. Data were obtained from 8 teachers and 200 students of Junior Science High School in Siocon National Science High School, Schools Division of Zamboanga del Norte. Teachers 'very much preferred' their approaches in language based, paraphrastic, information-based and personal response, while they have 'much preferred' dealing with moral-philosophical and stylistic approaches to teaching literature. Moreover, students' is very much preferred their feedback in language based, paraphrastic, information-based and personal response, while they have 'much preferred' dealing with moral-philosophical and stylistic by the approaches employed by teachers in teaching literature. Generally, the student's feedback is excellent in all the approaches employed in teaching literature.

KEYWORDS: Approaches in Teaching English Literature, Perception in teaching English literature, Students' General Feedback in the Teaching of Literature, Philippines

INTRODUCTION

Literature is overly concerned with students' linguistic competence development. As a result, teaching literature in schools alongside the core English language curriculum has become a common pedagogic trend and a strategy adopted by educational authorities in our country where English literature is taught. However, a teacher's lack of competence in language skills and the teaching literature approaches became challenging for many students in learning English literary elements (Ali, 2021). Moreover, it makes clear that the teachers on the front lines of instruction have difficulty teaching literature to less proficient students. Many teachers also claimed that the language level of the literature lesson in secondary schools was difficult for many students to comprehend (Taha & Ahmed, 2018).

This study on High School Teachers' views on teaching literature and students' feedback towards the different approaches is significant for it would help assess the present situations of the students and teachers in literature in Junior High School. Indeed, the significance of approaches in teaching literature in English gives teachers the tools they need to successfully teach literary text and literary analysis. As a result, the teacher's scaffolding in an academic context is essential to students in the learning process of literary elements (Mohamed, 2015). The importance of approaches in teaching literature study is required by training English language teachers on how to teach literature component in a highly effective manner (Atek & Isyaku, 2021). Moreover, teachers' literature teaching approaches are essential in knowledge acquisition and achieving positive learning in the literature component (Krishnasamy, 2015).

Many studies confirmed the intertwined relationship between Teachers' views on teaching literature and students' feedback towards the different approaches. Students' feedback towards the other approaches positively influences teachers' views on teaching literature (Taha & Ahmed, 2018). Most teachers (85%) viewed that students gave positive feedback towards the teaching approach they employed during literature lessons as students were interested, happy, receptive, and active in participating in the classes. This indicates that teachers' views on teaching literature are positively correlated with students'

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feedback (Ling et al., 2016). All teachers viewed that their students reacted positively to the approaches they employed in literature lessons. This indicates that teachers' views on teaching literature relate to students' perspectives (Aydin, 2013).

A large body of related literature and studies has investigated approaches employed by teachers in teaching literature and students' feedback in secondary schools in foreign countries. Teachers' views and students' feedback in English literature, the same meta-analysis concluded that this concept needs further research because it has not received much attention in the literature. Although the related studies focused on the approaches of teaching English literature, it differs in scope and limitations. The researcher as interested to investigate more, will conduct survey focuses on local educational sector, in a government educational institution where the respondents are junior high school students in the municipality of Siocon, Province of Zamboanga del Norte.

LITERATURE

Teacher's Views on Approaches in Teaching Literature

Teachers seem to have two different views on teaching literature to secondary school students; those are negative and positive views.

Negative Views

Teachers who had negative views on teaching literature to secondary school students found it difficult. That was mainly related to student's proficiency level, affecting the flow of teaching and learning. Among their reactions were: difficult to teach...students don't understand the words...students can not enjoy the lesson... teachers should start with something simple and related to students. The Pearl, for example, is very difficult (Taha & Ahmed, 2018).

Positive Views

Those with positive views claimed that they believe in the potential of literature to help secondary school students develop their language. However, they emphasized that teachers need to play their roles in giving proper guidance to the students. They reacted: "It is interesting to teach them literature, but we must guide them very well. If they don't understand the text, they cannot respond to us, which makes our lesson not interesting (Taha & Ahmed, 2018).

Students' Feedback

Students' feedback plays an important role on the approaches and strategies employed by the teachers. The activities and lessons suggested by the students to be included in their literature classes are basis on attaining their needs inside the classroom. One study revealed that there are positive and negative feedback from students related on how they learn in their literature classes. The findings indicate that students have positive feedback on the approaches and strategies employed by their teachers. Respondents reported that they like the way their teachers teach literature. The findings also revealed that the drama activity is the most favored, followed by the quiz and speaking activity/lesson (Rashid et al., 2010).

Information-Based Approach

Mustakim et al., (2018) outlined the methods teachers used to instruct students in literature in upper primary schools. The study discovered that teachers preferred information-based approaches to teaching literature to their students. According to an information-based approach, literature is viewed as a way to provide students with information (Atek et al., 2020). Information-based approach, it is also a teacher-centered teaching strategy, as teachers must provide information or background input of the text to help learners comprehend the literary reading materials. Thus, this approach is suitable for novice learners as it allows for an easier platform for them to generate assumptions or interpretations of the texts (Sii & Chen, 2016).

Paraphrastic Approach

This method focuses on the text's basic interpretation. Compared to the more complex texts, it enables teachers to use simpler words and sentence structures, and occasionally the teacher can translate the texts into other languages. They added that this strategy is appropriate for learners of the target language because it serves as a foundation for formulating original hypotheses about the author's work (Taha & Ahmed, 2018). The paraphrastic approach is primarily paraphrasing and rewording the text to simpler or using other languages to translate it. Teachers use simple words or less complex sentence structures to make the original text easy to understand (Divsar, 2014). It is teacher-centered and does not contribute many interesting activities to students (Ling et al., 2016).

Language-Based Approach

This approach aims to aid students in developing their language abilities. The main objective of this strategy is to "simply use literary texts as a resource for engaging language activities." The focus of language-based approaches has shifted to the learner,

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reading, and increasing linguistic awareness. A language-based framework for reading literary texts is proposed as a result of this method, progressing from lexis (vocabulary) and syntax (sentences) to coherence (discourse). Along with phonology (sounds), graphology (textual appearance), semantics (meaning), dialect (differences from standard English), register (tone), period (archaisms), and function (textual message), it also emphasizes these topics (Taha & Ahmed, 2018).

Personal-response approach

This strategy emphasizes how students react to the author's text. The students would give their opinions on the author's intentions and possible meanings that could be inferred from the text. Further, it is argued that although it is encouraged for students to investigate different textual meanings, their interpretation must be consistent with the text. Connecting the themes of the studied texts and the student's personal experiences inspires and motivates students to read (Taha & Ahmed, 2018). Moreover, personal-response approach encourages students to make sense of their experiences and personal lives with text themes. It also encourages students to associate the subject matters of the reading texts with personal life experiences (Ling et al., 2016).

Moral-Philosophical Approach

This approach entails moral principles in the curriculum as a whole. With this approach, the goal is to learn moral principles while reading a particular literary work. In addition, it aims to assess the significance of the moral and philosophical underpinnings of one's reading (Taha & Ahmed, 2018). Learners seek moral values from a particular literary text while reading it. It helps students be aware of moral and philosophical values and identify them that lie in their reading. Students must go beyond the text for moral and philosophical inference (Divsar, 2014). With this approach, teachers can direct students to achieve self-realization and self-understanding while interpreting literary works. This approach is very much in line with the aim of the Secondary English Language Syllabus to instill values for good citizenship (Ling et al., 2016).

Stylistic Approach

The stylistic approach incorporates a close reading of its literature contrary to the traditional ways of memorization and reproduction. It can prove to be the best method to learn a foreign language through stylistic approach as it would give a close view of the target language. Students will learn to relate a piece of literary writing to their own experience of language and consequently extend their experience. Literary analysis through stylistic approach encourages in students the ability to infer meanings by interacting with the text. The stylistic approach demands a close reading and re-reading of a literary text by the students (Taha & Ahmed, 2018). A close reading and re-readings of a literary text would help the students internalize the rules of the grammar of the target language indirectly. According to Verma (2015) students would be learning language through literature and this is basic aim of teaching literature of any language.

MATERIALS AND METHODS

The study took off in Siocon National Science High School, located at Barangay Poblacion, Siocon, Zamboanga del Norte, Philippines. It has two hundred (204) students in Senior High School Department. The study respondents are a complete numeration of the two hundred (200) students of Senior High School and 8 English teachers teaching literature classes during the school year 2022-2023.

Research Instrument

The adopted questionnaire used in the study consisted of three parts; 1. Demographic profile consist of sex, age and year level; 2. Approaches to the teaching of English literature adopted from Taha et al. (2018) consist of twenty eight (28) items with six (6) indicators namely: information-based approach; paraphrastic approach; language-based approach; personal-response approach; and moral-philosophical approach and stylistic approach; Each indicator has item description as guide for the teachers and students. Students' general feedback is adopted from the study of Taha et al. (2018) with five (5) general indicators.

Design and Methods

This study employed survey and descriptive research methods. The survey method will be employed since the researchers gathered data through a questionnaire checklist of approaches to teaching English literature and students' feedback. A quantitative descriptive research design was employed in this study with the used of weighted mean, and standard deviation. Creswell and Guetterman (2019) defined a survey as a research method used for collecting data from a predefined group of respondents to gain information and insights on various topics of interest. The researcher received permission from the University President of Jose Rizal Memorial State University to distribute the questionnaires in order to start the data collection process. Designated employee representatives assisted in this process. After taking ethical factors into account, it was decided that an ethical assessment was not required because there were no delicate human issues.

The following ranges of values with their descriptive interpretation will be used:

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Scoring Procedure

Scale	Range of Values	Description	Interpretation
5	4.21-5.00	Strongly Agree	Very Much Preferred
4	3.41-4.20	Agree	Much Preferred
3	2.61-3.40	Somewhat Agree	Preferred
2	1.81-2.60	Disagree	Less Preferred
1	1.0-1.80	Strongly Disagree	Never Preferred

RESULTS AND DISCUSSION

Approaches Employed in the Teaching of Literature

Table 1. Teachers' Views on the Employed Approaches in the Teaching of Literature in terms of Language-Based Approach

A. Language-Based Approach	Mean	SD	Description	Interpretation
1. I guide students to infer meanings from clues in the text.	4.25	0.43	Strongly Agree	Very Much Preferred
2. I guide students to read between lines.	4.75	0.43	Strongly Agree	Very Much Preferred
3. I ask students to make predictions about what will happen next at key points of a story.	4.38	0.48	Strongly Agree	Very Much Preferred
4. I guide students to express opinions towards a text.	4.50	0.50	Strongly Agree	Very Much Preferred
5. I set simple language activities in the literature lesson.	4.38	0.48	Strongly Agree	Very Much Preferred
6. I generate language practice using the text.	3.88	0.78	Agree	Much Preferred
7. I use literary texts solely for small 'I'.	3.38	0.70	Somewhat Agree	Preferred
Overall Mean	4.21	0.70	Strongly Agree	Very Much Preferred

Table 1 depicts the teachers employed approaches in teaching literature in terms of language-based. The teacher-respondents strongly agree that they guide students to read between lines, express opinions towards a text, set simple language activities, ask students to make predictions, and guide students to infer meanings. They agree that they generate language practice using the text. They somewhat agree on the use of literary texts solely for small "I". Overall, the teachers strongly agree that they very much preferred (mean=4.21, SD=0.70) to use a language-based approach. The standard deviation affirms the homogeneity of the responses of the teachers. The finding disagrees with the study of Mustakim et al. (2018), who indicated that the Information-Based Approach was the most favored by teachers as it ensures students acquire enough knowledge and information on the literary text studied and expanded their understanding of the subject matter. Teachers explain the content of the text to the class and provide students with a background of information related to the teaching of literature.

Table 2. Teachers' Views on the Employed Approaches in the Teaching of Literature in terms of Paraphrastic Approach

B. Paraphrastic Approach	Mean	SD	Description	Interpretation
1. I provide a written paraphrased version as a complementary reading text.	4.00	0.71	Agree	Much Preferred
2. I teach solely using a paraphrased version of the text.	4.38	0.48	Strongly Agree	Very Much Preferred

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3. I guide students to paraphrase the text.	4.38	0.48	Strongly Agree	Very Preferred	Much
4. I explain the figurative and ambiguous language used in simple words.	4.25	0.83	Strongly Agree	Very Preferred	Much
5. I use simple terms to explain what the story is about To students.	4.63	0.70	Strongly Agree	Very Preferred	Much
6. I retell the text to students to help them understand.	4.63	0.48	Strongly Agree	Very Preferred	Much
Overall Mean	4.38	0.67	Strongly Agree	Very Preferred	Much

Table 2, above, illustrates the teachers employed approaches in teaching literature in terms of the paraphrastic approach. The teachers strongly agree that they use simple terms to explain what the story is about, re-tell the text to the students, guide the students to paraphrase, teach solely using a paraphrased version of the text, and explain figurative and ambiguous language. The teachers also agree that they provide a written paraphrased version as a complementary reading text. Generally, the teachers strongly agree that they very much preferred (mean=4.38, SD=0.67) to use the paraphrastic approach. The standard deviation avers the homogeneity of the respondents' responses. The finding is supported by Mustakim et al. (2018), who indicated that the Paraphrastic Approach was the most favored among the other approaches in the teaching of literature component. To ensure students understand and provide good feedback from the teaching process in the classroom, teachers re-telling the text to students to help them understand the literature component and use simple terms to explain what the story is about to students.

Table 3. Teachers' Views on the Employed Approaches in the Teaching of Literature in terms of Information-Based Approach

C. Information-Based Approach	Mean	SD	Description	Interpretation	
1. I guide students to identify and read informative Extracts in the story.	4.50	0.50	Strongly Agree	Very Preferred	Much
2. I provide specific details about the literary elements found in the text.	4.63	0.48	Strongly Agree	Very Preferred	Much
3. I elicit information from students about the text.	4.38	0.48	Strongly Agree	Very Preferred	Much
4. I explain the main content of the text to the class.	4.25	0.43	Strongly Agree	Very Preferred	Much
5. I provide students with background information.	4.63	0.48	Strongly Agree	Very Preferred	Much
6. I ask questions to check students' knowledge based on what they have read.	4.75	0.43	Strongly Agree	Very Preferred	Much
Overall Mean	4.52	0.50	Strongly Agree	Very Preferred	Much

Table 3, on the previous page, displays the teachers employed approaches in teaching literature in terms of information-based approach. Based on the result, the teachers strongly agree that they asked questions to check students' knowledge based on what they have read, provide students with background information, provide specific details about the literary elements found in the text, guided students to identify and read informative extracts in the story, elicit information from students about the text, and explained the main content of the text in the class. Altogether, the teachers strongly agree with (mean=4.52, SD=0.50) that they very much preferred the information-based approach in teaching literature class. The standard deviation asserts the homogeneity of responses. The finding is supported by Mustakim et al. (2018), who indicated that the Information-Based Approach was the most favored by teachers as it ensures students acquire enough knowledge and information on the literary text studied and expanded their understanding of the subject matter. Teachers guide students to identify and read informative literary text, extracts the story piece, explained the content of the literary text to the class, asked questions to check students' knowledge based on what they have read and provided students with a literary background of information related to the teaching of literature.

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Table 4. Teachers' Views on the Employed Approaches in the Teaching of Literature in terms of Personal Response Approach

D. Personal Response Approach	Mean	SD	Description	Interpretation
1. I guide students to relate the themes to personal experiences.	4.88	0.33	Strongly Agree	Very Much Preferred
2. I ask students to compare the text to any text they have read earlier.	4.50	0.50	Strongly Agree	Very Much Preferred
3. I elicit students' responses to a text.	4.50	0.50	Strongly Agree	Very Much Preferred
4. I encourage students to express feeling toward the issues raised in the text.	4.88	0.33	Strongly Agree	Very Much Preferred
Overall Mean	4.69	0.46	Strongly Agree	Very Much Preferred

Table 4 displays the teachers employed approaches in teaching literature in terms of personal response. It declares that the teachers strongly agree that they guide students to relate the themes to personal experiences, encourage students to express feelings towards the issues raised in the text, ask students to compare the text to any text they have read, and elicit students' responses to a text. In general, the teachers strongly agree that they very much preferred (mean=4.69, SD=0.46) the use of the personal response approach. The standard deviation also attests to the homogeneity of the teachers' responses. The finding disagrees with the study of Mustakim et al. (2018), who indicated that the Information-Based Approach was the most favored by teachers as it ensures students acquire enough knowledge and information on the literary text studied and expanded their understanding of the subject matter. Teachers explain the content of the text to the class and provide students with a background of information related to the teaching of literature.

Table 5. Teachers Employed Approaches in the Teaching of Literature in terms of Moral-Philosophical Approach

E. Moral-Philosophical Approach	Mean	SD	Description	Interpretation
1. I incorporate moral values in the lessons.	4.63	0.48	Strongly Agree	Very Much Preferred
2. I tell students directly the moral values found in the text.	2.38	0.48	Disagree	Less Preferred
3. I ask students about the values they learn from the text.	4.63	0.48	Strongly Agree	Very Much Preferred
4. I guide students to search for moral values from a text.	4.38	0.70	Strongly Agree	Very Much Preferred
5. I raise students' awareness of values derived from the Text.	3.88	0.78	Agree	Much Preferred
Overall Mean	3.98	1.04	Agree	Much Preferred

Table 5 portrays the teachers employed approaches in the teaching of literature in terms of moral-philosophical. The data claims that the teachers strongly agree that they incorporate moral values in the lesson, ask students about the values they learn from the text, and guide students to search for moral values from the text. They also agree that they raise students' awareness of values derived from the text. But they disagree that they tell students directly the moral values found in the text, which means they allow the students to think and give the moral values of the text based on their understanding. Overall, the teachers agree that they much preferred (mean=3.98, SD=1.04) moral philosophical approach in teaching literature. The standard deviation also maintains that there exists homogeneity of the responses. The finding is supported by Mustakim et al. (2018), who indicated that the Moral Philosophical Approach was the second most favored approach employed in the teaching of literature component in the classroom. This aligns with the National Philosophy of Education to integrate more humanistic values among the students.

Table 6. Teachers Employed Approaches in the Teaching of Literature in terms of Stylistic Approach

F. Stylistic Approach	Mean	SD	Description	Interpretation
1. I use oral reading and summarizing as activities in introducing a poem.	3.50	0.87	Agree	Much Preferred

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2. I use the vocabulary word web in the literary analysis of any genre of literature.	4.25	0.83	Strongly Agree	Very Much Preferred
3. I ask students to identify at least one set of alliterative words and another set of words that show consonance.	3.25	0.97	Somewhat Agree	Preferred
Overall Mean	3.67	0.99	Agree	Much Preferred

Table 6 reflects the teachers employed approaches in teaching literature in terms of stylistic approach. The result conveys that the teachers strongly agree that they use the vocabulary word web in the literary analysis of any genre of literature. They agree that they use oral reading and summarizing as activities introducing a poem. They somewhat agree that they ask students to identify at least one set of alliterative words and another set of words that show consonance. Generally, the teachers agree (mean=3.67, SD=0.99) that they much preferred a stylistic approach in teaching literature. The standard deviation still shows homogeneity of responses. The finding disagrees with the study of Mustakim et al. (2018), who indicated that the Information-Based Approach was the most favored by teachers as it ensures students acquire enough knowledge and information on the literary text studied and expanded their understanding of the subject matter.

Table 7. Summary of Teachers Employed Approaches in the Teaching of Literature

Approaches	Mean	SD	Description	Interpretation
A. Language-Based	4.21	0.70	Strongly Agree	Very Much Preferred
B. Paraphrastic	4.38	0.67	Strongly Agree	Very Much Preferred
C. Information-Based	4.52	0.50	Strongly Agree	Very Much Preferred
D. Personal Response	4.69	0.46	Strongly Agree	Very Much Preferred
E. Moral-Philosophical	3.98	1.04	Agree	Much Preferred
F. Stylistics	3.67	0.99	Agree	Much Preferred
Overall Mean	4.26	0.79	Strongly Agree	Very Much Preferred

Table 7 discloses the summary of the teachers' employed approaches in teaching literature. The result maintains that the teachers strongly agree that they very much preferred personal response, information-based, paraphrastic, and language-based approaches in teaching literature. They agree they are much preferred moral-philosophical and stylistic approaches in teaching literature. Altogether, the teachers strongly agree that they preferred (mean=4.26, SD=0.79) the different approaches in teaching literature. The standard deviation still affirms the homogeneity of responses. The current finding corroborates the three models in the teaching of literature of Carter, and Long (1991), who stated that (1) Cultural Model which view literature as a teacher-centered and source of facts where teacher delegates knowledge and information to students, (2) The Language Model which allows teacher to employ strategies used in language teaching to deconstruct literary texts in order to serve specific linguistic goals, and (3) The Personal Growth Model where the focus is on a particular use of language in a text and in a specific cultural context. The current finding agrees with the study of Ling et al. (2016), who stated that most teachers viewed teaching literature as interesting, fun, and good, as it helped students gain knowledge, language skills, and personal growth from the literary texts.

Table 8. Students' Feedback on the Approaches Employed in the Teaching of Literature in terms of Language Approach

A. Language-Based Approach	Mean	SD	Description	Interpretation
1. My teacher guides us to infer meanings from clues in the text.	4.45	0.80	Strongly Agree	Very Much Preferred
2. My teacher guides us to read between lines.	4.41	0.86	Strongly Agree	Very Much Preferred
3. My teacher asks us to make predictions about what will happen next at key points of a story.	4.12	0.94	Agree	Much Preferred
4. My teacher guides us to express opinions towards a text.	4.22	0.85	Strongly Agree	Very Much Preferred

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5. My teacher set us simple language activities in the literature lesson.	4.16	0.93	Agree	Much Preferred
6. My teacher generates language practice using the text.	4.10	1.01	Agree	Much Preferred
7. My teacher uses literary texts solely for small 'I'.	3.89	1.11	Agree	Much Preferred
Overall Mean	4.19	0.95	Agree	Much Preferred

Table 8 manifests the students' feedback on the approaches employed by the teachers in teaching literature in terms of language-based. The data indicate that the students strongly agree that their teachers guide them to infer meanings from clues in the text, to read between lines, and express their opinion towards a text. Overall, the students agree that they much preferred (mean=4.19, SD=0.95) language-based approach in teaching literature. Homogeneity of responses also existed with the standard deviation value. The finding is supported by Salaveria (2020), who indicated that the language-based approach to teaching English literature is very much preferred approach among students.

Table 9. Students' Feedback on the Approaches Employed in the Teaching of Literature in terms of Paraphrastic Approach

B. Paraphrastic Approach	Mean	SD	Description	Interpretation
1. My teacher provides a written paraphrased version as a complementary reading text.	4.04	0.95	Agree	Much Preferred
2. My teacher teaches solely using a paraphrased version of the text.	4.01	1.01	Agree	Much Preferred
3. My teacher guides us to paraphrase the text.	4.15	0.97	Agree	Much Preferred
4. My teacher explains figurative and ambiguous language used in simple words.	4.33	0.80	Strongly Agree	Very Much Preferred
5. My teacher uses simple terms to explain what the story is about to students.	4.31	0.90	Strongly Agree	Very Much Preferred
6. My teacher re-tells the text to students to help them understand.	4.33	0.87	Strongly Agree	Very Much Preferred
Overall Mean	4.19	0.93	Agree	Much Preferred

Table 9 presents the students' feedback on the approaches employed by their teachers in teaching literature in terms of paraphrastic. The students strongly agree that their teachers explain the figurative and ambiguous language used in simple words, re-tell the text to students to help them understand, and use simple terms to explain what the story is about to students. In general, the students agree that they much preferred (mean=4.19, SD=0.093) a paraphrastic approach in teaching literature. The standard deviation declares the homogeneity of the responses. The finding is supported by Salaveria (2020), who indicated that the paraphrastic approach to teaching English literature is much preferred approach among students.

Table 10. Students' Feedback on the Approaches Employed in the Teaching of Literature in terms of Information-Based Approach

C. Information-Based Approach	Mean	SD	Description	Interpretation
1. My teacher guides us to identify and read informative Extracts in the story.	4.27	0.90	Strongly Agree	Very Much Preferred
2. My teacher provides specific details about the literary elements found in the text.	4.16	0.93	Agree	Much Preferred
3. My teacher elicits information from students about the text.	4.12	0.94	Agree	Much Preferred

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4. My teacher explains the main content of the text to the class.	4.44	0.88	Strongly Agree	Very Much Preferred
5. My teacher provides with background information.	4.22	0.95	Strongly Agree	Very Much Preferred
6. My teacher asks questions to check students' knowledge based on what they have read.	4.39	0.80	Strongly Agree	Very Much Preferred
Overall Mean	4.26	0.91	Strongly Agree	Very Much Preferred

As shown in the Table 10 about the students' feedback on the approaches employed in the teaching of literature in terms of information-based, the students strongly agree that their teachers explain the main content of the text to the class, ask questions to check students' knowledge, guide the students in identifying and reading informative extracts in the story, and provide background information. The students also agree that their teachers provide specific details about the literary elements found in the text and elicit information from students about the text. Generally, the students strongly agree that they very much preferred (mean=4.26, SD=0.91) the information-based approach in teaching literature. The standard deviation also entails homogeneity of responses. The finding is supported by Salaveria (2020), who indicated that the paraphrastic approach is much preferred approach among students in English literature.

Table 11. Students' Feedback on the Approaches Employed in the Teaching of Literature in terms of Personal Response Approach

D. Personal Response Approach	Mean	SD	Description	Interpretation
1. My teacher guides us to relate the themes to personal Experiences.	4.36	0.74	Strongly Agree	Very Much Preferred
2. My teacher asks us to compare the text to any text they have read earlier.	4.20	0.97	Agree	Much Preferred
3. My teacher elicits students' responses to a text.	4.21	0.84	Strongly Agree	Very Much Preferred
4. My teacher encourages students to express feeling toward the issues raised in the text.	4.19	0.96	Agree	Much Preferred
Overall Mean	4.24	0.89	Strongly Agree	Very Much Preferred

Table 11 reveals the students' feedback on the approaches employed in the teaching of literature in terms of personal response. The result signifies that the students strongly agree that their teachers guide students to relate the themes to personal experiences and elicit students' responses to a text. They also agree that their teachers ask to compare the text to any text the students read and encourage students to express feeling towards the issues raised in the text. Altogether, the students strongly agree that they very much preferred (mean=4.24, SD=0.89) personal response approach in teaching literature. The homogeneity of responses is also evident based on the standard deviation. The finding is supported by Salaveria (2020), who indicated that the personal response approach to teaching English literature is much preferred approach among students.

Table 12. Students' Feedback on the Approaches Employed in the Teaching of Literature in terms of Moral-Philosophical Approach

E. Moral-Philosophical Approach	Mean	SD	Description	Interpretation
1. My teacher incorporates moral values in the lessons.	4.42	0.74	Strongly Agree	Very Much Preferred
2. My teacher tells students directly the moral values found in the text.	3.80	1.20	Agree	Much Preferred
3. My teacher asks students about the values they learn from the text.	4.26	0.88	Strongly Agree	Very Much Preferred
4. My teacher guides students to search for moral values from a text.	4.18	0.87	Agree	Much Preferred

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5. My teacher raises students' awareness of values derived from the Text.	4.24	0.88	Strongly Agree	Very Preferred
Overall Mean	4.18	0.95	Agree	Much Preferred

Table 12 depicts the students' feedback on the approaches employed in the teaching of literature in terms of moral-philosophical. It avers that the students strongly agree that their teachers incorporate moral values in the lessons, ask the students about the values they learn from the text, and raise students' awareness of values derived from the text. The students also agree that their teachers guide students to search for moral values from a text and tell students directly the moral values found in the text. In general, the students agree that they much preferred (mean=4.18, SD=0.95) moral philosophical approach in teaching literature. The standard deviation also shows the homogeneity of the responses. The finding is supported by Salaveria (2020), who indicated that the moral-philosophical approach to teaching English literature is very much preferred approach among students.

Table 13. Students' Feedback on the Approaches Employed in the Teaching of Literature in terms of Stylistic Approach

F. Stylistic Approach	Mean	SD	Description	Interpretation
1. My teacher uses oral reading and summarizing as activities in introducing a poem.	4.17	0.81	Agree	Much Preferred
2. My teacher uses the vocabulary word web in the literary analysis of any genre of literature.	4.20	0.90	Agree	Much Preferred
3. My teacher asks us to identify at least one set of alliterative words and another set of words that show consonance.	4.11	1.20	Agree	Much Preferred
Overall Mean	4.16	0.91	Agree	Much Preferred

Table 13 illustrates the students' feedback on the stylistic approach employed in teaching literature. The students agree that their teachers use vocabulary word web in the literary analysis of any genre of literature, use oral reading and summarizing as activities in introducing a poem and ask students to identify at least one set of alliterative words and another set of words that show consonance. In general, the students much preferred (mean=4.16, SD=0.91) a stylistic approach in teaching literature. The result affirms the homogeneity of responses based on the standard deviation. The finding is supported by Salaveria (2020), who indicated that the stylistic approach to teaching English literature is much preferred approach among students.

Table 14. Students' General Feedback in the Teaching of Literature

Students General Feedback	Mean	SD	Description	Interpretation
1. I like the way my teacher teaches literature.	4.44	0.78	Strongly Agree	Excellent
2. Literature lesson is always interesting.	4.41	0.76	Strongly Agree	Excellent
3. The way my teacher teaches literature helps me to understand the text well.	4.44	0.77	Strongly Agree	Excellent
4. Literature lesson is easy to follow.	4.29	0.76	Strongly Agree	Excellent
5. The way my teacher teaches literature makes me more interested in learning literature.	4.38	0.79	Strongly Agree	Excellent
Overall Mean	4.39	0.77	Strongly Agree	Excellent

Table 14 portrays the students' general feedback on the teaching of literature. They strongly agree that they like the way their teachers teach literature, the way their teachers teach literature helps the students understand the text, the literature lesson is always interesting, the way the teachers teach literature makes students become more interested in learning literature, and literature lesson is easy to follow. Overall, the students rated the different approaches in teaching literature as excellent. This finding implies that the teachers covered in this study are excellent in teaching literature. The finding is supported by Ling et al. (2016), who indicated that students value literature classes as a place to develop language skills and cultural awareness about foreign cultures and their own. But, most importantly, students are educated personally through the teaching of literature. The

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finding is also supported by Rashid et al. (2010) who indicated that students like the way their teachers teach literature. The finding also revealed that the drama activity is the most favored, followed by the quiz and speaking activity/lesson.

CONCLUSION

This study concluded that the students very much preferred information-based and personal response approaches. They are also much preferred in terms of language-based, paraphrastic, moral-philosophical, and stylistic approaches. Generally, the students are very much preferred on the different approaches in teaching literature. The standard deviation entails the homogeneity of the responses. Further indicated that learners with high preference level in different approaches to teaching English literature varies from the teacher's perspective and teaching strategies. The study concludes further that teachers very much preferred their approaches in the teaching literature. However, they have much preferred at dealing with moral-philosophical and stylistic approaches to the teaching of literature. Moreover, students' feedback is very much preferred by the approaches employed by teachers in the teaching of literature. Students' general feedback is excellent by the approaches employed by teachers in the teaching of literature. This implies that the students understand well the subject matter and are well-motivated by the teachers' strategies in the teaching of literature.

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