

# Crafting the Literary Experience: Examining Comprehension Strategies, Teaching Models, and Critical Approaches in Lesson Planning on Relationship-themed Poetry

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**Abstract** – *The paradigm shift to outcomes-based education in institutions of higher learning entails a closer examination of the numerous processes meaningful to students' acquisition of work-oriented skills. In English as a Second Language (ESL) pre-service teachers' training, lesson planning is considered as one of the core skills often related to teaching effectiveness. An examination of the acquisition of this essential technical skill by pre-service teachers can provide an understanding of the complexity of translating literary content into teachable and learnable units. Hence, this study examined the comprehension strategies, teaching models, and critical approaches utilized by pre-service teachers in lesson planning on relationship-themed poetry. Although synthesizing strategy ranked first among the comprehension strategies for it enabled the participants to put together ideas from multiple sources in generating better perspective on the issues conveyed in literary selection, the quantitative data treated with Kendall's coefficient of concordance revealed poor agreement as the participants exhibited varied strategies in textual interpretation. Meanwhile, moderate agreement or concordance among the participants was found on their consideration of the appropriateness of personal growth model in lesson planning on relationship-themed poetry as this model can expose students to issues or challenges favorable to their growth and development as human beings. An examination of the participants' constructed lesson plans also revealed their preference on reader-oriented, text-oriented, reality-oriented, and author-oriented approaches in facilitating textual analysis and making abstraction on relationship-themed poetry.*

**Keywords** – *Lesson planning, Pre-service teachers, Relationship-themed poetry, Teaching of literature*

## INTRODUCTION

An onset of outcomes-based education in institutions of higher learning has driven educators from the traditional teacher-centered classrooms to student-centered pedagogical approaches. This paradigm shift in teaching and learning initiates educators to define the knowledge, skills, and attitudes (KSAs) that can contribute to the ideal attributes of graduates of different academic programs. Spady and Uy [1] emphasized that the specified KSAs can serve as groundwork for the development and implementation of curriculum, instructional strategies, assessment, and performance standards important in facilitating key outcomes. In pre-service teachers' training, lesson planning is considered as an essential technical skill for teacher education students as instruction remains as the core function of teachers. Lesson planning often contributes to teaching effectiveness as it serves as a powerful instructional

tool for teachers in managing classroom routines, designing teaching and learning opportunities, and assessing learning. According to Milner and Milner [2], different types of lesson planning engaged by teachers are important for effective instruction as they match their abilities to the needs of their students in designing classroom experiences where learning can best occur. Congruence of learning opportunities to students' needs and expectations can create learning environment that promotes positive academic performance.

Although lesson planning occupies a central role in teachers' daily undertaking, a number of experienced and beginning teachers struggle in crafting the blueprint that can help them visualize their instruction. Fleming and Stevens [3] claimed that teachers' imbalanced specification of learning objectives focusing merely on efferent stance can neglect the aesthetic value of the concepts that had been discussed

with students; meanwhile, Diehl [4] described lack or absence of content in lesson plans made by novice teachers detrimental to instruction. Pre-service teachers can be provided with adequate training and numerous learning tasks that are designed in developing this essential skill among them. Thus, it is imperative for teacher education institutions to acquaint future teachers not only on lesson planning as instructional tool but also on the rudiments of crafting instructional plan. Cain [5] who proposed the creative planning model described lesson planning as a creative process composed of four phases: preplanning, planning, and post planning. Meanwhile, Applebee [6] advocating conversation-based model in lesson planning considered the importance of unifying content with instruction in engaging students in meaningful learning. Practitioners of objective-based model in planning lessons such as Tyler [7], Bloom [8], Hunter [9], and Wiggins and McTighe [10] promoted the importance of specifying instructional objectives in lesson plan to achieve learning outcomes. While these distinguished models have centered only on the means and the ends of lesson planning, educators in pre-service teachers' training can investigate on the underlying principles influencing the processes and outcomes of this technical skill important for teaching. A closer examination of the way in-service and pre-service teachers design lesson can reveal essential practices that can widen educators understanding on the complexity of lesson planning.

In literary studies, teachers' preplanning stage in designing lessons begins with their understanding of the texts to be taught. Their acquaintance of the general ideas or themes of the literary pieces requires them to skillfully employ comprehension strategies such as combinations of activating background knowledge, using sensory images, questioning, making predictions and inferences, determining main ideas, using fix-up options, and synthesizing that can help them sense meaning out of the literary texts. These comprehension strategies enable teachers to understand the overall idea of a literary text that can help them design learning experiences grounded on such idea for their students. Tompkins [11] noted that these strategies allow individuals to organize information that can be easily remembered. This value of comprehension strategies can be helpful for teachers in identifying details that can be exploited from the literary text. After deciphering the general idea of a literary piece, teachers strive to evaluate its rationale for teaching. Often, they make use of teaching models that can help them

concretize the importance of the idea derived from literary text to students. Bobkina and Elena [12] clarified the teaching models in literature classroom into language, cultural, and personal growth models. Each teaching model emphasizes a notable rationale for teaching literature. Language model aims to develop the linguistic competency of students through studying literature. Opportunities for students to explore culture other than their own to fully understand the world around them can be provided by cultural model. Meanwhile, personal growth model mirrors the resolution of universal human struggles that can help students resolve their personal conflicts to become better individuals. While the rationale for teaching literature has been established by teachers, they employ critical lenses that allow them to design critical conversation with their students that can help the latter in making abstraction of the ideas extracted from the texts. Appleman [13] asserted that appropriate choice of critical lens in interpreting a literary work can help teachers to establish perspectives important for students in developing their responses on the text that they had read.

Aside from the complexity of lesson planning, in-service and pre-service teachers are also challenged with teaching poetry. Beach et al. [14] characterized poetry as challenging literary genre and claim that students' struggles in learning this genre can be traced in the latter's limited experience and knowledge of its conventions. Moreover, Milner and Milner [2] stated that most middle and high school students develop negative biases in poetry turning them into "poetry-resisting students." The universality of themes conveyed in literature seems to have strong potential in involving students to this challenging genre. Relationship-themed poem commonly found in adolescent literature can increase students' engagement in studying this genre as it helps them establish personal connection with poems revolving on relationship as a universal human experience. Bañez [15] reported that senior high school students foster personal involvement on literary texts dealing with personal experiences, interests, and needs common to adolescents. With proper lesson planning, students' engagement in poetry can be heightened enabling them to be competent in analyzing this challenging genre. Examining the interrelationship among the comprehension strategies employed by pre-service teachers in understanding relationship-themed poetry, their choice of teaching models to facilitate instruction, and their selection of critical lenses to help students

make abstractions of the poem read can provide an understanding of the complexity of translating literary content into teachable and learnable units through lesson planning.

The interplay among comprehension strategies, teaching models, and critical approaches in lesson planning can be viewed through the lens of the Transactional Theory. Tompkins [11] affirmed that this theory proposed by Rosenblatt acknowledges the importance of the reader's assumptions of the literary works in constructing or transacting meaning from the texts. This transaction that occurs in reading is illustrated as an active event between the reader and the text which facilitates meaning making and manifested within the response of the reader. Teachers as readers bring their individual cognition in analyzing literary texts which can influence their choice of comprehension strategies to sense meaning, teaching models to engage students in literary discussions, and critical approaches to help learners make abstractions out of literary texts.

With a decade of experience in English as a Second Language (ESL) pre-service teachers' training and expertise in English language teaching and educational management, the researcher deemed the conduct of this study that dealt on the interplay of comprehension strategies, teaching models, and critical approaches in lesson planning on relationship-themed poetry as significant. This study can provide insights on the way ESL pre-service teachers plan their lessons on poetry as a challenging literary genre. The insights and practices in lesson planning generated and revealed in this study can be utilized by educators as emerging concepts in developing pre-service teachers' skill in planning lessons.

#### **OBJECTIVES OF THE STUDY**

This paper examined the comprehension strategies, teaching models and critical approaches in lesson planning on relationship-themed poetry employed by pre-service teachers who were taking Bachelor of Secondary Education specializing English at Batangas State University JPLPC-Malvar, Batangas, Philippines during the academic year 2017-2018.

Specifically, it investigated the following: the participants' employed comprehension strategies in analyzing relationship-themed poetry, their considered teaching models in planning lesson, their degree of agreement on comprehension strategies and teaching models, and the critical approaches they utilized in crafting critical conversation in helping their students

make abstractions of the ideas conveyed in the relationship-themed poem.

#### **MATERIALS AND METHODS**

##### **Research design**

This study made use of mixed-methods type of research. It involved quantitative data derived from participants' responses on the researcher-made questionnaire on comprehension strategies and teaching models, and qualitative data gathered from their constructed lesson plans subjected to content analysis. It also covered nine English as a Second Language (ESL) pre-service teachers who had given their consent to participate in the study. These participants were also enrolled at Batangas State University JPLPC-Malvar, Batangas, Philippines during the academic year 2017-2018. The researcher believes that these pre-service teachers can provide the pertinent data since they had been trained in lesson planning in their courses, Principles and Methods of Teaching 1 and 2, and had extended this training on important technical skill for teachers in the courses, Literary Criticism and The Teaching of Literature. This training prepared them well to be ready in their practicum as literature pre-service teachers where their skills in lesson planning can be applied in their daily teaching.

##### **Instrumentation**

The questionnaire as the main data gathering tool in the study is composed of two parts. The first part deals with the seven comprehension strategies that are concisely illustrated to help the participants rank the strategies from the most helpful to the least helpful in analyzing relationship-themed poetry. Meanwhile, the second part focuses on teaching models. These teaching models are clarified to enable the participants to rank the models from the most considered to least considered in planning lesson. The questionnaire also underwent content and face validations by experts in English language and literature studies to ensure its congruence with the objectives of the study and clarity of the item statements for the participants.

In interpreting the themes that had emerged from the constructed lesson plans of the participants, the researcher utilized the top-down approach in content analysis. Griffith's [16] notion of places of interpretation had been used as a paradigm to categorize the critical conversations designed by the participants in their lesson plans.

### Data collection procedure

Through a consent form clarifying the purpose of the research, permission to participate in the study was solicited among the ESL pre-service teachers. These pre-service teachers were considered to be participants of the study for they had completed the required units of professional education and pedagogy-related specialization courses which trained them on lesson planning. There were nine pre-service teachers who agreed to participate in the study. They were oriented on the study's requirements and the confidentiality of the information to be collected among them being the participants of the study. After the orientation, the participants were given ample time to read Blake's *A Poison Tree*, a narrative poem which deals with its persona's unexpressed anger toward a foe, and to analyze its theme. They were also asked to construct lesson plan following the 4As structure which covers activity, analysis, abstraction, and application. The lesson plans constructed by the participants were immediately collected and subjected for content analysis to identify emerging themes.

After composing their lesson plans, the participants were provided with copies of the questionnaire to rank the comprehension strategies they had employed in analyzing the text and the teaching models they had considered in planning their lessons. Quantitative data generated from the responses of the participants on the administered questionnaire were treated with Kendall's coefficient of concordance to determine their degree of agreement on the comprehension strategies in analyzing the text and teaching models in planning lesson on relationship-themed poetry. Focused Group Discussion (FGD) was also facilitated by the researcher with the participants to further affirm the themes emerged from the content analysis of the constructed lesson plans.

### RESULTS AND DISCUSSION

This paper examined the comprehension strategies, teaching models and critical approaches in lesson planning on relationship-themed poetry employed by English as a Second Language pre-service teachers. The succeeding tables reflect the results of the study.

#### Participants' Comprehension Strategies in Analyzing Relationship-themed Poetry

In teaching literature, lesson planning begins with the teachers' understanding of the literary text that they are about to teach. Knowing the overall idea or theme of a literary work can help teachers design learning

opportunities to invite their students to engage with the text by tapping prior knowledge or schemata to awaken curiosity. It is important for teachers to be skillful in reading by utilizing comprehension strategies to understand the literary selection to be discussed and ensure the success of the literary invitation among their students. To identify the comprehension strategies commonly employed in analyzing relationship-themed poetry, the participants were asked to rank the strategies from 1 as the most employed to 7 as the least employed. The ranking of comprehension strategies commonly employed by the participants as pre-service teachers in analyzing relationship-themed poetry prior to lesson planning is presented in Table 1.

It is notable that 8 out of 9 participants included synthesizing as their first to fourth choice strategy in analyzing relationship-themed poem making it as the most employed strategy. It is almost certain that synthesizing and evaluating ideas from multiple sources can help the participants to generate better perspective of the issue or theme gleaned from the poem.

Table 1. Ranking of Comprehension Strategies in Analyzing Relationship-themed Poetry

Comprehension Strategies	Participants' Ranks									M	R
	1	2	3	4	5	6	7	8	9		
1. Activating Background Knowledge	2	2	7	5	7	7	3	2	6	4.56	5
2. Using Sensory Images	7	6	6	7	5	4	6	1	4	5.11	6.5
3. Questioning	3	3	3	1	6	5	5	5	5	4.00	4
4. Making Predictions and Inferences	6	7	5	6	1	6	2	6	7	5.11	6.5
5. Determining Main Ideas	1	1	4	3	3	1	7	7	3	3.33	3
6. Using Fix-up Options	5	4	2	2	4	3	1	4	2	3.00	2
7. Synthesizing	4	5	1	4	2	2	4	3	1	2.89	1

M = Mean R = Rank

This preference on synthesizing as strategy in analyzing poem dealing with human relation reveals the participants' effort for an in-depth analysis of the poem which can be helpful in crafting questions that promote critical thinking to be incorporated in their lesson plans. Moreillon [17] characterized synthesizing as a comprehension strategy requiring higher level of thinking for readers to make judgement of the information derived from a text. This characteristic of synthesizing as strategy can also help

the participants as pre-service teachers to develop competent readers among their students. These pre-service teachers can train their students to evaluate any literary text to become strategic thinkers. Bates [18] affirmed that readers who had developed their capacity in synthesizing their thinking with the details found in any printed material tend to become strategic thinkers.

Meanwhile, the least employed strategies in analyzing relationship-themed poetry of the participants were those strategies requiring the readers to basically make inferences of a text such as activating background knowledge, using sensory images, and making prediction and inferences. These strategies functioning on inferential level of thinking were least employed by the participants as they intend to develop the critical thinking of their students than to simply ask them to respond to a text. The participants analyzed the poem at this level of thinking to design critical conversation that can develop their students' capacity to evaluate literary texts. This contention is supported by Oxford [19] emphasizing that readers' choice of strategy to comprehend a text depends on their purpose and the demand of the reading task.

Table 2. Ranking of Teaching Models in Planning Lesson

Teaching Models	Participants' Ranks									M	R
	1	2	3	4	5	6	7	8	9		
1. Language Model	2	2	2	1	2	2	1	2	2	1.78	2
2. Cultural Model	3	3	1	3	3	3	3	3	3	2.78	3
3. Personal Growth Model	1	1	3	2	1	1	2	1	1	1.44	1

M = Mean R = Rank

The ranking of teaching models in planning lesson is illustrated in Table 2. After analyzing the overall ideas or themes of a literary text, teachers evaluate the importance of teaching the ideas or themes among their students. Oftentimes, they adapt teaching models that can help them carry out the rationale for teaching the literary text. Guided with their chosen teaching models, teachers are able to translate its rationale into teaching and learning activities that promote meaningful learning. To determine their considered teaching models in planning lesson on relationship-themed poetry, the participants were asked to rank the teaching models from 1 as the most considered to 7 as the least considered.

As can be gleaned, six out of 9 participants or 2 every three pre-service teachers mostly considered personal growth model in planning lesson on relationship-themed poem. There is a strong possibility that the participants' choice of personal growth as model in teaching poem dealing with human relation had been influenced by its appropriateness in exposing students to personal issues and challenges favorable for learners' growth as human beings. Since the poem deals with human relationship, the participants as pre-service teachers considered this as an opportunity to make students reflect on their personal experiences in relating themselves to others to realize the importance of establishing harmonious relationship. Bobkina and Elena [12] asserted that the personal growth model can help teachers to engage students in studying literary texts by capitalizing on the learners' personal experiences.

On the other hand, the cultural model was found to be the least considered model in planning lesson on relationship-themed poem of notably 8 out of 9 participants. This result showing participants' unfavorable preference of cultural model in lesson planning on poem dealing with human relation can be attributed to the universality of its theme. The universality of human relationship as idea conveyed in a literary text provides limited opportunity for clarifying differences in practices and norms of human relationship across cultural boundaries since an individual's quest for harmonious relationship seems to be a universal aspiration. Sage [20] confirmed the limitation of the cultural model in dealing with universal theme in literature as the cultural aspect of literature works only well in explaining the variability of the readers' culture compared with the cultural depictions of literary texts from countries other than their own to overcome barriers to understanding.

Table 3. Degree of Agreement on Comprehension Strategies and Teaching Models

Variables	Computed $\omega$	Verbal Interpretation
Comprehension Strategies	0.190	Poor Agreement
Teaching Models	0.480	Moderate Agreement

Perfect agreement is indicated by  $W = 1$  and lack of agreement by  $W = 0$ .

The degree of agreement on comprehension strategies and teaching models is presented in Table 3. To determine the overall relationships of the participants' ranking of comprehension strategies in analyzing relationship-themed

poem and teaching models in planning lesson, the data on the ranking of each variable were treated with Kendall's coefficient of concordance. This is to examine if agreement exists on the participants' preference on their employed comprehension strategies and considered teaching models in lesson planning on relationship-themed poetry.

As to comprehension strategies in analyzing relationship-themed poetry, the size of the coefficient of concordance of 0.190 indicates a poor agreement among the participants. This poor agreement suggests that the participants had employed varied strategies in analyzing the poem. Differences in the employed strategies in understanding the given poem occur as the participants were aware of their own cognitive processes. As pre-service teachers, the participants seem to develop initiative in monitoring the way they make sense of a printed material and use varied strategies that permit them to understand the text; thus, resulting in differences of employed strategies in analyzing the same text. This observation is supported by the notion of metacognition. Hoy and Miskel [21] described metacognition as individuals' awareness of their cognitive processes that influences their unique choice of strategies in accomplishing learning tasks.

On the other hand, the size of the coefficient of concordance of 0.480 reveals moderate agreement of the participants on the teaching models in planning lesson on relationship-themed poetry. This moderate agreement on teaching models is likely to be influenced by the nature of the poem. Since the poem deals with human relation, the participants had considered the appropriateness of personal growth model in lesson planning as it allows them to design learning opportunities dealing with students' personal experiences in establishing harmonious relationship with others that can promote and encourage aesthetic responses. According to Tompkins [11], a literary work dealing with human experience has a strong potential in providing emotional impact on the learners. This emotional impact on learners is produced as the connection between the students' lived-through experiences and the literary text is established. In the same manner, Peregoy and Boyle [22], emphasized that the facilitation of aesthetic responses in teaching literary work enables students to experience the feeling or mood expressed in a piece of writing.

Table 4. Critical Approaches in Crafting Critical Conversation

Themes	Subthemes	Exemplar Texts
Reader-oriented approach	Relating personal experiences with literary text ( <i>Reader-response criticism</i> )	How does anger affect you as a person? [P4] What do you feel upon reading the poem? [P6] What will you feel if someone tell you that he or she is mad at you? What will you do? [P9] Upon analyzing the poem, what feeling or mood it tries to evoke from you? [P2]
Text-oriented approach	Recalling literary elements presence in literary text ( <i>Formalist criticism</i> )	In literature, what do you call the feeling that the poem creates in the reader? [P6] What do you call the pattern of sounds at the end of each line of the poem? [P3]
	Interpreting symbolism in literary text ( <i>Formalist criticism</i> )	What does the statement, "the tree bore an apple bright," in the third stanza mean? [P7]
Reality-oriented approaches	Evaluating persona's action ( <i>Moralistic and philosophical criticism</i> )	Do you think that the action of persona is good? Why? [P8]
	Evaluating effectiveness of philosophical idea and intertextuality of text in conveying meaning ( <i>Moralistic and philosophical criticism</i> )	How does the idea of the tree of wisdom in the biblical story affect the message of the poem? [P5]
	Discussing philosophical idea conveyed in literary text ( <i>Moralistic and philosophical criticism</i> )	Does the persona disobey one of the holy orders in Christian belief? How does the persona disobey it? [P1]
Author-oriented approach	Determining cause and consequences of human actions ( <i>Psychological criticism</i> )	What are the consequences of not speaking up emotions? [P3] Why do you think the wrath of the speaker of the poem grows for his foe? [P5]
	Determining author's purpose in writing literary text ( <i>Biographical criticism</i> )	What do you think is the purpose of William Blake for writing this poem? [P4] Why did Blake write the poem? What was his purpose? [P3]

Legend: [P1] to [P9] means participant 1 to participant 9.

### **Participants' Utilized Critical Approaches in Crafting Critical Conversation**

Critical conversation entails the discussion of the highlights of a literary text between the teacher and the students to stimulate the latter's thinking skills. Oftentimes, this discussion is facilitated by the teacher through the art of questioning.

To examine how the pre-service teachers translate the theme of a literary text into critical conversation, the participants' constructed lesson plans on relationship-themed poetry were analyzed to distinguish their utilized critical approaches in crafting comprehension questions. These comprehension questions were categorized using Griffith's [16] notion of places of interpretation. Focused Group Discussion (FGD) was also facilitated to further affirm the themes emerged from the content analysis of the constructed lesson plans. The critical approaches in crafting critical conversation is presented in Table 4.

The analysis of the participants' constructed comprehension questions reveals four major approaches in exposing the highlights of the text. These major approaches include reader-oriented, text-oriented, reality-oriented, and author-oriented approaches. Reader-oriented approach was utilized by the participants to help their students relate personal experiences with the literary text that permits the learners to express their feelings and emotions toward the literary work. Providing opportunity for the students to relate themselves to the literary work can increase their engagement with the text and maximize their participation in the literary discussion. A participant describes the purpose for utilizing the reader-oriented approach as follows:

*"Reader-response criticism is appropriate to use in teaching the poem because it cater[s] real-life questions. By doing so, the students can easily relate their experiences and perspectives to that of the persona in the literary piece. It helps the students to know more of themselves by discovering their strengths and weaknesses through these questions [P1]."*

In addition, another participant justifies the importance of employing reader-response criticism in providing chance for the students to express their feelings. This is recounted as follows:

*"... the teacher should not only focus on the cognitive aspects but he must also consider the attitudes and feelings of students. Affective learning is so much important to teaching because it increases one's personal growth [P4]."*

This importance of reader-response approach in discussing literary work is affirmed by Collie and Slater's [23] contention that the connection between the learners and the literary text resulting to their personal involvement can be established through finding the relevance of the text to students life experiences and emotions.

Participants who used text-oriented approach in constructing comprehension questions focused on formalist criticism. This approach to literary analysis enables the pre-service teachers to guide their students in identifying literary elements presence in the text and analyzing symbolism. A participant rationalizes the utilization of this approach as follows:

*"The idea of using this approach [formalist criticism] in asking questions makes the learners aware of the technicalities of the poem. By this, they can classify the type of the poem that they are reading and at the same time, they can employ these [literary elements] in making their own literary piece [P4]."*

Beach et al. [14] supported this observation by emphasizing that students' understanding of the conventions of a particular genre such as poetry allows them to transfer the techniques like manipulation of literary elements into a unified whole over their writing.

The combination of moralistic/philosophical criticism and psychological criticism characterizes the participants' utilization of reality-oriented approaches in constructing questions for classroom discussion. These reality-oriented approaches centered on discussing the philosophical idea conveyed in the text, evaluating the effectiveness of the intertextuality of the text in depicting philosophical idea, and determining cause and consequences of human actions as well as evaluating the persona's action. These learning tasks grounded on reality-oriented approaches can encourage self-reflection among students as these tasks challenge them to make judgement of the philosophical ideas depicted in the text and the consequences of human actions. This notion is affirmed by one of the participants:

*"... Psychological approach will make the students reflect on their experiences [P9]."*

Moreover, another participant emphasizes that:

*"It is the moralistic approach wherein the students reflect on their own experiences in life then make a necessary action to resolve it [P2]."*

Participants' preference on reflective learning founded on reality-oriented approaches seems to

indicate their subscription on student-centered learning. Beach et al. [14] noted that helping students to make connection and reflect on ethical issues within the context of their own experiences promotes student-centered learning.

Determining the author purpose in writing the literary text was the primary focus of the participants in utilizing author-oriented approach. This learning task reflects the participants' attempt to help their students make sense of the text by referring to the author's life as a source of materials for interpretation. This is supported by the notion of Barnett et al. [24] that studying the author's biography can foster understanding of the text as it illuminates the relationship of the author's experiences to his or her intention in writing a literary text.

### CONCLUSION AND RECOMMENDATION

Engaging students on challenging literary genre such as poetry requires proper planning to stimulate their interest and lead to meaningful learning. This proper planning requires teachers to transact with numerous contexts in crafting an academic experience that can support meaningful learning. This transaction encourages educators to consider their cognition and the processes that influence their thinking which can shape their practices in planning lessons. In literature pedagogy, teachers' attempt in achieving meaningful learning begins with the preplanning phase in designing lessons which constitutes their analysis of the literary text to be taught and their consideration of teaching models that can shape the way they construct comprehension questions to engage their students to critical conversation to understand and appreciate the literary text. It is within this premise that this study had been conducted. The results of the participants' ranking on comprehension strategies and teaching models in lesson planning on relationship-themed poetry revealed that they as pre-service teachers employed varied strategies in analyzing relationship-themed poem that seemed to indicate their initiative in monitoring their own understanding and thinking; thus, metacognitively applying strategies that can help them understand the text. Their moderate agreement on personal growth model suggests the appropriateness of this teaching model in designing lesson on poem dealing with human relation as a universal theme. The universality of human relation as a literary theme dictates the pre-service teachers' preference on exposing their students to issues and challenges within the context of the learners' lived-through experiences

favorable for the latter's growth as human beings. Moreover, the pre-service teachers' choice of questions aiming to encourage aesthetic responses to facilitate literary discussion appears to reflect their preference on personal growth as teaching model which capitalizes on students' personal experiences to promote reflective learning.

Congruent with the above-cited results, educators in charge of English as a Second Language pre-service teachers' training may use the interrelationship of comprehension strategies, teaching models, and critical approaches exposed in this study to prepare their students to the complexity of lesson planning. They may consider the interrelation of these variables in designing course intended learning outcomes along courses requiring teacher education students to write lesson plans. Since this investigation focuses mainly on the preplanning phase of designing lessons, the researcher calls for further investigation on pre-service and in-service teachers' implementation of their learning plans in delivering their lessons.

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