

# Recency or Relevance: A Quest for Pedagogical Framework in Teaching Philippine and World Literature in Senior High School

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**Abstract** –Pedagogical questions on whether recency or relevance of literary texts, and the importance of generic academic over discipline-based learning objectives as the core of literature instruction are increasingly becoming the interest of debates in senior high school education. Hence, this study determined the degree of importance of literary instruction in preparation for college education and workplace challenges as assessed by 38 Grade 11 students at Malvar Senior High School, Philippines during the school year 2016-2017. By employing the survey type of descriptive research with a self-made questionnaire, it was found out that the respondents assessed both recency and relevance as important consideration in selecting literary texts. They also perceived that discipline-based/work-oriented learning objectives, especially those that focus on honing their human relation skills, were relevant in preparing themselves for college education and workplace responsibilities. Moreover, the respondents preferred language-based activities that tend to provide the former opportunities and develop other complex skills which are important in tertiary education and workplace challenges. With these, revitalizing the literature instruction in the senior high school is highly recommended in this study.

**Keywords** –21st Century Philippine and World Literature, Enhanced Basic Education Act of 2013, K-12 Basic Education, Senior High School Education, Teaching of Literature

## INTRODUCTION

As the Philippines embraces the challenges of ASEAN 2015 integration, educational reforms had been made on its basic educational system. By the virtue of the Enhanced Basic Education Act of 2013, the Department of Education (DepEd) implemented the K-12 basic education curriculum adding two years of senior high school education from the previous four-year junior high school education. Filipino students are then required to take academic tracks such as Accountancy, Business and Management (ABM), Humanities and Social Sciences (HUMSS), Science, Technology, Engineering and Mathematics (STEM), and General Academic Strand (GAS) to prepare themselves for college education or workplace challenges. Senior high school core courses with their respective competencies had been crafted to attain these goals.

However, one of the core curriculum subjects, 21st Century Literature from the Philippines and the World, seems to partially fulfill the goals of making

the Filipino college learners job ready as this course mainly focuses on recency of the literary texts rather than the relevance of the literary pieces to the learners' preferred academic tracks or their future careers. This limits the study of literature to the types and forms written in 2001 up to the present. However, the curriculum guide released by DepEd for teaching the said course seems to be redundant as indicated in the competencies which are already taken by the students during their junior high school. This literary pedagogy calls for revisiting its contents and competencies to acknowledge relevance of the literary texts rather than their recency to comply with the standards and set of principles in the implementation of rules and regulations of the enhanced basic education act which prescribes the curriculum to be relevant, responsive, contextualized, and global.

In a progressivist view, an effective curriculum is one that is relevant to students' lives. Lessons taught in classrooms must be relevant to the students in order for them to learn. The curriculum is built around the personal experiences, interests, and needs of the

students. A course merely focusing only on factual knowledge with limited scope may be perceived as irrelevant. This lack of relevance according to Saavedra and Opfer [1] can decrease students' motivation and may decrease learning. On the other hand, Boix-Mansilla and Jackson [2] pointed out that learning may be increased if students know how to use their knowledge of a principle in improving their understanding of the things that surround them. The relevance of a course or topic is clearer to students if it is within a meaningful context where its importance to their career paths is properly communicated. Once it is clear to the students, they will easily understand how the knowledge and skills set in the objectives of their lessons contribute to their competence as individuals and future professionals.

The relevance of literary texts to the lives of the students has been long recognized by educators as an ideal literary pedagogy. Chambers and Gregory [3] describe this connection of literary study to students as existential connection, a manifestation of terms and conditions of human existence to literary pedagogy. They further challenge educators to center the literary instruction to conditions that affect students as human beings, i.e., linking their lives to the literary texts. If this will be considered in the context of teaching literature in senior high school, a shift from recency to relevance of the literary texts is expected as Horner [4] emphasized that the relevance of literature is important in the holistic development of students. The text selection will not be limited to 21st century writings but will include those with artistic merits written earlier as they are found relevant to the preferred academic tracks of the students. The contents and learning objectives of literary instruction may be discipline-based which is anchored on global and workplace issues.

As the present literary instruction in the core curriculum subjects in senior high school primarily focuses on the recency of the literary texts, it neglects the idea of the universality of literature. Universality as one of the literary standards describes a great literary work as timeless and timely. In terms of classical or contemporary works, My Van [5] indicated that themes of literary texts can be easily accessible to students by connecting them to their individual experiences and activating their background knowledge. In consonance with this, curriculum makers may reconsider the selection of literary texts not only limiting it to those 21st century writings but those with literary merits.

In considering text selection in literature instruction, works which are well-known for their literary merits have been proven valuable resources for teachers in shaping students' personality and critical thinking. Djikic, Oatley, and Carland [6] determined whether genre or artistic merit caused variability in the perceived personality traits of an individual whenever reading a literary piece. They found out that individuals' perceived artistic merit had an effect to opening readers' personality to variability. They concluded that the transformative effect of literature is associated with the artistic merit of the literary text as readers' self-perceived personality appeared unstable while comprehending literary texts which are well-known for their artistry.

Khatib and Derakhshan [7] noted that studying literature promotes critical thinking enhancement among language learners as it brings about changes in the attitudes of the learners allowing them to reflect on their lives, learning, and language. This may also provide them opportunity to question, interpret, connect, and explore issues depicted in the literary texts.

Similarly, Al-Khader [8] emphasized that studying literature provides students opportunity for personality development and cultural adaptation. This teaches them on how to appreciate and respect cultural diversity which enables them to adapt to a multicultural and global education. He added that students may learn openness as they recognize that their perspectives on issues concerning their lives which seem to be one of the numerous available options. Literature then contributes in redefining students' personality with a fresh outlook towards others and their culture. This enriches their experiences and becomes part of their repertoire of knowledge.

Aside from the content of literature instruction, it is also equally important to reconsider the methodologies employed in teaching literature. Hwang and Embi [9] observed that literature teachers constantly use three activities in literature instruction. First is reading aloud by the students wherein students were given turns to read a paragraph. Second is re-reading and paraphrasing the literary text immediately follow to recall important details in the literary selection. Lastly, setting comprehension questions exercises using prescribed exercises from the textbook is often facilitated by teachers to determine whether the students understand the literary text. Utilizing such activities repeatedly can create a monotonous

classroom that will decrease students' motivation for learning. Meanwhile, Rashid, Vethamani and Abdul Rahman [10] noted that language-based activities and personal-response activities were the least activities conducted in the literature classroom.

As a literature enthusiast and educator and at the same time taking up Doctor of Education major in Educational Management, the researcher deemed that the conduct of this study that focused on pedagogical shift from recency to relevance is necessary as it can revitalize the teaching of literature in the senior high school. Literature teachers can then be challenged to transform the literature instruction in varied strategies and competencies against previous encounters by students during their junior high school education. Critical thinking and personality development in relation to college and workplace challenges can be considered in making the senior high school literature subject relevant to the lives of the students and the national goals of basic education in the country.

### **OBJECTIVES OF THE STUDY**

The study aimed to determine the degree of importance of literary instruction in preparation for college education and workplace challenges as assessed by senior high school students who are taking HUMSS as academic track at Malvar Senior High School during the school year 2016-2017.

Specifically, it investigated the following: the respondents assessment of the degree of importance of text selection in literary instruction in terms of recency and relevance; their perception on the relevance of studying literature as to generic academic learning objectives and discipline-based/work-oriented learning objectives; their preferred activities in studying Philippine and World Literature; and the significant difference between the assessments of the respondents as to the degree of importance of text selection in literary instruction.

### **MATERIALS AND METHODS**

#### **Research Design**

This study utilized the descriptive type of research. It covered a total population of 38 Grade 11 students who are taking HUMSS as academic track at Malvar Senior High School for the School Year 2016-2017. The researcher believed that these students can provide pertinent data since literary study is an allied discipline of humanities and social sciences which is their chosen career path. He also believes that

determining students' perceived and subjective needs can promote learning-centered approach to literary instruction as he supports the concept of Learning Needs Analysis wherein strategies and skills which students see as relevant to themselves are identified and considered in designing learning experiences. This research endeavor underwent three phases: planning, data gathering, and analysis. The researcher was able to formulate the research problem through examining a number of resources and existing studies on literature pedagogy. His acquaintance with concepts on the teaching of literature and the curriculum guide for senior high school literature course enabled him to devise a self-made questionnaire that served as the main instrument used in obtaining information needed in the study.

#### **Instrumentation**

The questionnaire is composed of three parts. The first part deals with the respondents' assessment of the degree of importance of text selection in literary instruction having five items for recency of the text and another five items for its relevance. The second part pertains to the respondents' perception on the relevance of studying literature as to generic academic learning objectives and discipline-based/work-oriented learning objectives wherein each is represented by five items. The last part refers to the preferred activities of respondents in studying Philippine and World Literature with six categories. The instrument underwent content validation to ensure its appropriateness to the main objective of the study and clarity of the item statements for the target respondents.

To facilitate the interpretation of the computed mean, the following mean ranges with their corresponding interpretations were used: 3.51-4.00: Strongly Agree (SA)/Highly Important (HI)/Highly Relevant (HR)/Highly Preferred (HP); 2.51-3.50: Agree(A)/Important(I)/Relevant(R)/Preferred (P); 1.51-2.50: Slightly Agree (SA)/Slightly Important (SI)/Slightly Relevant SR)/Slightly Preferred (SP); 1.00-1.50: Disagree (D)/Not Important (NI)/ Not Relevant (NR)/Not Preferred (NP).

#### **Data Collection Procedure**

Seeking approval from the authorities concerned to administer the questionnaire to the target respondents commenced the data gathering stage. The researcher personally distributed the copies of the questionnaire

to the target respondents and clarified some of the items for their convenience. The copies of the questionnaire were immediately retrieved. The responses made by the respondents in the administered questionnaire underwent tabulation and scoring.

With the help of a statistician, the data gathered were treated using descriptive statistics such as Mean, Ranking, and Z-test. The researcher interpreted and analyzed the results to provide answers to the specific problems posed in the study. The results also served as basis in the formulation of recommendations to revitalize the literature instruction in the senior high school education.

This study is only limited to the responses made by the respondents in the administered questionnaire. Moreover, it did not evaluate the effects of the recency and relevance of literary texts to the students' personality types nor their academic performance.

**RESULTS AND DISCUSSION**

This paper determined the degree of importance of literary instruction in preparation for college education and workplace challenges as assessed by senior high school students at Malvar Senior High School. The succeeding tables reflect the results of the study.

Table 1. Importance of Recency in Text Selection

Indicator	Mean	VI
<i>In preparing for college education and workplace challenges, it is important that I study literary texts which ...</i>	3.29	A
1. reflect the struggles of modern-day Filipinos from various regions in the country		
2. are published from 2001 onwards and represent evolving literary forms and traditions such as flash fiction, graphic novel and the like	3.05	A
3. address issues of modern womanhood in humorously and light-heartedly manner	3.05	A
4. are in digital forms and use hyperlinks to create surprising effects	2.89	A
5. reflect current social issues of a country, usually created by local contemporary writers	3.11	A
<b>Composite Mean</b>	<b>3.08</b>	<b>I</b>

Text selection in the context of teaching literature deals with the collection of appropriate literary pieces to be incorporated with the curriculum guide or with

the course syllabus of any literature class as it appears to be the learning needs of the students. A question whether recency or relevance be prioritized in mainstreaming literary pieces in teaching Philippine and World literature to senior high school students are encountered by literature teachers. The results of the survey conducted regarding this matter is presented in the following tables.

Table 1 presents the importance of recency in text selection. It can be observed in the table that the items have acquired mean scores ranging from 2.89 to 3.29. The respondents agreed that it is important that they study literary texts which reflect the struggles of modern-day Filipinos from various regions in the country to prepare for college education and workplace challenges as this item obtained the highest mean of 3.29. This result implies that students are interested in literary selections that deal with current issues in the society. As living witnesses, their familiarity with these societal issues is increased as they can easily draw out their personal experiences in interpreting the meaning of literary texts dealing with modern-day Filipinos. Rosenblatt [11] coined the term schemata to refer to this familiarity with the topic. He added that students often use their background knowledge and personal feelings to understand a work and improve their comprehension when reading.

In spite of garnering the least mean of 2.89, the respondents still agreed that studying texts which are in digital forms and use hyperlinks to create surprising effects are important in preparing them for tertiary education or workplace challenges. The result manifests that the utilization of information and communication technology especially hypermedia is compatible with the learning modality of 21st century students. This is parallel to the findings of Macaraig and Cabrera [12] regarding the use of technology that allows more students to actively think about information, make choices, and evaluate skills than the typical teacher-led lessons.

The composite mean 3.08 reveals that the respondents considered the recency of the literary pieces important in the selection of text for literary instruction. This suggests that the respondents value the contents of recently published literary texts as they mirror the society where the former interact. The findings of the study are in consonance with the critical literacy perspective about social constructs

reflecting the beliefs and values of their time and culture, with multiple meanings conditioned by the structure of discourse, emphases and omissions as stipulated in Tasmanian Curriculum [13]. They offer selected and partial versions of reality, producing, reproducing, and maintaining different social ideologies. Working with literary texts is not only good for students to acquire the basic language skills, but also to explore the historical, cultural and social contexts in which texts are created and interpreted. Thus, students often consider the recency of the texts important.

Table 2. Importance of Relevance in Text Selection

Indicator	Mean	VI
<i>In preparing for college education and workplace challenges, it is important that I study literary texts which ...</i>		
1. deal with common personal experiences, interests, and needs of students	3.47	A
2. are well-known for their artistic merits as they appeal to all and deal with perceptions and orientations toward fundamental truths and universal conditions	3.03	A
3. deal with the culture of ASEAN countries and other countries where I am planning to apply for a job	3.37	A
4. expose issues and ethical standards of my chosen career path or profession	3.05	A
5. describe and suggest ways of adapting to college life and workplace environment	3.18	A
<b>Composite Mean</b>	<b>3.22</b>	<b>I</b>

Table 2 shows the importance of relevance in text selection. It can be found in the table that the five items acquired mean scores ranging from 3.03 to 3.47. The respondents agreed that it is important that they study literary texts which deal with common personal experiences, interests, and needs of students with the highest mean score of 3.47. This result implies that the respondents are motivated to read literary selections that can provide them opportunity to reflect on their personal experiences, interests and needs as these literary texts bring the study of literature to a personal level. According to Maley [14], literary texts that commonly deal with events, ideas, feelings and emotions that conform to the readers' experience produce personal relevance. This enables students to relate their reading experience with their previous

background knowledge that facilitates the learning process. In the same manner, Duff and Maley [15] described the motivational criterion in support of the use of literature in the language classroom. They pointed out that this criterion refers to the adequacy of literary texts to the exploration of students' feelings and to the enhancement of their motivation, which is provided by authenticity and meaningful contexts. They further discussed that literary texts helped students to stimulate their imagination, develop their critical abilities, and increase their emotional awareness.

Although obtaining the least mean of 3.03, the respondents still agreed that studying literary texts which are well-known for their artistic merits which are important to prepare them for college education and workplace challenges. This result denotes that students still acknowledge the importance of aesthetic especially in the use of language in literature to decipher meaning of literary texts. They are interested on how the overall structure of a literary selection work with unison with its content to reveal its meaning and significance. Savvidou [16] supports this contention that analyzing the overall structure of the text leads to a deeper exploration of the message of a literary text.

The composite mean 3.22 indicates that the respondents considered the relevance of the literary pieces important in the selection of text for literary instruction. They considered relevance of literary texts necessary in studying literature due to its capacity of establishing personal connection between the students and the texts. This finding is similar to the argument of Collie and Slater [17] that choosing a book that is relevant to the life experiences, emotions, or dreams of the learners can foster personal involvement and can establish creative relationship between the reader and the text.

### Respondents' Perception on the Relevance of Learning Objectives in Studying Literature

In junior high school education, most learning objectives encountered by students in literature class are anchored on language development and literary criticism. Teachers often found these generic academic learning objectives essential in promoting students' critical thinking. This is commonly associated with academic success and important in transforming students to become life-long learners.

On the other hand, the primary goal of senior high school education is to prepare learners to tertiary education and workplace environment. It is then imperative that the learning objectives in this level do not only emphasize technical skills but also human relation skills which are often considered in the recruitment and selection of employees in an organization. The relevance of discipline-based/work-oriented learning objectives should also be recognized in literature instruction to support the goal of senior high school education. The results of the survey conducted on this matter are shown in the following tables.

Table 3. Relevance of Generic Academic Learning Objectives in Studying Literature

Indicator	Mean	VI
<i>In preparing for college education and workplace challenges, it is important that the learning objectives in my literature class will focus on ...</i>		
1. valuing the contributions of local writers to the development of regional literary traditions	3.24	A
2. differentiating the various literary genres citing their elements, structures and traditions	3.05	A
3. analyzing the figures of speech and other literary techniques and devices in the text	3.21	A
4. explaining how varied contexts enhance the meaning of a literary piece to enrich my understanding	3.18	A
5. producing a creative representation of a literary text by applying multimedia skills	3.11	A
<b>Composite Mean</b>	<b>3.16</b>	<b>R</b>

Table 3 illustrates the relevance of generic academic learning objectives in studying literature. The table shows that the items acquired mean scores ranging from 3.05 to 3.24. It should be noted that the item statement, valuing the contributions of local writers to the development of regional literary traditions, obtained the highest mean of 3.24. This implies that Filipino students value their cultural heritage by patronizing writings of local authors which they find relevant to their undertakings. This result is similar with the Qualification Framework Articulation of the Department of Education [18] which stressed that senior high school students should possess an understanding of right and wrong; one's

history and cultural heritage; and deep respect for self, others and their culture, and the environment.

The composite mean of 3.16 reveals that the respondents perceived that generic academic objectives are relevant to the primary goal of senior high school education. The respondents deemed that generic academic learning objectives promote critical and creative thinking which are important in attaining success across the curriculum. According to Bobkina and Dominguez [19], studying literature is deemed suitable in founding and inculcating critical and creative thinking skills for its diversity in terms of contents compared to other subjects.

Table 4. Relevance of Discipline-based/Work-oriented Learning Objectives in Studying Literature

Indicator	Mean	VI
<i>In preparing for college education and workplace challenges, it is important that the learning objectives in my literature class will focus on ...</i>		
1. appreciating and respecting for cultural diversity to adapt to a multicultural and global education	3.26	A
2. analyzing issues and ethical standards related to my field of specialization or my career path	3.13	A
3. adapting to the demands and challenges of college education or workplace environment	3.11	A
4. developing skills, knowledge, and abilities that will enable me to compete in the global economy	3.39	A
5. honing my human relation skills to help me easily adapt in an organization	3.42	A
<b>Composite Mean</b>	<b>3.26</b>	<b>R</b>

Table 4 presents the relevance of discipline-based/work-oriented learning objectives in studying literature. As seen in the table, the items acquired mean scores ranging from 3.11 to 3.42. The respondents agreed that the learning objectives in literature class should focus on honing students' human relation skills to help them easily adapt in an organization, developing skills, knowledge, and abilities that will enable them to compete in the global economy, and appreciating and respecting for cultural diversity to adapt to a multicultural and global education as these item statements generated mean scores of 3.42, 3.39, and 3.26 respectively. The respondents' favorable responses on the stated items can be traced to their primary aim of seeking

employment after graduation. This is the reason why they perceived the work-oriented learning objectives highly relevant in making them job ready. In similar manner, Denisi and Griffin [20] noted that human relation skills and knowledge of cultural diversity are important in organization and served as criteria in the recruitment and selection of employees.

Furthermore, the computed composite mean of 3.26 reveals that the respondents perceived the discipline-based/work-oriented learning objectives in studying literature relevant. The respondents see the importance of the practical application of the outcomes of these learning objectives to their career paths. Likewise, Fry, Ketteridge, and Marshall [21] acknowledge the importance of teaching in the disciplines. They emphasized the power of maximizing discipline relevance and encouraged educators to promote connections between students and their discipline and its application in the real world which can be further enhanced through a disciplinary understanding that includes researching the employment market for the discipline, entrepreneurship among recent graduates, and the range of national and international work-placement opportunities.

### Respondents' Preferred Activities in Studying Philippine and World Literature

Students learn best when the teaching modality is appropriate to their skills and interests; hence, teachers need to identify classroom activities which are favorably increasing the students' motivation to learn which tend to carry out the learning objectives. With this, classroom instructions have become a shared responsibility between students and teacher.

Table 5 shows the preferred activities in studying Philippine and World Literature. This is presented with the aid of mean and ranking. It can be observed in the table that the items acquired mean scores ranging from 3.26 to 3.47. The respondents preferred all of the presented activities in studying literature. Language-based activities which are anchored on guiding the students to express their opinions towards a text by setting language activities in the lesson and providing them language practice using the text placed first in rank by receiving the highest mean score of 3.50.

This result suggests that students recognized the importance of language-based activities in a literature

class as these can provide them opportunities to develop other complex skills important in tertiary education and workplace challenges. Durant [22] noted that language oriented pedagogy can promote the development of a wide range of skills which are linked together such as close reading skills, writing competence, reflective critical awareness, independence as learners, and willingness to work and discuss intellectual issues together. He emphasized that such activities may have a special role to play in providing continuity between secondary and tertiary education, by building on strengths students already established in secondary-school language teaching.

Table 5. Preferred Activities in Studying Philippine and World Literature

	Indicator	Mean	VI	Rank
1.	<b>Information-Based Activities</b> elicit information from us about the text by explaining the content of the text to the class and asking questions based on what I have read	3.47	P	2
2.	<b>Personal Response-Based Activities</b> encourage us to relate the themes to our personal experiences and to express our feelings towards the issues of the text	3.29	P	5
3.	<b>Language-Based Activities</b> guide us to express our opinions towards a text by setting language activities in the lesson and providing us language practice using the text	3.50	P	1
4.	<b>Paraphrastic-Based Activities</b> ask us to re-tell the text by using simple terms to explain what the story is about	3.26	P	6
5.	<b>Moral/Philosophical-Based Activities</b> incorporate moral lessons by raising our awareness of values derived from the text	3.37	P	3
6.	<b>Stylistics-Based Activities</b> ask us to mark any linguistic features from the text that are significant to our reading enabling us to discuss beyond the surface meaning of the text	3.32	P	4

In the same manner, Bobkina and Dominguez [19]

stressed that the inclusion of literary texts in an English class can develop different language aspects. They emphasized that literature can promote students second language vocabulary knowledge, knowledge of lexical phrases and fixed expressions, grammatical knowledge, language awareness, and sociolinguistic and pragmatic competences.

Table 6. Difference between the Assessments of the Respondents as to the Degree of Importance of Text Selection in Literary Instruction

Variables	CV	TV	Decision (Ho)	Interpretation
Recency and Relevance of Literary Texts	0.925	1.196	Accept	Not Significant

CV = Computed Value TV = Tabular Value

To ponder from the question whether recency or relevance of the literary selections should be prioritized in crafting a course syllabus in teaching Philippine and World Literature, the students' assessments of the importance of the above cited criteria in text selection were subjected to Z-test. In this attempt, the researcher asserted that there is no significant difference between the assessments of the respondents as to the degree of importance of text selection in literary instruction.

Table 6 illustrates the difference between the assessments of the respondents as to the degree of importance of text selection in literary instruction. As found in the table, the computed z value of 0.925 is found less than the tabular value of 1.196; therefore, the null hypothesis is accepted and concluded that there is no significant difference between the degree of importance of recency and relevance in text selection for literary instruction. It implies that both recency and relevance of the literary texts appear to be important in text selection. This result is affirmed by Lima [23] who encouraged educators to consider a number of different factors when choosing a text and not to limit text selection into certain criteria. This consideration includes learners' language proficiency, age, gender, background knowledge, and the like.

### CONCLUSION AND RECOMMENDATION

A successful literature instruction lies on analyzing the learning needs of the students and translating these needs into outcomes that will be beneficial for the

students as they prepare for continuing education or workplace challenges. It is in this premise that this paper had been conceptualized. This study determined the importance of recency and relevance as criteria in text selection in Philippine and World Literature instruction to senior high school students. The assessment of the respondents and the result of significant difference of the investigation between the importance of the mentioned criteria revealed that both recency and relevance are important considerations in selecting literary texts for literature instruction as students deem literary pieces appropriate as reflected to the struggle of modern day Filipinos and those that deal with their common personal experiences, interests, and needs which appear to be important in preparing themselves for college education and workplace challenges. Moreover, they perceived that the discipline-based/work-oriented learning objectives in studying literature relevant in their chosen career path especially those that focus on honing their human relation skills to help them easily adapt in an organization. Generic academic learning objectives were also found relevant to the respondents' academic undertaking as they can foster critical and creative thinking. In terms of classroom activities, the respondents preferred language-based activities as they recognized the importance of these activities in providing them opportunities to develop other complex skills in tertiary education and workplace challenges.

In consonance with the above cited results, education program specialists who are in-charge of monitoring the literature instruction may encourage senior high school teachers to consider both recency and relevance in supplementing the curriculum guide in 21st Century Philippine and World Literature with appropriate literary selections for the students. They may further collaborate with literature teachers and other specialists across disciplines to identify literary texts that may serve as required readings for various academic tracks in the senior high school. Textbook writers may consider producing discipline-oriented textbooks for teaching 21st century literature such as 21st Century Philippine and World Literature for Humanities and Social Sciences (HUMSS) Students and the like, and incorporate the discipline-based/work-oriented learning objectives as chapter objectives to assist students in preparing for their future careers and to help literature teachers to find the most appropriate resources for teaching literature.



Teachers are also encouraged to make use of language-based activities in teaching literature to further enhance the communication skills of the students and develop other complex language skills that may be used in their future professions. Since this study covers only the students' assessment of importance of text selection in literature instruction, the perceived relevance of generic and discipline-based learning objectives, and their preferred activities in studying literature, the researcher calls for further investigation about the effects of recency and relevance of literary texts to students' personality types or their academic performance.

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